

NEW YORK STATE VETERINARY COLLEGE

CORNELL UNIVERSITY

STUDENT HANDBOOK

To The

FIRST YEAR CLASS

Revised 7/15/71

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PREFACE

In all probability, no phase of a veterinarian's education is entered into with more trepidation than the first year at veterinary college. With this thought in mind, the Dean, and the Student Chapter of the American Veterinary Medical Association, has established an orientation program for first year students.

The Saturday before formal instruction begins, the Dean and Associate Deans will begin to familiarize you with veterinary school life. They will take you through the facilities associated with the College and answer your questions. Finally, you will meet your professors and other veterinary students at an informal reception on Sunday sponsored by S.C.A.V.M.A.

The purpose of this Handbook is to introduce you to your Veterinary College, and to give you some idea of what to expect as you enter this exciting period in your life. We hope that you will find it useful in the days ahead.

MESSAGE FROM DEAN POPPENSIEK

To all new members of the student body, greetings and a warm welcome. The uncertainties and competition for a place in veterinary college are over, and you are ready to embark on a four year course which we hope and believe will be most rewarding. Hard work lies ahead, to be sure, but with its accomplishment will come a satisfaction which is its own reward.

Your instructors will expect a high level of performance, but they are people of understanding and will not ask the impossible. You will find that they are glad to help you.

You are here to prepare yourself to enter a profession which demands, above all else, integrity, as well as a perceptive understanding of your clients and patients. Your relations with your classmates offer an excellent opportunity to start your training for such a life. An overly competitive spirit may lead you to lay undue emphasis on your grades compared with theirs. But remember that you are studying to master a subject which is basic to your life work, not to obtain a grade.

In this veterinary college you will find an atmosphere of helpful cooperation which we hope to see you cherish and develop to an even higher level during your years with us.

Good luck to all of you!

HISTORY

The New York State Veterinary College was established as the first of the contract colleges at Cornell University on March 21, 1894, 26 years after Ezra Cornell announced at the inaugural address for Cornell University that Dr. James Law, a Scottish veterinarian, had been appointed Professor of Veterinary Science. He was a member of the original faculty and the first Professor of Veterinary Science in any University in the United States. The College was inaugurated on September 24, 1896, as "a new enterprise in America: a State Veterinary College" as expressed at that time by the words of its first Dean, Dr. James Law. This inauguration followed the appointment of the original faculty by the Board of Trustees of Cornell University on June 17, 1896.

It was not until the following year, however, that official provision was made in Albany for the administration of the College by an Act of the Legislature of the State of New York, cited in Chapter 689 of the Laws of 1897, approved on May 22, 1897.

Beginning with a faculty of six, it was the third veterinary college to have been established of those in existence today, having been preceded by colleges at Iowa State University in 1877 and at the University of Pennsylvania in 1883. The current faculty and professional staff contains 135 scientists.

Beginning as a three-year course based upon two years of high school training, the curriculum covers a four-year period with a requirement that all candidates for admission have at least three years of pre-veterinary college education.

Over the years great contributions toward the conquering of animal disease problems have been made by members of the faculty and staff of the New York State Veterinary College. Raymond Birch is known the world over for his outstanding work in brucellosis, a disease of animals and man. Denny Udall, William Arthur Hagan, Dorsey W. Bruner, Ellis P. Leonard, Malcolm E. Miller, H. Hugh Dukes and other distinguished members of the faculty have written books of outstanding eminence and are standard reference and teaching texts throughout the world. Many diseases have been described and their causes defined by members of the faculty. The late William A. Hagan, Dean of the Veterinary College from 1932 through 1959, wrote the "Essentials of an Acceptable Veterinary Medical School", citing minimal standards which have been adopted by the Council on Education, American Veterinary Medical Association, for accreditation of all American Veterinary Medical Colleges.

Among the distinguished graduates of the College, George C. Christensen '49 is now Vice President for Academic Affairs, Iowa State University. Nine of the 21 recipients of the annual Borden Award for Outstanding Research in Diseases of Dairy Cattle have been awarded to graduates or faculty members of the New York State Veterinary College, and of the 85 Presidents of the American Veterinary Medical Association, nine have been graduates or faculty members of the New York State Veterinary College.

Of additional contemporary interest is the fact that another graduate of the College, Dr. Alfred E. Earl '41, a New Jersey veterinarian, carried out the fundamental research in 1954, which has led to the development of tranquilizing drugs used in both animal and human medicine.

