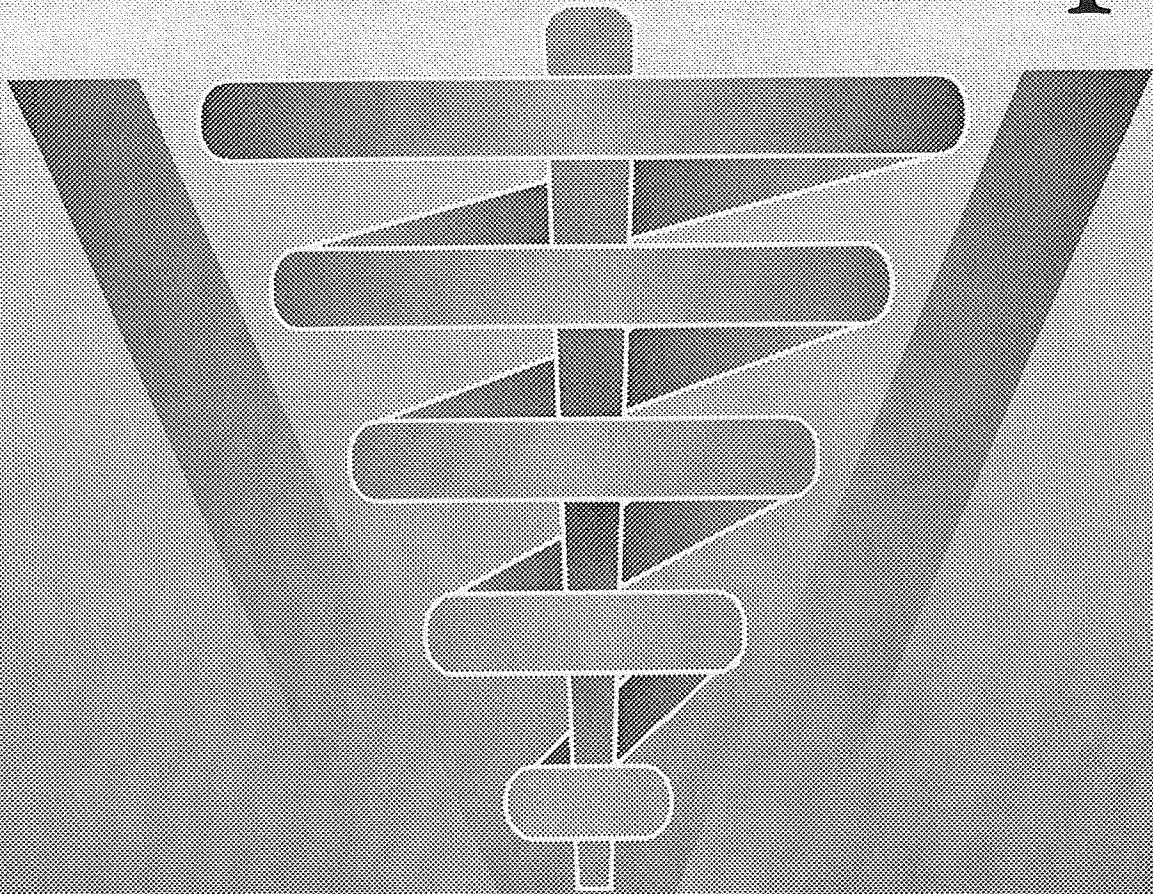


...the Inside Scoop



Written by students, for students

College of Veterinary Medicine
Cornell University
1996

... the Inside Scoop

This guidebook was compiled by students to help you answer some of the questions that we remember asking while getting acquainted with Cornell Vet School and the Ithaca area. Also described are programs and that are available and open to all students at the vet school. We hope you will find this book useful and that it gives you, the Class of 2000, a smoother ride. Leaf through it as often as you need to help you navigate through your four-year adventure at Cornell University College of Veterinary Medicine. Welcome aboard!

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Published by the Office of Educational Development

THE HISTORY OF VETERINARY MEDICINE AT CORNELL

Veterinary medicine has been taught at Cornell University since it opened in 1868. Ezra Cornell commissioned Andrew Dickson White to recruit James Law from Edinburgh, Scotland, as the professor of veterinary medicine and surgery. As A.D. White was leaving for a trip to England to hire faculty members, Cornell supposedly shouted after him not to forget the horse doctor. Although those parting words may be more legendary than fact, A.D. White did indeed succeed in his mission. And James Law, through his vision and determination, did more to advance the development of veterinary medical education at Cornell University than anyone else.

