A Statutory College of the State University of New York

A Component College of the State University of New York Health Sciences

Cornell University, Ithaca, New York

Eighty-fifth Annual Report

July 1, 1981 – June 30, 1982

Legislative document number 88

The New York State College of Veterinary Medicine at Cornell University in Ithaca, New York, is the primary health resource for the state's multibillion-dollar animal population.

The college's mission, mandated by the citizens of New York State through their legislators, is to promulgate animal and human health through education, research, and public service.

This report is a compendium of the activities, during the 1981–82 fiscal year, of the students, faculty, and staff who worked to accomplish the mission and thereby to justify the public trust.
September 1, 1982

Frank H. T. Rhodes
President
Cornell University

Dear President Rhodes:

Pursuant to the requirements of the laws of New York State, I present herewith a report of the activities and the accomplishments of the faculty and staff of the New York State College of Veterinary Medicine for the year ending June 30, 1982, this being the eighty-fifth annual report of this college.

Respectfully submitted,

Edward C. Melby, Jr.
Dean

September 16, 1982

The Board of Trustees of Cornell University, the Chancellor and Board of Trustees of the State University of New York, and the Governor of the State of New York

Ladies and Gentlemen:

In accordance with the requirements of Section 5711 of Article 115 of the State Education Law, I am pleased to submit, on behalf of Cornell University, the report of the New York State College of Veterinary Medicine for the year beginning July 1, 1981, and ending June 30, 1982.

Sincerely yours,

Frank H. T. Rhodes
President

September 30, 1982

The Board of Regents, the Governor, and the Legislature of the State of New York

Ladies and Gentlemen:

Pursuant to the law, the 1981—82 Annual Report of the New York State College of Veterinary Medicine at Cornell University is herewith submitted.

Very respectfully yours,

Clifton R. Wharton, Jr.
Chancellor
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Readers of this year’s annual report have a chance to go behind the scenes, as it were, and to gain what may be a new perspective on the college by looking at it from the inside out. Profiles drawn from interviews with four students are offered as a means of observing the training in veterinary medicine provided by the New York State College of Veterinary Medicine.

One member was selected from each class of professional-degree candidates. They were chosen, not because of unusual capabilities or outstanding achievements, but rather because they typify the high standards expected of, and met by, their peers. Their stories, expressed frequently in their own words, are representative of their classmates—yet each is unique. Together they may provide an unusual insight into some of the challenges, frustrations, and rewards that accrue to them and their classmates.

For alumni, reading these profiles may be an occasion for nostalgia—a trip down corridors alive with memories. It should also be an occasion for pride in having been among those who covered the route with honor. For aspirants—those who hope to enter the ranks of individuals working for a Cornell degree in veterinary medicine—the experience may serve to stiffen their resolve to make the necessary sacrifices, or it may serve as a somewhat unsettling reminder that the race belongs to the fit, and theirs is a goal not easily won. For parents of students, donors to various college funds, and all other friends of the college, the stories may make the need for their understanding and support more meaningful.

To faculty, staff, and administrators of the college, the stories have been in turn predictable and surprising, disturbing and comforting, humbling and gratifying. They point up the necessity to maintain an alertness to changing needs, a willingness to respond creatively, and a determination to meet or exceed past levels of achievement—the ingredients necessary to win or maintain a premier position in any field of endeavor. Primarily, they are eloquent reminders of the responsibility of imparting training in veterinary medicine and conferring the Cornell degree of Doctor of Veterinary Medicine.
Richard Brower, Class of '85

Richard Brower, the middle one of five sons in the family, grew up on a farm in the Shenandoah Valley of Virginia that has been operated by three generations of Browers. His two older brothers, now partners with their father, have assumed major responsibility for running the hundred-head dairy farm. Both of his younger brothers seem likely to join the family business as well. Richard says his family pulls together, and he would enjoy living and working near them.

In addition to his work on the family farm, Richard had some preveterinary experience with a veterinarian in a mixed practice, dealing mostly with cattle and dogs. He majored in animal science at Virginia Polytechnic Institute and State University in Blacksburg, where he received the Bachelor of Science degree.

Richard has no doubt that his "farm background has been a great asset" in his pursuit of veterinary medical training. He believes that the responsibility he had during high school for taking care of the animals went a long way toward developing his character and self-reliance and influencing his choice of career. "I was exposed to veterinary work, and I was really impressed. By the time I was a sophomore, I had decided that veterinary medicine was where I really wanted to go, so I just started gearing up for that."

In his junior year at Virginia Tech, Richard applied to the about-to-open veterinary college there and was accepted. The following year, however, he decided to try for a place at Cornell, and notified of his acceptance here, "I just grabbed it." He feels that was the right decision and says the college is "everything I imagined...a great educational opportunity."

The only drawback Richard sees in opting for the Cornell training is the additional cost involved. Although his farm background makes him no stranger to the notion of early, heavy investment in a career, he concedes that marriage is being postponed for economic reasons and confesses to some uneasiness about the debt burden he will face in 1985. "To make my investment worthwhile, I'm trying to get the most out of being here." He may look for a part-time job to help pay the bills but will consider one only if it will in no way detract from the academic pursuits. "If I could find a job in the clinics, where the work would serve a double purpose, that would be great." He looks forward eagerly to summers of hard physical labor, not only to make money but for the sheer pleasure he takes in it and the diversion from academic life that it provides.

Looking back on his first year of veterinary college, Richard thinks, "The most difficult thing is learning what to ignore." He says he wanted to be in everything, see everything, go on all the rounds, attend all the seminars, and he "found out there are only twenty-four hours in every day."

The breadth of opportunity in his chosen profession is also a source of frus-
Richard's original plan—to go into large-animal practice—has been modified to the extent that "I am trying to keep my mind open while I'm here." He is very much aware of the differing demands made on veterinarians according to the species to be treated or the animals' primary role. He cites the farmer's concern with the economics of production but points out that the goal—maintaining health—is basically the same, whether its purpose is to keep an animal producing or to keep a pet happy and comfortable.

Although the diversity can be frustrating—"There is so much exposure, so many fields, it's sometimes difficult to deal with"—Richard has not felt overwhelmed by the academic demands and credits his undergraduate experience with helping prepare him for that aspect of veterinary college. "It hasn't been easy, but I had a good background and worked hard enough in my junior and senior years that this was just like a continuation."

Richard cites interaction among classmates as one of the most rewarding aspects of the first year. "When tests roll around, tension builds in the whole class, but when you pull together, it's easier." But he believes he is not quite typical of his peers in that many of them have real difficulty in dealing with the emphasis each professor puts on the subject being addressed in that class. "Most of the students seem to feel obligated to think that each, in turn, is more important than the others. From Day One, I decided you have to set your own personal priorities and decide which things you will put more emphasis on. Other things—you do the best you can and don't worry too much about it."

The relationship with professors here, compared with the undergraduate situation, according to Richard, is a real bonus. "It's better. It's more personal. You get the feeling they are really concerned with producing a good veterinarian." He sees the gap between classroom and out-of-class situations as much less marked. "Most of the day is an academic setting, really geared to learning."

Richard would like to see more attention, even during the first year, on ethics, client relations, and other areas of the profession in general, instead of just on facts about anatomy, physiology, and so on. He feels it is not too soon to be "building up an awareness of values for dealing with people and with medicine."