The Flower Veterinary Library, named for one of its principal early benefactors, Roswell P. Flower, who was Governor of the State of New York when the College was founded, contains the largest number of accessions of veterinary literature in the world except for the collection in the United States Department of Agriculture.

The College enjoys a reputation as one of the finest in the world because of policy established in the early days of its development and maintained since then that the major responsibility for teaching rests with senior members of the faculty and that research, the fire of education, is a significant part of the College program.

Thus, the New York State Veterinary College has maintained its pre-eminence as a teaching and investigative institution. The heritage of the past is one of which we all may be proud. The present first year class, entering at this time of continuing growth and expansion, will have much to say about its future.

THE HONOR SYSTEM

The Honor Code was founded by the students in the Class of 1963, approved by a majority vote of the faculty in June 1960, and has been accepted by each entering class since that time. It is based on the principal that responsibility for ethical conduct rests with the student himself. This system depends upon the personal integrity of each student and upon each student insisting, by the means placed at his disposal, that all other students abide by the Honor Code.

To deal with any problem concerning student conduct, there is established the Student Administration Board, composed of representatives from all classes. The duties of this body are to receive information concerning student misconduct and breaches of the Honor Code, to judge this information, and to make recommendations to the faculty Committee on Student Conduct, regarding disciplinary measures, and, where appropriate, to carry out these measures.

INTRODUCTION

During the month of September, you will begin your veterinary education. This will be a period of transition in which your thoughts, actions, ideas, and attitudes will begin to change from those of a layman toward those of a veterinarian. For some, veterinary school will be but a simple step from undergraduate halls; but for many, it will be a more difficult step requiring certain readjustments in their method of study. These readjustments will, of course, vary from person to person, depending on his previous education and training. Most of the difficulties arising in the first year, if they do arise, can be traced to these differences in background.

You must learn to evaluate your knowledge, your capabilities, and the study habits which you developed in undergraduate days, and having evaluated them be prepared to make the changes necessary in the latter in order to secure a satisfactory basis for studying your new subjects. Your pre-veterinary education has not been calculated to give you a sample of veterinary education, rather it has been designed to stimulate you intellectually and to give you a mature, broad outlook toward education--an outlook to which you must hold fast -- for veterinary medicine is, of necessity, a somewhat restricted subject.

As you start your veterinary education, you must be wondering what veterinary school is like, and what will be your course of study. We will not attempt in this Handbook to describe this completely, but we can give you a brief sketch. You must fill in the details for yourself as you attend the classes. You will notice in this Handbook, that we lay greatest emphasis on the first year (the term "freshman year" is avoided purposely). This plan has been adopted since the first year is your immediate objective.

In general, the veterinary curriculum is divided into two parts of two years each, known generally as the pre-clinical and clinical years.

In the first period, also called the basic sciences years, the major subjects are Anatomy, Physiology, and Chemistry in the first year, and Pharmacology, Bacteriology, and Pathology in the second year. These studies are the basis for the practical clinical years. However, the dividing line between pre-clinical and clinical studies is not sharp. A portion of your first two years will be spent in the clinical application of the basic sciences, while in the last two clinical years frequent review of basic principles is the rule.

REGISTRATION

All students must register at the beginning of the fall semester both in the University and in the College. University registration is conducted in Barton Hall. Registration in the Veterinary College is completed in Room C-105, Office of the Director of Student Administration. Registration for the spring semester is done only in the Veterinary College at the Office of the Director of Student Administration.

The Office of Student Administration will issue class registration sheets to all students. These must be taken by the student to his designated class advisor for review and approval. After the advisor's signature or initials are obtained on these sheets, the student must file them with the Director to complete his registration.

ADVISORS

On the first day of registration, each student is assigned to a faculty advisor. Ordinarily this professor continues as the student's advisor throughout his college career. The student must consult his advisor at the beginning of each semester to attain approval of his registration sheets. The advisor is available as often as the student wishes to consult him.

Students who have personal problems not necessarily connected with their academic work, which may affect their scholastic performance, are invited to seek aid and advice from their faculty advisor, or if they prefer, any other member of the faculty. Mr. Johndrew, the Director of Student Administration, will also be glad to counsel with students at any time.