James Law, born in Edinburgh, Scotland in 1838, had an impressive background at the time A.D. White met him. He entered the Edinburgh Veterinary College at 16 and graduated with honors in 1857. He continued his studies at the Medical School at the University of Edinburgh where one of his professors was the famous Joseph Lister. He then studied at Lyons and at Alfort, France. In the autumn of 1860, he became a member of the faculty of the New Veterinary College in Edinburgh. Law received his diploma in the spring of 1861 from the Board of Examiners of the Royal College of Veterinary Surgeons. Law moved to London and taught at the Albert Veterinary College until 1867. Then he went to Belfast, Ireland, to practice privately only a short time before Cornell sent for him.

Aside from his veterinary accomplishments, James Law was a quiet family man with a son and three daughters. He loved cats, collected oriental rugs, and vacationed with his family at the Jersey shore. He served Cornell for about 40 years and lived most of that time in one of the faculty houses located along the east side of East Avenue where Rockefeller Hall now stands. His portrait hangs over the entrance to James Law Auditorium.

The first veterinary classes were taught in the only classroom building on campus, Morrill Hall, which still stands on the Arts Quad. James Law was the sole veterinary professor. The first class to graduate with a bachelor's degree in veterinary science (BVS) in 1872 dedicated a stone monument which stands today near the stairway at the northwest corner of Olin Library. It reads "Prima inter pares" which translates to "first among equals." The first doctorate degree in Veterinary Medicine (DVM) was granted in 1876 to Daniel Elmer Salmon whose portrait hangs in Flower-Sprecher Veterinary Library. Florence Kimball received her degree in June, 1910 thereby becoming the first woman in the United States to receive a DVM. Many other leaders in science and medicine were influenced in some way by James Law while they studied at Cornell. Not all got veterinary degrees, but their impact on veterinary medicine is remarkable. You may hear about Theobald Smith, Cooper Curtice, Variance Alva Moore, Simon Henry Gage, Pierre Augustine Fish, Grant

The Flower-Sprecher Library and Learning Resources Center is another important part of the Veterinary College. There is an often told story of how the library was started. In 1897, Governor Alonzo B. Cornell and former Governor Roswell Pettibone Flower were in Ithaca for the funeral of Henry W. Sage. After the funeral, they were driving on campus and the horse drawing the carriage balked on East Avenue in front of the new Veterinary College. While the groom was calming the horses, someone suggested the gentlemen visit the college. Dr. Law was available to give them a tour. As they were parting, Gov. Cornell asked Dr. Law about further needs of the college. Dr. Law replied, "We need a good library." Gov. Cornell turned to former Gov. Flower and said "Well, Governor, there is your opportunity." Flower took out his checkbook and made out a check for \$5000. An endowment was set up after Flower's death before the original fund ran out. The library was named the Roswell P. Flower Library until 1929 when a library in Flower's hometown of Watertown, NY was given that name. The veterinary library was afterward called the Flower Veterinary Library until 1993 when the name was changed to acknowledge the many generous gifts to the College from Dr. and Mrs. Isidor Sprecher, DVM '39. The library's book plate was designed in 1919 by Louis Agassiz Fuertes, native Ithacan and well-known naturalist, ornithologist, and artist.

A much more thorough history of the major events and the people involved in the development of our College is embodied in two volumes compiled by the late Dr. Ellis Pierson Leonard. Circulating and reserve copies of A Cornell Heritage: Veterinary Medicine 1868-1908 and In the James Law Tradition: 1908-1948 are available in the Flower-Sprecher Library. Also, as you may have noted, the College was founded in 1894 making 1994 its centennial year. This very special year was marked with a variety of events and production of a video commemorating the first 100 years. Here's to the next 100!

TUTORIAL GROUPS

Tutorial groups are the core of the first two years of your education. Groups are composed of six or seven students each and meet for an average of three, two-hour sessions per week. Within these groups you are presented with a case that is designed to draw out topics for study. The case is discussed by the group, and the learning issues are identified and prioritized. Between group sessions, all members are responsible for researching the learning issues, and then return to group ready to share and discuss the topic. Tutor group session is the opportunity to check and refine your comprehension of the material. Lectures, wet labs, computer cases and large group discussions are supplemental to the group process.

Why problem based learning (PBL)? Here are some comments from students:

"Students teaching students is a more interesting and better way to learn."

Many students have stated that they feel best about the tutorial experience when the group works together to build a knowledge base: "I like the opportunity we have to discuss the material and work things out even when we don't think we can." Other students appreciated the opportunity for "more intellectual discussions and interactions."