He also predicts there will be an increasing need for the veterinary medical profession to deal publicly with issues of animal rights. "Veterinarians," he says, "were always aware" of these issues but must become more prepared to "justify what they do, not only on a commercial basis but from the animal's viewpoint." He points out that physicians have long had to confront similar issues in the public forum and comments that there are "certain values you have to apply in dealing with life in general."

Asked about the overall pressure of the professional-degree program, Richard replied that he believes "the pressure put on me here is secondary to what it will be when I get out of here and have to deal with clients. That responsibility is what I see as the real pressure situation."
Sylvester Price, Class of '84

"I'm among people who are all going through the same thing. There is a special bond."

Sylvester Price's growing-up years were characterized by marked environmental changes. Until he was ten years old, he lived in a small Virginia town, about half black, half white, moving next to a predominantly Jewish neighborhood in New York City. There he was graduated from a high school where many of his peer group failed to complete the course. When he elected to attend Brown University in Providence, Rhode Island, where he majored in biology, other friends assumed his parents had forced him to go away to school and asked him why.

Sylvester feels that his father, who is an orthopedic surgeon, wanted both him and his sister to become physicians, but Sylvester's work in a human medical clinic one summer convinced him he would not be comfortable in that branch of medicine. His enjoyment of pets and preveterinary experience, which included work for the ASPCA in Manhattan, a summer job on a dairy farm, and helping a small-animal practitioner in Queens, New York, led him into the veterinary field.

Sylvester is one of only four black students in a group of 318 and will be the first to point out that that makes a difference. "It's not like I could ever skip a class—they would know I was gone." He adds that "we are not separated out... but I am always aware" and mentions situations, primarily social, in which he feels his classmates fail to realize some of the differences that blackness makes.

Efforts by this college and other schools of veterinary medicine to increase interest in the profession among minorities have not met with enormous success. Sylvester's opinion is that "it's going to be a long process," and he adds that he had never seen a black veterinarian until he came here. Yet he "never thought for a moment that a black couldn't be in any profession he chose." Although Sylvester realizes that his open approach to a career choice probably resulted from the example set by his father, he says his decision to become a veterinarian was made when he was ten years old, while his father was away from home doing a residency.

That decision was never altered, but Sylvester admits to having had doubts as recently as last year. "I wasn't too pleased with what was going on, so I asked myself, 'Are you sure this is what you really want to do?' This year, sometime during the second semester, I stopped wondering and started saying, 'Wow, this is great.' It's a good feeling to wake up now and look forward to the day."

Sylvester sees the program as a good deal more than just getting facts. "The more I find out about what veterinary medicine really is, the more excited I become. When I was applying, I thought in terms of zoos or working with dogs and cats—I just never considered all the other things." He says that his expectations and goals keep changing, and he has come to realize that process may continue as he is exposed to more and more possibilities. His vision, a year or two ago, of himself as a small-animal practitioner in a large city has definitely been modified: "Now that I have sort of gotten the New Yorker out of my soul, I think I would like a mixed practice. I would like some foreign work too." He recognizes that several influences are affecting his thoughts about the future, including not only his broadening understanding of the various ways to apply veterinary medical training but his awareness that he may have a special contribution to make as a black veterinarian.

Sylvester found that his undergraduate work in biology at Brown was good preparation for veterinary college and says work here "is not as tough as I thought it would be," adding that his response might have been different last year. "I
was honestly and truly miserable that second semester freshman year, but this semester I feel one hundred percent better, and retrospectively, it's all enjoyable." Sylvester says he "really enjoys the learning, and studying isn't as painful as it was," but he still hates "the feeling that I have to and the pressure of exams."

In spite of the differences that inevitably attend minority membership, Sylvester says the bond among classmates in the professional-degree program is strong. "I'm among people who are all going through the same thing....There is a special bond because we are all in the same profession."

He notes that that same bond infuses the professor-student relationship. Most of the professors, he feels, are genuinely interested in teaching, and that makes an important difference. In a letter to his adviser at Brown, Sylvester said, "This school is incredible. I get the impression they are really doing this for me. They are here to teach me." He adds, "People listen around here. If the students said, 'No, we don't want this, it's not important to us,' there would be changes.... The administration or the Curriculum Committee would look at it."

Recently the idea of going on for advanced work leading to a research career has surfaced as an option. Sylvester believes that research would be "very satisfying intellectually because you're gathering facts that move you toward something else and help you tie a lot of things together." Still, he says, he's "making a conscious effort not to make a firm decision yet."

Sylvester is eager to travel, would like to work in an underdeveloped country, and sees Africa as his most likely choice. "If I had to spell it out, I would like to get an internship, then work around this country for a while, and then go overseas for a time. After that, if I still liked the idea of research, I'd want to go back.... But," he adds, "my desires, my expectations, anything, could change."
“The desire to continue and the desire to get something out of the program comes from within.”

Although Colleen Cottrell grew up in Orchard Park, New York, a suburb of Buffalo, she worked on a farm intermittently from the age of fourteen on. It’s not likely that family life was ever dull for Colleen, who is the eldest of ten children. The inclusion of marriage and children in her plans for the future (although she believes fewer than ten would suffice) is testimony to the quality of her home experience.

Colleen received the Bachelor of Arts degree from Wells College in Aurora, New York, where she majored in biology. In addition to her considerable experience on a farm, she worked with animals in 4-H clubs and had jobs with both large- and small-animal practitioners.

Colleen traces her interest in veterinary medicine to childhood experiences with animals. “When we had a horse, I enjoyed caring for it as much as I did riding it and showing it,” and when their puppy was hit by a car and required a lot of care, she realized she liked that aspect of working with animals too. Colleen says she never wavered in her decision to become a veterinarian but concedes she might change her approach to that goal if she were to do it over. “Sometimes I wish I’d taken time off to mature and experience other things, and I might have gone to a different undergraduate school where I could have focused more on the animal-physiology, animal-anatomy types of courses.”

Her undergraduate experience, at a small, liberal-arts college, is not the usual preparation for veterinary medicine, and Colleen felt “miles behind a lot of my classmates as a freshman. Some of the things that were common knowledge among my classmates I had never heard of, and it hurt me a bit in my studies. It also made me feel inferior, at least for the first two years.”

Colleen’s assessment of her undergraduate experience has a positive side, however. She points out that it helped her to develop confidence and to approach learning with an open mind. She is also convinced that the benefits of the liberal-arts education will be realized increasingly in the years ahead.

During her years at Cornell, Colleen has been very active in curricular matters, serving on the Curriculum Committee and voicing definite opinions about changes she believes are needed. She thinks the first two years are dedicated too intensively and too exclusively to basic sciences, devoid of clinical applications. She would like to see courses taught from the beginning with a clinical slant. “We start right in with the smallest picture. We lose the forest for the trees. It would be better if we started with physiology so we could get an idea of how the systems work within the body and then had biochemistry so we could learn how those individual systems work.” She says some of the professors do approach the sciences with a clinical slant, and “they made more of an impression on us.”

She also stresses the learning value of interaction with other students, not only in the classroom and laboratories where “you are almost continually working with others and learning from them” but in going over notes with a group. “There’s always something that is not going to occur to you that will occur to somebody else or that they’ve picked up in outside reading. . . . We really do learn a lot from our classmates, and I find it fun as well as one of the best ways to study.”