Faculty advisors give special attention to advisees who are not doing satisfactory work. This is especially important at mid-term, when advice may enable the student to improve enough during the latter part of the semester to avoid class failures.

ADVANCED CREDITS

Entering students who seek advance credit for work done elsewhere should consult the professor in charge of the particular course concerned. If the professor is satisfied that the student has had work elsewhere that is substantially equivalent to that in the veterinary curriculum, advanced credit will be granted in writing. The student should present this statement to the Director of Student Administration, who will then indicate on the student's record card that credit has been allowed.

Students who, while registered in other colleges at Cornell, have taken the identical courses required in the curriculum in the Veterinary College, need only to call attention to the Director of Student Administration to this fact and the advanced credit will be entered by him on the student's record.

ATTENDANCE

Regular class attendance is expected in all courses. Unexcused absences do not entitle students to the privilege of making up credits for the work missed. Each professor is privileged to establish rules with respect to class attendance and impose penalties for unexcused absences.

Students who have been absent from classes for valid reasons should apply to the Director of Student Administration for official excuses and these should be presented to all instructors at the first class after the period of absence.

Only the University Medical Clinic can grant medical excuses.

The University faculty has established the following rules for all classes which fall in the two days immediately preceding and following vacation periods during the academic year: 1. No instructor may change the time of classes except with the specific approval of the Dean of the College. 2. The quantity and quality of the work given during these periods must conform to that given during the remainder of the term irrespective of the class attendance.

AUTOMOBILES

The following rules for parking automobiles apply to all second, third, and fourth year professional veterinary students and all graduate students with their major subject in veterinary medicine whether on official appointments as assistants or otherwise: 1. Parking is permitted where marked along the south side of Tower Road (diagonal parking) from the corner of Caldwell Road to the entrance of the large parking lot B on the south side of Tower Road. 2. Parking is permitted in the lot at the corner of Tower and Caldwell Roads. C Cars parked in any other areas will be tagged by the Campus Patrol.

There is a charge for parking permits, but no guarantee of a space. All students who bring cars to Ithaca must register them with the Traffic Bureau in Barton Hall.

SMOKING & HOUSEKEEPING

There is a regulation against smoking in classrooms of the statutory units. This means that lighted cigarettts, cigars, and pipes should not be carried into classrooms and that "lighting up" should be done only after leaving buildings where the fire hazards are considered to be especially great. Smoking in laboratories generally is forbidden. In some it may be allowed with the special permission of the instructor.

Students are requested not to litter the floors nor to fill up the cigarette receptacles with other objects than cigarettes. The cooperation of all in keeping our building clean and neat is necessary. In rooms where smoking is permitted, ashtrays will be provided.

We also ask that you do not bring your pets to classes or the college. While doing so has become somewhat of a tradition at Cornell, it cannot be permitted in this college. We are dealing with disease in this college and want as little contamination as possible taking place. Also, many animals do not have good manners indoors.

THE FIRST YEAR

ANATOMY

The entire class of 65 first-year students meets four mornings a week in the Gross Dissection Laboratory for a three hour dissection period. Two of the four laboratory periods are preceded by a fifty minute lecture or demonstration.

The lectures consider the comparative gross aspects of vertebrate organ systems, the specific anatomy of selected organs, radiographic anatomy, the use of reference materials, and biological principles as they apply to gross anatomy.

In the laboratory, students work in pairs, alternating as reader and dissector. This is a cooperative enterprise and each has an obligation not only for his own learning but for that of his partner as well. It is expected that all students will attend all laboratory and conference sessions.

Embalmed, arterially injected dogs prepared in the department remain in the laboratory throughout the term and their care is the students responsibility. This necessitates moistening the specimen with dilute preservative, and wrapping the specimen at the end of each laboratory period. Frozen specimens are provided when necessary. Occasionally, clinical patients are introduced, postmortem specimens are displayed on a wet-table, or a preserved demonstration is arranged in an adjoining room.

The laboratory is open every week day from 7 A.M. to 5:30 P.M. and by request arrangements can be made for evening and weekend use. A professor and a graduate assistant are present at all times during the regular laboratory periods to answer questions and supervise the dissection. Protective clothing is required in the laboratory and must be kept clean.