One student described how this works on a personal level: "It helped my learning greatly to hear from other students who understood certain material better than I did -- I was less hesitant to ask them to explain. I personally am very hesitant to ask questions during lecture, so the small group was a good place for me to get better answers from the tutor and other students. It also helps me learn better when I do understand something to explain it out loud. This exposes gaps in logic, etc. that I might not otherwise work out."

"Concepts discussed in the small groups are easier to remember."

Through group discussion, most students feel not only do they understand the material more thoroughly, but the knowledge is more permanent. Memory is based on associations, like a spider web. The more levels that link concepts, the more easily that information is accessed. In PBL, cases provide an example of clinical application to emphasize the importance of the learning issues. Cases also provide a structural framework in which to integrate learning issues and help forge a complete understanding of the big picture.

One student commented that the entire active learning process of finding the sources, sorting out the relevant facts and then digesting the information has meant that "I've understood concepts more thoroughly and have been able to integrate facts better." Another student has described how active learning allows "the knowledge you acquire [to creep up] on you until it is really a part of your thinking."

Working through problems in group and developing mutual respect lead to critical lifelong skills. As a professional, you will need to work with the diverse personalities of your colleagues and clients. Many students have commented that they enjoy the increased interaction and "bonding with faculty and classmates."

"Working in small groups helps me evaluate my own progress."

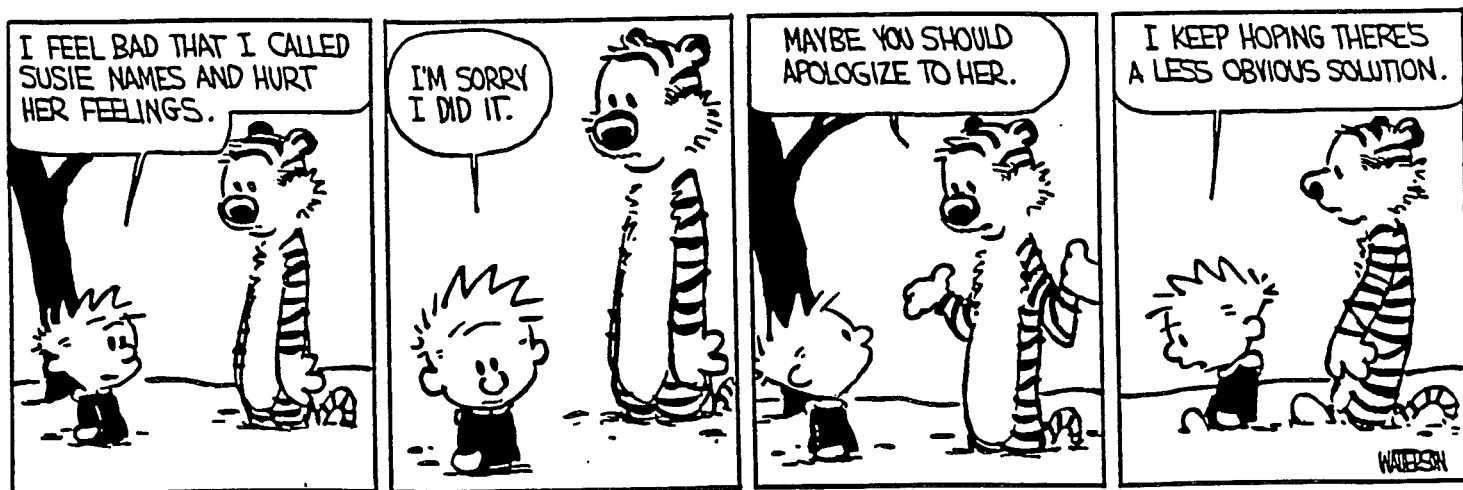
The small group discussions provide an opportunity to compare your level of understanding to that of the other students. Most students evaluate their level of knowledge on their ability to participate in the group discussion, either by asking pertinent questions or contributing information. As one student said, "I was able to tell the level other students had reached in the material I was working on. I was able to get immediate feedback on my understanding of the material."

"It allows me flexibility with my time and my learning"

Many students enjoy not being "chained to a lecture hall." Time management and self-motivation are essential skills for success in this curriculum. The freedom to manage one's own time allows students to maintain a job, personalize study habits, and volunteer in CPS, the wildlife clinic, ENICU, etc. The ability to ensure a balanced life allows for a much happier, healthier, more positive student.