But Colleen goes on to say that the most difficult thing for her to deal with now is the “capacity of my own mind.” She finds it hard to accept that you can “read those notes and read those notes and read those notes and know it—for about a week. Then down the line someone asks you a question, and you know you knew it, but you just don’t know it any more. You speak with veterinarians, and they assure you they have faced the same thing.” She concludes, “You just have to keep learning your whole life long.”
Colleen observes a trend toward specialization within the veterinary medical profession and sees it as "a good sign." She notes that it is "all the better if those who are good at one thing do that." She is looking to her summer work with practitioners to help decide her future direction. "When I came in, I was leaning toward rural practice ... treating cows and maybe the farmers' pets," but she has come to believe that "small-animal work can be more challenging." She notes that treatment of farm animals is usually dictated by economics and that "you can get a higher level of sophistication treating small animals."

No matter what the type of practice, Colleen is firm on one point: "I want very much to have my own business, and I am fairly confident I can do it. I'm sure you have a lot of extra headaches, and if your business is doing poorly, you have to bear the burden of that, but I don't want to work for somebody else. I never have."

Concern about future financial pressure must take a back seat for the time being to the current struggle to meet costs. Like many D.V.M. candidates, Colleen has borrowed heavily from government student loan programs and private sources, supplementing those funds as much as possible with earnings from vacation and part-time jobs, but she says, "Next year is very much up in the air because I can't get enough without going to more private sources and I don't want to overextend myself."

Colleen sees the D.V.M. program as all-consuming. Admitting that many of her peers would disagree with her decision, she says, "I have put a lot of my personal life on hold," and adds that to take advantage of "this one time in my life when people are going to be giving me all the information they have on a subject," she is working as hard as "I physically and mentally can."

The close-knit aspect of life in veterinary college provides good all-around support, points out Colleen. "Advisers and professors are almost always willing to talk.... Friends offer a lot of encouragement too." Nevertheless, in the final analysis, getting through is a personal responsibility. "I have to say that the desire to continue and the desire to get something out of the program comes from within. If you don't want to, you won't, no matter what your friends or the professors try to do."
Enthusiastic participation in diverse activities has been a dominant feature in Carol Carberry's life. Her concern for people prompted her to devote much time to working with children in her home community of New Milford, New Jersey, and led to her counseling jobs during college. A wide variety of interests have inspired her to develop skills in areas as dissimilar as art and auto mechanics, dancing and carpentry, all of which provide her with relaxation or personal satisfaction, and some of which have brought financial rewards as well.

Carol was accepted by the New York State College of Veterinary Medicine at the end of her junior year as an animal science major in the College of Agriculture and Life Sciences at Cornell. A highlight of her career as a D.V.M. candidate was being named the recipient of the Gentle Doctor Award, a bronzed statue and a cash gift presented to one senior student each year. Selection of the student is made by the faculty of the Department of Clinical Sciences, according to specifications laid down by the class of 1979, sponsors of the award. Carol says, "Ever since I was little and went to the veterinarian, I have wanted to be one, but I decided to look into everything I might be interested in—I went to art school, I majored in math in high school—but veterinary medicine seems to encompass in one profession all the things I like to do." Carol managed to maintain a variety of extracurricular interests, activities, and jobs throughout her student years and found the rewards went far beyond the monetary boost. "Any profession is mostly dealing with people, and my job as a resident adviser in the [undergraduate] dorms helped me communicate. It kept me in touch with the other parts of campus, and I liked the responsibility."

Ballet and art lessons provided relaxation and diversion from the academic routine, and her artistic talents helped pay school costs as well. Besides, "when you study art, you're taught to observe ... to look at things in different ways," a useful skill in medicine. Outside jobs, she said, affected her grades but not what she learned. "The extra time I could have spent studying to get an A instead of a B I might have spent counseling someone ... and it always seemed like the night before a test we'd have a fire drill!" She added, "I enjoy studying, but it's not my whole life. And doing those extra things will, in the long run, make me a better veterinarian and a better person."

Having to learn material when the need for it and the applications to be made of it are not obvious is, by Carol's assessment, the most difficult aspect of the curriculum. Otherwise, she says, "It is a lot of work, but it is not really difficult." Both social and academic interaction with faculty members and with other students helps build the good rapport she feels is so valuable. She cites faculty breakfasts, the traditional celebrations for Dr. Fox's and Dr. Sack's birthdays, and dressing up for Halloween as bases for good comradeship and fond memories. She views out-of-the-classroom discussions with faculty members as one of the most enriching elements of her Cornell education. "I had a lot of philosophical questions all through vet school, and I would go and talk with some of the professors. We had really good conversations and became real friends."

An unhappy personal experience prompted one series of talks. "My dog died here in the clinic. I brought him in and thought he would be all right, and the next day he was dead. That was real hard for me to accept, but there was nothing anyone could do, and that really made me realize that veterinarians aren't God. I talked to one professor a lot about it ... about dealing with people when their animals die."

Firmly convinced that the value of pets, especially to the elderly, the ill, and the
childless, is increasing but insufficiently understood both by the public and by veterinarians and that the entire field of veterinary-client and public relations is inadequately addressed in the D.V.M. program, she hopes to devise a means for helping to fill that void. “I would love to start up something with the companion-animal bond and get students more involved with client relations. I had people come up after my seminar and say that was a great idea, and people have written to me asking for information, so I think it is important and should be stressed. I would love to work on it. I am trying to think how I could do that.”

Carol thinks the tight economic situation may make people more “cautious about just jumping in the car and going to the vet” but believes that pets are assuming larger roles in the lives of many who will be searching for the best veterinary medical help they can get. She thinks this trend is definitely “going to affect veterinary medicine.”

Carol does not see the swing to more woman veterinarians as having a major impact on the profession—although she observes that it must have produced a profound change in the social life of D.V.M. candidates. She is confident that most of the woman graduates will go into practice, seeing them as the kind of people “who want to work, who want to be veterinarians.” She does not believe that the practice of veterinary medicine will require giving up marriage and children. “It isn’t that one precludes the other; it can be worked out.”

Carol’s own immediate plans call for a year of internship near her home in New Jersey and starting to pay back the sizable debt she owes, but she has confidence that she will reach many of her short- and long-range goals. Looking back on the past four years, Carol sees the clinical work toward the end as very important in tying together and giving meaning to much of what was learned during the preceding years and in providing the opportunity to adjust to real situations. “The first time you are with a client or you’re told to put in an IV or you’re on emergency is scary. No matter what you are taught in class, that’s when the impact of what a veterinarian really does strikes you.”
Teaching and Learning

The stresses felt by students in the professional-degree program are the natural and inevitable result of a chain of events and responses, beginning with the explosion of knowledge that has reverberated through all fields of scientific education and endeavor in recent decades. That, in turn, exerted intense pressure on those responsible for designing and implementing the D.V.M. program to incorporate more and more into the curriculum.

The appointment, at the beginning of the 1981-82 year, of Dr. Roy V. Pollock as assistant dean for curriculum development at the college signaled the start of a complete review of the teaching program. Workshops, seminars, and personal interviews are some of the techniques being employed to collect input from college faculty, students, and administrators, to present the views of experts from outside the college, and to stimulate the exchange of ideas relevant to problems and solutions.

One workshop, led by a psychiatrist, dealt with possible detrimental effects of the intense veterinary professional-degree program on students' physical, mental, and intellectual health. Others were directed toward defining goals, and attention is also being given to some specific changes in the methodology of teaching and testing.