The dog is dissected according to an assigned schedule which is divided into weekly units. A laboratory manual, "Miller's Guide to the Dissection of the Dog" by Evans and de Lahunta, has been designed for the course and kept current by several revisions. The instructions for dissection are specific and take into account the precise time available. All dissection procedures have been reviewed for their practicality and informational value.

Pre-dissected specimens, whole brains, and skeletal materials are prepared yearly to replenish those consumed by normal use. We try to utilize all donations of anatomical materials and several departments have been very cooperative. Each student is loaned a set of dog bones for home study.

During the last week of the term, students dissect the Budgerigar, the chicken and a laboratory rodent. Mimeographed instructions and drawings have been prepared to facilitate this work. The dissection is accompanied by an illustrated lecture on avian anatomy, a film on the reproductive tract of the fowl and demonstrations of the digestive and reproductive tracts of various rodents.

The facilities and materials required for the proper conduct of the gross dissection laboratory represent a considerable investment of money, labor and planning in order to fully utilize the time available and to provide an adequate understanding of the animal body.

Equipment Needed

1. Dissecting Kit - Campus Store -
 - 5 1/2" Sharp over blunt - straight scissors
 - 6" Scalpel (cartilage knife)
 - 1 Flexible probe
 - #3 Scalpel handle (Bard-Parker type)
 - #10 Scalpel blades (dozen)
 - 5" Mouse-tooth thumb forceps
 - 5" Pointed splinter forceps or 4" watchmaker's forceps

5" Thumb forceps, blunt end
 Folding case or instrument pan
 A wide field magnifying glass is a useful addition

2. Clothing -

Laboratory coats, or coveralls or clinical uniforms are required. If you do not have suitable laboratory clothing it is advisable to purchase the type required later by the clinics. Seniors are required by the Small Animal Clinic to wear a standard uniform (tunic and pants) and it may be worn in First-term Anatomy. Long coats are not suitable for Second-term Anatomy but the coveralls required by the Large Animal Clinic are.

3. TEXTS:

- a. "Miller's Guide to the Dissection of the Dog"
 H. Evans and A. de Lahunta (1971)
- b. "Anatomy of the Dog"
 Miller, Christensen, and Evans (1964)
- c. Bone Box (Disarticulated Dog Skeleton) Loaned by
 the Department. (Replacement value \$30.)

In the study of anatomy as in other courses, the proper apportioning of your time is of major importance. Keep the work up to date, don't fall behind; generations of veterinary students have done it in the past and it will not be more than you are capable of accomplishing.

DEVELOPMENTAL ANATOMY AND HISTOLOGY

Of the fourteen weeks in the Fall Term, the first nine weeks are devoted to developmental anatomy taught by Dr. A. de Lahunta, and the last five weeks to histology taught by Dr. J. Cummings. There are two lectures and two laboratories per week assigned to the course, but during developmental anatomy many of the laboratory periods will be one-hour lectures.

One purpose of the course in developmental anatomy is to provide another dimension to the understanding of the definitive anatomy being studied in the dissection of the dog (Anatomy 501). The course is organized in such a way that the study of various systems coincides between the courses. Another purpose of the course is to provide a foundation for the understanding of the development of malformations. Clinical material demonstrating some of these malformations will be presented periodically. You will repeatedly hear the saying - you cannot recognize the abnormal until you know the normal - and this is one of the main reasons for the course.

The textbook that is used as a reference during the course is L.B. Arey's Developmental Anatomy, W.B. Saunders Co., Philadelphia, Pa. 7th Edition 1965. Required readings will not be assigned and there are many other textbooks that cover the subject adequately. If you have a complete textbook of developmental anatomy then Arey's textbook need not be purchased. Students that have had a course in embryology will not find this course entirely repetitious, because of the stress made to accomplish the above mentioned goals of the course. Experimental embryology and the laboratory study of histologic sections of embryos are not emphasized in the course.

You will spend your last five weeks of this course in histology

learning microscopic anatomy. Much practice is required for proper identification and the only way to learn this subject is by patiently looking down the microscope. The course has been planned so that you will be given ample time for thoughtful study. This course will continue into the Spring Semester with the study of each organ system.

MAMMALIAN BIOCHEMISTRY

Mammalian Biochemistry, which is presented during the first semester initiates the sequence of courses offered by the Department of Physiology, Biochemistry and Pharmacology. The physiological sciences deal with functions of animals at all levels from molecules to the intact animal. They encompass the attributes which give life to animal structures. Since these attributes arise from physical and chemical processes, the physiological sciences involve the application of physical and chemical principles in order to explain animal function in health and disease. Through their study one should develop a fundamental fabric of knowledge about living systems through which the clinical aspects of medicine can be approached in a sound and rational manner.