With the accumulation of data vastly outpacing what any mind can, in four years, grasp or retain, decisions about how much and which items from the vast pool of knowledge should be presented becomes one of the key issues. In one professor's opinion, "The curriculum is beyond the breaking point.... The students are overwhelmed." Another agrees that "the work load is too great" and adds that this situation "suppresses the students' ability to learn," a point of view accepted by many educators.

In addition to general agreement among students and faculty that the load is at— if not beyond—reasonable levels, there is a consensus about overall goals.

"We should develop... scientific curiosity and an active approach to independent learning and problem solving," asserted one faculty member, and his opinion was echoed by others: "We should... produce thinking scientists," "We need to provide a background that will enable the students to absorb and utilize newer information as it comes along," and "We need to give them the tools to be able to continue their education" were typical comments.

Deciding on specific steps to take in pursuit of the common goals is more difficult. Some faculty members expressed dismay at the amount of time students spend in class, seeing it as reducing the time available to read and "to reflect, organize, and integrate." One faculty member said of his own professional training, "There wasn't time to think." But others voiced reservations about reducing class time, wondering if students would do more reading and thinking even if given the time and pointing out that "it's always difficult to encourage students to work independently."

One of the workshops included information on some alternative testing procedures and prompted discussions of the pros and cons of various procedures. As an outgrowth, several faculty members have introduced diagnostic and patient-management problems into their course finales. These are designed to simulate practice situations by confronting students with "cases" that require drawing on and applying learned material in more realistic patterns than are needed in responses to traditional test questions.

The potential of computers, with their enormous capacity for storing and calling up facts and data, as aids in diagnosis and in the determination of optimum methods for patient management was the topic of one workshop. Two projects are currently under way at the college to explore the application of computers to veterinary medical practice. Dr. Pollock has initiated one study
involving the use of college computers in the diagnosis and management of patients in the Teaching Hospital, and Dr. Maurice E. White, assistant professor in the Department of Clinical Sciences, is conducting research aimed at the same general topic from a somewhat different perspective.

Clinical instruction at the college is already benefiting from the use of the large-animal surgical suite and the large-animal isolation facility, both opened during 1981–82, although funds for some equipment needed to make maximum use of the latter structure are still being sought. The value of modern facilities such as these to the teaching, research, and public service roles of the college tends, nevertheless, to spotlight remaining deficiencies in the physical plant. A preliminary study to help define the magnitude of a renovation or construction project to bring the hospital up to date has been assigned to an architectural firm, while a committee of faculty members in the Department of Clinical Sciences is examining the problem from their perspective.

One specific proposal—construction of an amphitheater into which patients in the Large Animal Clinic could be directly introduced—has been submitted to the state for funding. The proposed facility would allow for upwards of two hundred students and practitioners to observe demonstrations and would serve as a convenient arena for conducting daily patient rounds, for which there is now no assigned space.

During 1981–82 the five full-time faculty members of the Department of Anatomy, whose years of teaching and research experience in that field total 108, updated all courses in that department. The clinical pathology programs in the Department of Pathology for second- and fourth-year students were also reorganized, and additional emphasis was placed on diseases of pet birds in the core courses of the Department of Avian and Aquatic Animal Medicine in response to the growing percentage of companion-animal practice devoted to those species.

This emphasis reflects an overall commitment by the department and the college to expand instructional, research, and diagnostic activities in the field of companion and wild bird medicine. During the year specimens from throughout the United States were submitted to the pet, exotic, and wild bird diagnostic service on campus, while the Avian Clinic in the Teaching Hospital, supervised by ten faculty members who work with the staff of Cornell's Laboratory of Ornithology and several New York State zoos, made clinical work on wild bird rehabilitation available to forty students who volunteered to help.

Weekly seminars were established by the developing Department of Pharmacology, and an elective course entitled Ecology of Environmental Toxins was prepared for fall 1982. The revised curriculum of the Department of Physiology and a reorganized program of instruction in the clinics of the Teaching Hospital were also prepared for inauguration at that time.

In spring 1982 thirty students and two graduates from eleven veterinary colleges attended the sixth session of Aquavet, the training and research program in aquatic veterinary medicine sponsored jointly by the Cornell and Pennsylvania veterinary colleges at Woods Hole, Massachusetts. That program, the college's capabilities for graduate training in aquatic animal medicine, and researchers in all the Woods Hole–based marine programs will benefit from the newly established Laboratory for Marine Health. Funded by a National Institutes of Health grant and organized in the Marine Biology Laboratory at Woods Hole, the laboratory is under the direction of Dr. Louis Leibovitz of the college's Department of Avian and Aquatic Animal Medicine.
The primary purpose of the new facility is to provide diagnostic service to researchers, but efforts will also be made to systematically identify and characterize diseases of marine animals that are used in research, to initiate studies into the more significant diseases of these species, and to develop stocks of disease-free marine animals.

A new unit in Cornell's Graduate School, the Field of Immunology, was established in spring 1982, and about twenty-five students are expected to enroll by the end of the year. Fifteen of the twenty faculty members in the new academic unit are in the College of Veterinary Medicine; the rest are from four departments in other colleges at Cornell. Students in the Field of Immunology may pursue either the Master of Science or the Ph.D. degree in one of seven major subjects.

Interns and residents in the Department of Pathology benefited from recent changes designed to integrate theory with clinical case material, and graduate training in pathology continued to expand with the receipt of a grant by the National Cancer Institute to support two more trainees.

As in previous years, faculty and staff from all college departments participated in a wide range of instructional programs in this and other countries. The national symposium "Physiology: The Next Decade," in which most members of the Department of Physiology participated, was held on campus in July 1981. Members of that department also presented a six-week training course in Ithaca, starting in June 1982, entitled "Radioimmunoassay and Its Application to Research in Animal Reproduction," to twenty-three students from twenty-two developing nations.

More than 250 requests for searches of published material were handled by the library's Computer-Assisted Literature Search Service (COMPASS), which became operational in July 1981. That number is expected to grow as faculty, students, and practitioners become increasingly aware of the speed and thoroughness with which vast amounts of biomedical literature can be scanned for information needed in clinical, research, and teaching activities. Access to desired items, identified by COMPASS or through more traditional channels, is provided by the library from its own holdings or through the interlibrary loan service.

Preserving the library's resources and protecting against losses is the purpose of a detection system added in June 1982 with funds from college alumni. This was the tenth library (out of fifteen) on the Cornell campus to provide this security.

Nearly four thousand individual uses were made of the collection of 259 audiotapes, 16,636 slides, and 109 videotapes in the library's autotutorial center during the year. In May 1982 a closed-circuit television system was installed in the center that allows individuals to view surgical procedures and communicate simultaneously with the operating surgeons. Additional space to accommodate the increasing demand for these services is badly needed.
Although the number of applicants to the college this past year showed an even greater drop—18 percent—than in recent years, admissions personnel found the selection process as demanding as ever because of the high level of competence demonstrated by those who sought entrance. Women made up the same percentage of those applying and of those accepted—54 percent. Minority-group representation rose with the admission of five such individuals in the class of 1986.

During the year the college received two $600,000 grants from foundations. One, from the Mabel Pew Myrin Trust, is to be used in developing the Department of Pharmacology, and the other is for construction of a building for the Bovine Health Research Center.

About one hundred fifty more alumni contributed to the annual Veterinary College Fund than had given the year before. Gifts and pledges from that source came to more than a quarter of a million dollars during 1981-82, while gifts from nonalumni reached $422,434. These gifts and grants become ever more crucial to the maintenance of college excellence as funds from the state and other governmental and institutional sources become more scarce.

College faculty members continued to excel, however, in the competition for available research funds, in spite of the toughening economic situation nationwide. With financial help from a private foundation, the James A. Baker Institute for Animal Health has created a cell-hybridization facility, the first in veterinary medicine, that allows researchers to generate continuously growing cell lines that secrete antibodies of a single molecular species. These are valuable diagnostic aids as well as powerful research tools.

Several on-campus structures for specific-pathogen-free (SPF) colonies of various species figured in the year’s events. Completion of the new facility on Hungerford Hill for raising and maintaining three genetic strains of SPF chickens increases the college’s capability to perform cancer-related research. Matching funds to construct the highly sophisticated, filtered-air, shower-in-building were provided by the National Cancer Institute. Construction has begun adjacent to the Baker Institute for a building, part of the proposed Bovine Health Research Center complex, in which SPF calves will be developed and housed. Design is under way on another structure next to the Baker Institute, this one for the SPF dog colony.

Providing the physical environments necessary to the continued high level of research activity at the college also requires frequent renovations and relocations in order to meet the changing and ever-more-demanding specifications of scientific studies. Updated quarters on North Triphammer Road for the Mastitis Control Program freed the Warren Road Field Laboratory for use by the Equine Drug Testing and Research Program, including the newly created equine sports medicine section.
The strict control over the use of illegal drugs in the horse-racing industry in New York State, afforded by the testing program, is demonstrated by the percentage of positives (less than 0.1 percent) recorded out of the year's total of 220,537 samples taken at twelve tracks in the state. This level of control makes the New York jurisdiction the recognized leader in the field. Nevertheless both the New York State Racing and Wagering Board and the staff of the college program it supports are aware that a deeper problem creates the need for such a monitoring system. One of the aims of the equine sports medicine program is to make an additional contribution to the integrity of racing by finding ways to prevent illegal drug use. Studies of injuries, ailments, and other conditions in the animals that are conducive to drug use, and the development of effective strategies for dealing with them, are needed. This work will be part of a broad approach to achieving maximum health and performance through the integrated study of the physiological and biochemical processes involved in strenuous exercise, which constitutes the discipline of equine sports medicine. That program is headed by Dr. G. Frederick Fregin, who has also been given the responsibility of coordinating all college equine research activities.

Early in 1982 the only contagious equine metritis (CEM) quarantine facility in the state was opened at the college's Equine Research Park Annex on Snyder Hill. Funds for the renovation of existing structures were provided by the Saratoga Travers Celebration in August 1981. CEM, a venereal disease that seriously reduces the rate of conception in mares, has been seen most often in thoroughbreds. Both mares and stallions imported into New York from countries where CEM exists must be held in isolation for a minimum of forty days for tests and, when needed, treatment, which may include surgery on mares to meet federal regulations. A total of seventeen horses can be accommodated in large box stalls at the CEM facility.

Faculty Notes

Dr. Bruce W. Calnek, chairman of the Department of Avian and Aquatic Animal Medicine, was elected president of the American Association of Avian Pathologists and bureau member and corresponding secretary representing the United States in the World Veterinary Poultry Association.

Dr. S. Gordon Campbell, professor in the Department of Microbiology, was named faculty representative of the newly established Field of Immunology in the Graduate School.

Dr. Leland Carmichael, the John M. Olin Professor of Virology, Dr. Max Appel, professor, and Dr. Roy V. Pollock, assistant professor, all in the Department of Microbiology's Baker Institute, shared the Ralston Purina Award, given in recognition of outstanding achievements in small-animal medicine.

Dr. John F. Cummings, professor in the Department of Anatomy, served as a consultant to the Division of Medical Neurosciences of the Walter Reed Army Medical Center.

Dr. Raymond H. Cypess, director of the Diagnostic Laboratory and chairman of the Department of Preventive Medicine, was elected to the American...
Epidemiologic Society, one of the few veterinarians to become a member. His election reflects the importance of contributions he has made in the area of parasitic and zoonotic infections.

Dr. Alan Dobson, professor in the Department of Physiology, was awarded the Doctor of Science degree by Cambridge University in England. That degree, the highest awarded by Cambridge, is based on published work.

Dr. Howard E. Evans, chairman of the Department of Anatomy, continued to serve Cornell University in a wide variety of positions, including membership on the boards of the Shoals Marine Laboratory and of the Cornell University Press, appointments to the University-Community Relations and Professor-at-Large committees, and election as a faculty trustee for five years. He has also been appointed associate editor of the Journal of Morphology and a member of the Awards Committee for the Mary Markle Foundation.

Professor Emeritus Ellis Pierson Leonard completed the second volume of his history of the college, In the James Law Tradition: 1908–1948, and it was published in 1982.

Dr. Douglas D. McGregor, director of the James A. Baker Institute for Animal Health, was selected to serve a four-year term on the Advisory Committee to the Director of the National Institutes of Health.

Dr. Fred Quimby, director of the Division of Laboratory Animal Services and of the Center for Research Animal Resources, was appointed to a study section of the National Institutes of Health.

Dr. W. O. Sack, professor in the Department of Anatomy, was elected president of the American Association of Veterinary Anatomists. He was also appointed to the Editorial Committee of the International Committee on Veterinary Gross Anatomical Nomenclature and was made chairman of the Subcommittee for General Terms and Body Parts. A new book by Dr. Sack, Essentials of Pig Anatomy, was published early in 1982.

Dr. David O. Slauson, associate professor, and Dr. Barry J. Cooper, assistant professor, in the Department of Pathology, are coauthors of a recently published book, Mechanisms of Disease: A Textbook of Comparative General Pathology.

Under the college's affirmative action program, three professorial positions and three positions at the instructor level were filled by women, and one male Hispanic was appointed to an instructorship.

Faculty and Staff Changes

New Appointments
Judith A. Appleton, Postdoctoral Associate
Murray G. Blue, Visiting Assistant Professor
Nurcan Cetinkaya, Visiting Fellow
Larry C. Clark, Assistant Professor
Michael A. Collier, Assistant Professor
Lloyd A. Dillingham, Director of Laboratory Operations, Center for Research Animal Resources
Edward J. DuBovi, Assistant Professor
Stephen K. Durham, Postdoctoral Fellow
Christine Eckers, Postdoctoral Associate
Jorge P. Figueroa, Instructor
Jack C. Geary, Professor Emeritus
David L. Graham, Professor
Kay A. Henderson, Postdoctoral Associate
Ralph A. Jones, Director of Public Affairs and Lecturer in Jurisprudence
Susan B. Levine, Instructor
John H. Lillie, Visiting Associate Professor
A. Dwight Lopes, Assistant Professor
Peter W. Nathanielsz, Professor and Chief of the Section of Theriogenology
Mark J. Newman, Research Associate
Akira Okano, Visiting Assistant Professor
Julio Oriol, Visiting Fellow
Robert E. Oswald, Assistant Professor
Huseyin Ozcan, Visiting Fellow
Varahenage Y. Perera, Postdoctoral Associate
Whang Phang, Research Associate
Roy V. Pollock, Instructor
E. Robin Poore, Senior Research Associate
Donald H. Schlafer, Assistant Professor
Claudia Sutton, Research Associate
Gregory A. Weiland, Assistant Professor