The biochemistry course consists of four lectures, two laboratories and one discussion period per week. The lecture presentations evolves through three phases. Initially the emphasis is on introducing the student to the structure and function of the various important types of biological compounds and to the general chemical mechanisms by which the living system operates. This is followed by a consideration of the pathways of chemical reactions which comprise metabolism and through which the organism accomplishes the synthesis and degradation of tissue constituents and derives its energy. The final phase deals with the control systems through which metabolism is regulated.

The laboratory portion of the course is designed to acquaint the student with analytical techniques applicable to clinical diagnosis and medical research, and to illustrate the properties of biological compounds and metabolic reactions.

PHYSIOLOGY

The body organs function somewhat differently in different mammalian and avian animal species, and within a species in disease. Nowhere is this more apparent than in the great variety of specializations that have occurred in adaptation to diet, in the digestive system. In physiology, you will learn the functions of these various specially-developed digestive organs, as well as those of the organs of circulation, respiration and so on. You will be learning the normal heart sounds, for example, as an introduction to later clinical instruction in abnormal heart sounds ("murmurs").

The laboratory is the most important part of the course sequence. It requires organization of the surgical and other procedures (done by teams of 5) prior to beginning an experiment. The beginning student has 2 difficulties:

- 1) Learning the importance of becoming familiar with the laboratory exercise for a given day before coming to the laboratory that day.
2. Learning to make careful observations.

In writing up the laboratory exercises, the student attempts to interpret his observations, not just to list them. His observations on changes in pulse "quality" in circulatory shock, for example, very definitely relate to systemic changes in the animal, and he will find such careful palpation of the pulse useful to him later in evaluating clinical cases.

If you feel confused early in the course, apply yourself to your laboratory work and to the recommended texts, and take your problems to the people instructing.

CLINICAL ORIENTATION

One hour per week is devoted to orienting the student to clinical medicine and surgery. Clinical teachers participate in this course in their various specialty areas. The purpose is to acquaint the student to the practice of veterinary medicine in the hospital at the New York State Veterinary College and to demonstrate the clinical application of the subject matter being taught during the first term in gross and developmental anatomy. Thus you will be made to feel that in your basic science courses, you are not merely assembling facts but are learning principles applicable to living patients. Students are invited and urged to observe patients in the hospital, and practice the clinical procedures of examination that are taught in the course.

LIBRARY

One very pleasant association during your first year will be your acquaintance with Miss Mia Reinap, Librarian of the College's extensive collection of veterinary literature. Miss Reinap and her staff are most willing and eager to help you at all times. As early as possible, you should familiarize yourself with the numerous journals in the library at your disposal. Develop the habit, when time permits, of digging into the literature on a subject to discover important facts which, due to the limitations of space, may not be included in the standard textbooks.

GRADES

Before going further it may be well to consider briefly the matter of grades.

In 1970 the Student Faculty Liaison Committee presented a proposal to the faculty for reporting grades. After a trial period the following proposal was approved by a majority vote of the faculty in March 1971.

1. All grades given in a course will be reported to the students as Satisfactory, Warning, or Unsatisfactory, with Satisfactory = C- and above, Warning = D-, D, D+, and Unsatisfactory = F. Exams will be corrected and returned but with no indication of the grade other than S, W, or U. Errors and omissions by students are to be indicated and exams are to be returned to students but the numerical or letter grade (A - F) is not to be written on the paper. However, any student may obtain his numerical or letter grade (A - F) from the professor at any time.
2. Teachers will continue to report the official letter grades (A through F) to the Office of Student Administration as is presently being done.

3. Term grades will be available from the Office of Student Administration, if the student wishes to obtain them.
4. Advisors will be furnished with students' course grades as S, W, or U unless the official grades recorded are specifically requested from the Office of Student Administration by the advisor. Class Teachers Committees will be given the course grades (A - F) and cumulative average.

It is felt that this system will improve the learning environment in the school because you must always strive to understand basic principles, for they, not details, form the basis for lasting knowledge and understanding.