Promotions and Title Changes
Bradford O. Brooks, Research Associate (from Postdoctoral Fellow)
Sharon A. Center, Instructor (from Veterinary Resident)
James H. Gillespie, Professor (from Professor and Chairman, Department of Microbiology)
Douglas R. Gilmore, Assistant Professor (from Resident)
Edward L. Jarroll, Jr., Senior Research Associate (from Research Associate)
Robert A. Milvae, Research Associate (from Postdoctoral Associate)
Roy V. Pollock, Assistant Professor and Assistant Dean for Curriculum Development (from Instructor)

Completed Terms
James W. Boyd, Visiting Professor
Cecil F. Brownie, Postdoctoral Fellow
Luis Felipe De La Cruz Palomino, Visiting Assistant Professor
Michael A. Hannwacker, Visiting Assistant Professor
Chris M. J. Keet, Visiting Fellow
Thomas J. Kern, Assistant Professor
David E. Lawson, Visiting Professor
R. Danilo Mendez Medina, Visiting Fellow
George Muller, Visiting Fellow
Miriam Rosenberg, Visiting Assistant Professor
Carlos G. Silva, Visiting Fellow
Velibor Stojic, Visiting Fellow

Resignations
James C. Carlisle, Assistant Professor
James L. Cone, Director of Laboratory Operations
Jeffrey N. Davidson, Assistant Professor
Ralph A. Elston, Research Associate
Frederick L. Hiltz, Senior Research Associate
Erwin G. Pearson, Assistant Professor
Carl J. Sindermann, Adjunct Professor
Peter J. Timoney, Associate Professor
Barbara J. Watrous, Assistant Professor

Retirements
Edward J. Trethaway, Assistant to the Dean for Public Affairs
Robert F. Smith, Director of Biomedical Communications

Deaths
Gary R. Bolton, Associate Professor
### Table 1
**Graduate Student Enrollment, Field of Veterinary Medicine, 1981–82**

| Graduates for the Ph.D. degree | 35 |
| Graduates for the M.S. degree  | 14 |

### Table 2
**Geographic Distribution of Accepted Applicants, Class of 1986**

<table>
<thead>
<tr>
<th>Legal Residence</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>61</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>2</td>
</tr>
<tr>
<td>Maine</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>1</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>2</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>6</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
</tr>
<tr>
<td>Vermont</td>
<td>2</td>
</tr>
</tbody>
</table>

### Table 3
**Degrees Awarded, 1981–82**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.V.M. (with Distinction: 4)</td>
<td>78</td>
</tr>
<tr>
<td>M.S.</td>
<td>6</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>5</td>
</tr>
</tbody>
</table>

### Table 4
**Predoctoral Student Enrollment, 1981–82**

<table>
<thead>
<tr>
<th>Candidates for the D.V.M. degree</th>
<th>78</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 1982</td>
<td></td>
</tr>
<tr>
<td>Class of 1983</td>
<td>80</td>
</tr>
<tr>
<td>Class of 1984</td>
<td>80</td>
</tr>
<tr>
<td>Class of 1985</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>318</td>
</tr>
</tbody>
</table>

Cornell undergraduates taking courses in the college (full-time equivalents) | 48 |

### Table 5
**Continuing Education, 1981–82**

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference for Veterinarians, 74th Annual</td>
<td>423</td>
<td>18</td>
</tr>
<tr>
<td>Equine Practitioners’ Short Course, 2d Annual</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Ophthalmology Short Course</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>Pathology Short Course, Olafson</td>
<td>53</td>
<td>40</td>
</tr>
</tbody>
</table>

Lendings, autotutorial programs: 116

### Table 6
**Laboratory Animals Housed and Cared For by the Division of Laboratory Animal Services, 1981–82**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Daily Average</th>
<th>Annual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calves</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Cats (SPF)</td>
<td>216</td>
<td>380</td>
</tr>
<tr>
<td>Cats (other)</td>
<td>124</td>
<td>282</td>
</tr>
<tr>
<td>Chicks</td>
<td>347</td>
<td>4,752</td>
</tr>
<tr>
<td>Dogs</td>
<td>239</td>
<td>562</td>
</tr>
<tr>
<td>Frogs</td>
<td>10</td>
<td>379</td>
</tr>
<tr>
<td>Gerbils</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Goats</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Guinea pigs</td>
<td>10</td>
<td>74</td>
</tr>
<tr>
<td>Hamsters</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>Hens</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Mice</td>
<td>2,274</td>
<td>3,403</td>
</tr>
<tr>
<td>Pigs</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Rabbits</td>
<td>150</td>
<td>339</td>
</tr>
<tr>
<td>Raccoons</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rats</td>
<td>188</td>
<td>2,185</td>
</tr>
<tr>
<td>Sheep</td>
<td>19</td>
<td>62</td>
</tr>
<tr>
<td>Squirrels</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Turtles</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Woodchucks</td>
<td>136</td>
<td>223</td>
</tr>
<tr>
<td>Total</td>
<td>3,795</td>
<td>12,799</td>
</tr>
</tbody>
</table>
### Table 7
**Summary of Grants and Contracts Awarded, 1981–82**

<table>
<thead>
<tr>
<th>Recipient</th>
<th>For 1981–82</th>
<th>For Subsequent Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$377,752</td>
<td>$210,465</td>
<td>$588,217</td>
</tr>
<tr>
<td>Anatomy</td>
<td>42,846</td>
<td>45,568</td>
<td>88,414</td>
</tr>
<tr>
<td>Avian and Aquatic Animal Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department program</td>
<td>169,875</td>
<td>658,767</td>
<td>828,642</td>
</tr>
<tr>
<td>Poultry Disease Laboratories</td>
<td>170,000</td>
<td>0</td>
<td>170,000</td>
</tr>
<tr>
<td>Total Avian and Aquatic Animal Medicine</td>
<td>$339,875</td>
<td>$658,767</td>
<td>$998,642</td>
</tr>
<tr>
<td>Clinical Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department program</td>
<td>$582,229</td>
<td>$828,988</td>
<td>$1,411,217</td>
</tr>
<tr>
<td>Mastitis Control Program</td>
<td>316,000</td>
<td>0</td>
<td>316,000</td>
</tr>
<tr>
<td>Total Clinical Sciences</td>
<td>$898,229</td>
<td>$828,988</td>
<td>$1,727,217</td>
</tr>
<tr>
<td>Diagnostic Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture and Markets Contract</td>
<td>$713,591</td>
<td>0</td>
<td>$713,591</td>
</tr>
<tr>
<td>Equine Drug Testing and Research Program</td>
<td>2,527,815</td>
<td>0</td>
<td>2,527,815</td>
</tr>
<tr>
<td>Other</td>
<td>40,000</td>
<td>0</td>
<td>40,000</td>
</tr>
<tr>
<td>Total Diagnostic Laboratory</td>
<td>$3,281,406</td>
<td>0</td>
<td>$3,281,406</td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department program</td>
<td>$734,194</td>
<td>$495,310</td>
<td>$1,229,504</td>
</tr>
<tr>
<td>Baker Institute for Animal Health</td>
<td>692,461</td>
<td>709,075</td>
<td>1,401,536</td>
</tr>
<tr>
<td>Total Microbiology</td>
<td>$1,426,655</td>
<td>$1,204,385</td>
<td>$2,631,040</td>
</tr>
<tr>
<td>Pathology</td>
<td>$303,101</td>
<td>$652,901</td>
<td>$956,002</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>135,010</td>
<td>180,204</td>
<td>315,214</td>
</tr>
<tr>
<td>Physiology</td>
<td>1,080,819</td>
<td>1,057,053</td>
<td>2,137,872</td>
</tr>
<tr>
<td>Preventive Medicine</td>
<td>182,873</td>
<td>152,875</td>
<td>335,748</td>
</tr>
<tr>
<td>Grand total</td>
<td>$8,068,566</td>
<td>$4,991,206</td>
<td>$13,059,772</td>
</tr>
</tbody>
</table>

### Table 8
**Admission Summary, Class of 1986**

<table>
<thead>
<tr>
<th>Area</th>
<th>Applicants</th>
<th>Interviewed</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>296</td>
<td>141</td>
<td>61</td>
</tr>
<tr>
<td>Compact states</td>
<td>136</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>97</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>529</td>
<td>210</td>
<td>80</td>
</tr>
</tbody>
</table>

### Table 9
**Library Holdings, 1981–82**

<table>
<thead>
<tr>
<th>Category</th>
<th>1981–82</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bound volumes</td>
<td></td>
</tr>
<tr>
<td>At beginning of year</td>
<td>67,733</td>
</tr>
<tr>
<td>Acquisitions</td>
<td>1,654</td>
</tr>
<tr>
<td>Less withdrawals</td>
<td>118</td>
</tr>
<tr>
<td>Total bound volumes</td>
<td>69,269</td>
</tr>
<tr>
<td>Periodicals and annuals</td>
<td>1,028</td>
</tr>
</tbody>
</table>
### Table 10
Clinical and Diagnostic Accessions, 1981

<table>
<thead>
<tr>
<th></th>
<th>Sheep &amp;</th>
<th>Cattle</th>
<th>Goats</th>
<th>Swine</th>
<th>Dogs</th>
<th>Cats</th>
<th>Poultry</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical and surgical</td>
<td>1,814</td>
<td>963</td>
<td>165</td>
<td>13</td>
<td>9,813</td>
<td>3,968</td>
<td>144</td>
<td></td>
<td>16,880</td>
</tr>
<tr>
<td>Ambulatory clinic</td>
<td>1,820</td>
<td>35,920</td>
<td>802</td>
<td>1,108</td>
<td>4</td>
<td>6</td>
<td></td>
<td>1,537</td>
<td>39,660</td>
</tr>
<tr>
<td>Clinical pathology specimens</td>
<td>4,376</td>
<td>4,126</td>
<td>240</td>
<td>17</td>
<td>12,124</td>
<td>3,695</td>
<td></td>
<td></td>
<td>26,115*</td>
</tr>
<tr>
<td>Diagnostic Laboratory</td>
<td>15,499</td>
<td>715,684</td>
<td>3,570</td>
<td>7,066</td>
<td>14,050</td>
<td>5,111</td>
<td>170</td>
<td>1,665</td>
<td>762,815†</td>
</tr>
<tr>
<td>Necropsies</td>
<td>345</td>
<td>1,037</td>
<td>192</td>
<td>129</td>
<td>773</td>
<td>355</td>
<td>35</td>
<td>864</td>
<td>3,730</td>
</tr>
<tr>
<td>Surgical pathology</td>
<td>479</td>
<td>483</td>
<td>76</td>
<td>30</td>
<td>7,491</td>
<td>1,273</td>
<td>84</td>
<td>207</td>
<td>10,123</td>
</tr>
<tr>
<td>Laboratory animal examinations</td>
<td>380</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,460</td>
<td>1,952‡</td>
</tr>
<tr>
<td>Poultry Disease Laboratories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastitis Control Program</td>
<td>4</td>
<td>228,735</td>
<td>153</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>228,892</td>
</tr>
<tr>
<td>Total</td>
<td>24,337</td>
<td>986,948</td>
<td>5,198</td>
<td>8,363</td>
<td>44,635</td>
<td>14,520</td>
<td>5,526</td>
<td>8,867</td>
<td>1,098,304</td>
</tr>
</tbody>
</table>

*The Clinical Pathology Laboratory performed 36,383 tests on the 26,115 specimens.
†The Diagnostic Laboratory performed 809,194 tests on the 762,815 specimens.
‡The Division of Laboratory Animal Services maintained 12,799 animals; the daily census averaged 3,795.

### Table 11
Library Use, 1981–82

<table>
<thead>
<tr>
<th></th>
<th>On campus</th>
<th>Interlibrary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve books (in-library use)</td>
<td>13,260</td>
<td>73</td>
</tr>
<tr>
<td>Books lent (home use)</td>
<td>17,882</td>
<td>425</td>
</tr>
<tr>
<td>Photocopy items provided (in lieu of loans)</td>
<td>12,639</td>
<td>82</td>
</tr>
<tr>
<td>Total on campus</td>
<td>43,781</td>
<td>598</td>
</tr>
</tbody>
</table>

### Table 12
Interns and Residents, 1981–82

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interns</td>
<td>15</td>
</tr>
<tr>
<td>Residents</td>
<td>16</td>
</tr>
</tbody>
</table>

### Table 13
Qualifications of Accepted Applicants, Class of 1986

<table>
<thead>
<tr>
<th></th>
<th>Number of Applicants</th>
<th>Percentage of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of preveterinary preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than four years of college</td>
<td>11</td>
<td>14.0</td>
</tr>
<tr>
<td>Four years of college</td>
<td>53</td>
<td>66.0</td>
</tr>
<tr>
<td>More than four years of college (graduate level)</td>
<td>16</td>
<td>20.0</td>
</tr>
<tr>
<td>Institution previously attended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell University</td>
<td>33</td>
<td>41.0</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>59.0</td>
</tr>
<tr>
<td>Field of preparatory study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal science (or related)</td>
<td>38</td>
<td>47.5</td>
</tr>
<tr>
<td>Biological sciences (or related)</td>
<td>38</td>
<td>47.5</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Tables 14 and 15 are summaries of the income and expenditures of the New York State College of Veterinary Medicine for the fiscal years July 1, 1980, through June 30, 1981, and July 1, 1981, through June 30, 1982. These figures do not include expenditures for indirect costs, estimated for 1981–82 at $2,065,818 for general support services and $3,461,329 for salary fringe benefits.