Because the very basis of your future success in the field of veterinary medicine is dependent not only upon your interest, aptitude, initiative and application, but also upon the satisfactory assimilation of the subject matter, the faculty of the Veterinary College has unanimously adopted the following Guidelines for Academic Performance of Veterinary Students:

1. Any student receiving an F or U grade in a required course shall be denied permission to reregister in the Veterinary College or if in the last semester, shall be denied the degree.
2. Any student receiving four (4) D- to D+ (W) grades in one term shall be denied permission to reregister in the Veterinary College or, if in the last term, shall be denied the degree.
3. Any student receiving three (3) D- to D+ (W) grades in one term may be denied permission to reregister or be required to repeat the course in which he obtained marginal grades or be required to repeat the entire term.
4. Any student receiving two (2) D- to D+ (W) grades in one term shall receive a letter of warning from the Secretary of the College. When a student has been warned it is expected that his performance will improve in the subsequent term. If it does not, the individual shall be denied permission to reregister in the Veterinary College. The Director of Student Administration shall notify each class teachers committee of the students who have been warned in the previous term.
5. None of the foregoing in any way compromises the prerogatives of the Veterinary Faculty which may, under special circumstances, make exceptions to these guidelines.

Definition: Denied permission to reregister: indicates a student's deficiency, precludes his continuation in the Veterinary College. It does not preclude acceptance by another college at Cornell and does not preclude the right to apply for readmission to the Veterinary College.

INCOMPLETES

An Incomplete is given to a student who is in good standing in a course that has not been completed for reasons acceptable to the instructor. The Incomplete must be made-up within three months from the end of the preceding term.

FRATERNITIES

In this section of the Handbook, we will try to give you a picture of veterinary medical fraternity life at Cornell. It is not our purpose to

discuss the merits of the various houses, but rather to picture for you the veterinary fraternity system in general.

Although the ideals are much the same as undergraduate fraternities, their purpose is more serious (no hazzing), the companionship closer, the expenses less, and the entertainment about the same. Upper class brothers and fraternity files stand ready to aid you in your studies. With respect to expense, the food, the rooms and the dues are less than those of an undergraduate fraternity. Likewise the activities of veterinary fraternities are less time consuming. They have meetings less often, and require no pledge duties. All in all, the fact that the overwhelming majority of students each year join fraternities, speaks well for the system.

Rushing will be explained during the first week of class. It will take place in the evenings of your first two and one-half school weeks. One thing to remember is that the faculty realizes this, and allows for it in your schedule. No great academic demands will be made on you at this time.

All in all, the veterinary fraternities here at Cornell are worth your consideration, and it is generally recommended that you attend the rushing functions and see for yourselves.

SCAVMA

The Cornell veterinary student organization is the Student Chapter of the American Veterinary Medical Association (SCAVMA). This organization arranges for speakers, the Annual Picnic, intraclass basketball tournament, ice skating party, bonfire and in short, events of interest to you, your wives and friends which SCAVMA can afford.

Annual dues are \$3. and are collected on Registration Day. With this membership you get the Journal of the AVMA, which normally costs \$25. per year, for an additional \$7. for a total cost of \$10. One of the advantages to this is that when you graduate your first year of membership is free and the second year's dues are \$25. less.

The student chapters have recently formed the National Chapter of Student Chapters (NCSC), which has been officially recognized by the AVMA. This organization, among other things, is working for a nation wide Veterinary Board examination which would be accepted in each state. With a lot of hard work our proposals will be accepted within a few years.

SCAVMA has a lot to offer the veterinary student. With your enthusiastic support and new ideas it will be able to offer even more in the future. We look forward to seeing you in the Fall and will answer any questions you might have at that time.

CONCLUSION

The School of Veterinary Medicine has a long and impressive list of faculty members whose objective is to instruct, advise, and make the way easier for you. You will discover that your veterinary education is not as closely supervised as you might think. You will be treated as a responsible adult, capable of making your own decisions, though help is readily available

if needed. You will be taught in a manner conducive to reasoning and thinking along lines which will enable you to continue your veterinary education after graduation. This is the core of the teaching philosophy at the Veterinary College at Cornell University. Of course there are many things which you will have to learn. Going on the thesis that the more you know about a subject the more you will develop interest in it and enjoy it, try to bring each days work within the sharpest focus of your mind, realizing that you are making the sketches from which you will paint a canvas of your future veterinary career. Make those sketches count.