### Table 14
**Source of Funds**

<table>
<thead>
<tr>
<th></th>
<th>1981–82</th>
<th>1980–81</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. State appropriation</td>
<td>$ 7,448,977</td>
<td>$ 6,828,448</td>
</tr>
<tr>
<td>B. Federal appropriation</td>
<td>302,111</td>
<td>228,258</td>
</tr>
<tr>
<td>C. Grants and contracts</td>
<td>8,689,881</td>
<td>8,215,756</td>
</tr>
<tr>
<td>D. College income</td>
<td>6,406,841</td>
<td>5,299,185</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$22,847,810</td>
<td>$20,571,647</td>
</tr>
</tbody>
</table>

### Table 15
**Use of Funds**

<table>
<thead>
<tr>
<th></th>
<th>1981–82</th>
<th>1980–81</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Instruction and departmental research</td>
<td>$ 3,209,934</td>
<td>$ 2,990,664</td>
</tr>
<tr>
<td>F. Teaching Hospital</td>
<td>3,996,873</td>
<td>3,270,083</td>
</tr>
<tr>
<td>G. Organized research</td>
<td>8,641,413</td>
<td>7,869,872</td>
</tr>
<tr>
<td>H. Extension and public service</td>
<td>4,579,515</td>
<td>4,307,021</td>
</tr>
<tr>
<td>I. Academic support</td>
<td>237,769</td>
<td>183,810</td>
</tr>
<tr>
<td>J. Student services</td>
<td>178,791</td>
<td>188,953</td>
</tr>
<tr>
<td>K. Institutional support</td>
<td>1,519,278</td>
<td>1,400,056</td>
</tr>
<tr>
<td>L. Plant maintenance and operation</td>
<td>299,653</td>
<td>242,030</td>
</tr>
<tr>
<td>M. Student aid</td>
<td>184,584</td>
<td>119,158</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$22,847,810</td>
<td>$20,571,647</td>
</tr>
</tbody>
</table>
Administrators and Advisers

Cornell University

Administration
Frank H. T. Rhodes, President
W. Keith Kennedy, University Provost
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W. Donald Cooke, Vice President for Research
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Neal R. Stamp, Senior Counsel to the University
Kenneth I. Greisen, Dean of the University Faculty

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William A. Levin
Sol M. Linowitz
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Richard F. Tucker
Stephen H. Weiss

Note: The persons listed on pages 29–31 were holding the indicated offices on June 30, 1982. One appointment to the State University of New York Board of Trustees was pending.
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John F. Buckhoff, Jr., Acting Executive Vice President, Research Foundation
Martha J. Downey, Secretary of the University
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New York State College of Veterinary Medicine

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Charles G. Rickard, Associate Dean for Academic Programs
Lennart P. Krook, Associate Dean for Postdoctoral Education
Robert B. Brown, Assistant Dean for Administration
Roy V. Pollock, Assistant Dean for Curriculum Development
Richard Rostowsky, Assistant Dean for Hospital Administration
John C. Semmler, Assistant Dean for Facilities and Research Administration
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Rita Harris, Director of Personnel
Ralph A. Jones, Director of Public Affairs
Howard Moraff, Director of Computer Resources
Donald S. Postle, Director of Financial Aid
Fred W. Quimby, Director, Division of Laboratory Animal Services, and Director, Center for Research Animal Resources
Marcia J. Sawyer, Director of Student Affairs and Admissions
Charles E. Short, Director of Continuing Education
Kathleen P. Telling, Director of Financial Management
Neil L. Norcross, Secretary of the College

Alexander de Lahunta, Chairman, Department of Clinical Sciences, and Director, Teaching Hospital
Howard E. Evans, Chairman, Department of Anatomy
William Hansel, Chairman, Department of Physiology/Section of Physiology
Lennart P. Krook, Associate Dean for Postdoctoral Education
Robert M. Lewis, Chairman,* Department of Pathology
Douglas D. McGregor, Director, James A. Baker Institute for Animal Health
Charles G. Rickard, Acting Chairman, Department of Microbiology, and Associate Dean for Academic Programs
Geoffrey W. G. Sharp, Chairman, Department of Pharmacology
Neil L. Norcross, Secretary of the College†

*On sabbatical leave, 1981–82; David O. Slauson, Acting Chairman.
†Serving as secretary to the Advisory Board.

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Gilbert H. Porter
Charles R. Robinson
E. Barry Ryan
Ertom Sipher
Robert A. Squire
Dale Stansbury
Arnold N. Weinberg
John E. Willson
Anyone interested in further information about the college or its programs is encouraged to request such information by mail or telephone.

In a move designed to effect a significant reduction in costs, a user-owned telecommunications system is being installed during fall semester, 1982. The changeover will result in new number assignments for all except a few college offices. The appropriate numbers for those exceptions are included in their listings, below. Individuals who wish to reach any other of the following college units by telephone are advised to dial the college switchboard at 256-5454 and ask for a specific person, unit, or departmental office. All telephone numbers are area code 607.

Writers should be sure to include appropriate zip codes for return mail.

General Inquiries

General inquiries should be directed to
Edward C. Melby, Jr., Dean
New York State College of Veterinary Medicine
Cornell University
Ithaca, New York 14853.

Statistical Supplements

The following supplements, containing detailed statistical material compiled on the basis of the calendar year (1981) are available:

- Report of Necropsies
- Report of Parasitological Examinations
- Poultry Disease Diagnostic Laboratories

Requests for any of the above should include the name of the document desired and should be addressed to

Annual Report Statistical Supplements
New York State College of Veterinary Medicine
Cornell University
Ithaca, New York 14853.

Special Programs and Units

Requests for information concerning the following special programs or facilities should be directed to the appropriate persons as listed below. All addresses are at the New York State College of Veterinary Medicine, Cornell University, Ithaca, New York 14853.

Admissions and Student Affairs
Ms. Marcia Sawyer
C117

Baker Institute
Dr. Douglas D. McGregor
James A. Baker Institute for Animal Health
Telephone: 277-3044

Biomedical Communications
Ms. Sandy Berry
L21

Biomedical Electronics
Mr. H. Donald Hinman
621 Research Tower

Bovine Health Research Center
Dr. Donald H. Schlafer
325C Research Tower

Comparative Medicine
Dr. George C. Poppensiek
315 Research Tower

Computing Facility
Mr. John Lewkowicz
624 Research Tower

Continuing Education
Dr. Charles E. Short
426 Research Tower

Development and Public Affairs
Mr. Ralph A. Jones
G1 Research Tower

Diagnostic Laboratory
Dr. Raymond H. Cypress
207 Diagnostic Laboratory

Equine Drug Testing and Research
Dr. George A. Maylin
Telephone: 256-6555

Equine Infectious Diseases, Laboratory for
Dr. James H. Gillespie
216 Research Tower

Equine Reproductive Studies
Dr. Donald H. Lein
209 Diagnostic Laboratory

Equine Research Park
Dr. Jack E. Lowe
517 Research Tower

Equine Research Program
Dr. Herbert F. Schryver
516 Research Tower

Equine Sports Medicine
Dr. G. Frederick Fregin
Telephone: 256-6555

Extension Service (Veterinary)
Dr. Michael A. Brunner
205 Diagnostic Laboratory

Feline Health Center
Dr. Fredric W. Scott
618A Research Tower

Fish Diagnostic Laboratory
E116

Graduate Study, Field of Immunology
Dr. S. Gordon Campbell
E317

Graduate Study, Field of Veterinary Medicine
Dr. Neil L. Norcross
227 Research Tower

Laboratory Animal Services, Division of
Dr. Fred W. Quimby
221B Research Tower

Large-Animal Consulting Service
Dr. Francis H. Fox
G126

Library (Flower Veterinary Library)
Ms. Susanne Whitaker
C201

Mastitis Control Program
Ms. Frances D. Barnes
Telephone: 533-7852

Poultry Diagnostic Laboratories
Dr. Bruce W. Calnek
E117

Teaching Hospital
Dr. Alexander de Lahunta
G130

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