In summary:

"The curriculum has enabled me to polish my communication skills and to become more involved in the entire learning process. In doing this, it has also helped to foster greater scientific curiosity as well as to help perfect problem solving skills."



Preparation for Tutorial Group

Use several texts to decide which is most compatible with your learning style before you purchase them. Take the time to ask upperclassmen regarding which texts they found most useful. If you can work in the library or at school, take advantage of the Core Resource and Reserve books in the library. Borrowing or buying used books from other students can also save money.

Reading chapters relevant to learning issues gives a big picture and helps tie in complexities that may not be obvious. Taking good notes or bringing these sources to tutorial sessions is a great help to verify facts or share helpful pictures/diagrams.

While studying, it is very helpful to write down your questions in the margin or on a separate page. This reminds you of your thought process and helps start a discussion or bring a general discussion to specific details.

Meeting as a group outside of the formal sessions often provides an opportunity for discussion of a topic not covered due to time constraints or for extra review. Some tutors are willing to attend extra meetings as the group desires.

- Like a Boy Scout-- Be Prepared!

Tutor groups can be a great learning experience or the ultimate example in wasting time. It all depends on the preparedness of the group. Without a common knowledge base upon which to discuss the issues, frustration quickly arises. Those who are prepared become frustrated at the slow pace. Those not prepared don't get anything out of random guessing and can't follow the discussion between other group members. Overall, it defeats the purpose of the tutorial group. Group is not a time to learn the basics, but serves to refine knowledge of what you have previously studied and to clarify future learning issues. In one student's words, "Like everything else - you get out of it what you put into it."

On the other hand, as one student cautioned, "while it is very important for every member of the group to do their share of the work, it is as important to realize that everyone has a bad day."

- Keep Up!

The nature of group discussion truly requires a solid chunk of work done consistently throughout the week. The vast amount of material to learn and the quick progression of cases does not allow time to catch up or study by cramming. Time management skills become critical in balancing other aspects of your life with your academics.

- Use Your Resources!

These include resource faculty and your own classmates. We have access to experts in many fields who are willing to help. One of the greatest benefits of diversity within your class is the wealth of knowledge gained from vast experience in one field or another. The Modular Resource Center is expanding rapidly with modules that are applicable for every block and many that overlap. The Core Resource Center and the Reserve shelves consist of frequently used books. Often

Working in a Tutorial Group

The group sessions are the core of your education. Actively participating in the group process is the most effective way of learning the material. Participation includes sharing ideas and knowledge as well as asking for clarification or an explanation.

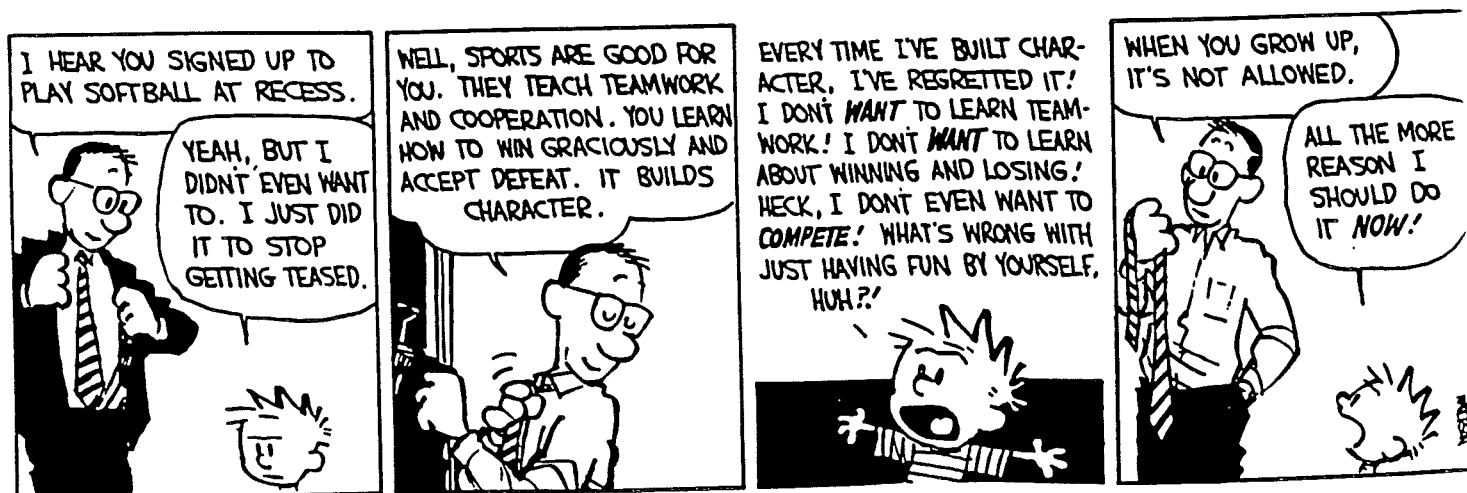
As one student puts it:

Any student having difficulty understanding something should speak up right away for two reasons. First of all, the tutor will be alerted to where you are having difficulties and will be able to help better. The other students, also, may see your confusion and be able to clear it up -- sometimes even better than the tutor. Second of all, nobody knows *nothing* so if you speak up right away, you can share what you do know as well as what you don't understand. If you wait until everybody else has spoken, then chances are what you knew was already said, and you will feel like you have nothing to contribute.

Some of us suggest that ground rules be set up from the very beginning so that both the students and the tutor have a safe and comfortable way to express their thoughts and opinions about how the group is functioning. Another suggestion is to have each student rotate through the position of 'leader'; this student would raise issues, ask questions, and draw other students into the discussion rather than having the students sit back and let the tutor fulfill this role.

Both students and tutor should feel responsible for pointing out problems or even potential problems so they can be dealt with in a timely fashion to avoid the real pitfalls of a dysfunctional group. As one student put it, "you can't expect students to be friends or even have to like [each other], but they got into vet school, they are intelligent and deserve a modicum of respect."

Group dynamics need to be regulated. If there is a problem, work it out before it becomes WWII, and before there are only 2 days until assessment.



Interpersonal Skills

When asked to describe the ideal tutor group, certain themes are proposed by almost all students. These include a positive attitude, an open mind, mutual respect, patience, forgiveness, and humor.

Working intensely within a small group necessitates the development of good interpersonal skills, such as active listening and honest, direct communication without attacking or assigning blame. The need to respect each others' opinions and thought processes is constantly emphasized by students. The "humility in realizing others have important things to say and teach that you may not know" and the "ability to accept that you may be wrong" goes far to establish good group dynamics.

Time is allotted in each tutorial session for discussion of problems or thoughts on group interactions or dynamics. Take advantage of this time to process, use your tutor as a mediator if necessary. Processing requires tact and naked honesty. It is difficult to criticize peers and faculty, especially to be the first one to talk about a problem. If one person can break the ice, it's much easier for everyone else to share their feelings and bring up additional concerns. Deal with problems before they interfere with your education.

Example 1:

Nick has a strong personality and often leads his group in discussions. Caroline is a bit quieter and doesn't like to argue with Nick because she feels he becomes strongly defensive. Several times this has stopped Caroline from contributing a conflicting opinion. Slowly, Caroline becomes angry and builds resentment towards Nick. Unfortunately, the group has no clue about Caroline's feelings and Caroline, to avoid confrontation, doesn't chase down issues that confuse her. Caroline begins to dislike the group sessions because she doesn't feel comfortable discussing the learning issues. Consequently, her contributions decline in quality and quantity, her attitude sours and the whole group begins to feel tension.

A problem within the group is a group problem. Caroline needs to express her feelings and discover (with Nick) why he makes her feel reluctant to contradict him. Nick may be able to adjust his speech patterns, volume, or tone of voice. It may be that other members have similar feelings as Caroline, but are also reluctant to discuss them. Once the problem is discussed, the rest of the group is now able to be sensitive to the situation, pick up on subtleties of their interactions, watch their own behavior and in general, be more attentive and thus more able to avoid or resolve situations as they arise.

Example 2:

Heidi is a natural born leader. She enjoys working with a group. Unbeknownst to her, no one likes her as a leader. When Heidi makes a suggestion or begins to direct the discussion, another group member, Jeff, feels the issue is not the most relevant to discuss. Jackie also has her own opinions, but Heidi always speaks first and her thought isn't a bad one, so Jackie might as well go along with it. However, the group session ends before Jeff and Jackie can bring up their own questions and learning issues.

actually, the biggest part. If there is a problem with a group, it needs to be dealt with early, otherwise everyone's education will suffer."

Troubles With Tutors

Problems don't only exist among the group members, often the tutor's personality and style also conflicts with a student or the group as a whole.

Example 1. (*Absent tutor*) Tim's group, although comprised of good students, has a tutor that rarely speaks and allows the group to ramble around trivial matters and talk themselves in circles. When the tutor does ask a question, Tim thinks that they had satisfactorily discussed it 15 minutes ago. Consequently, Tim never knows if they had covered the appropriate information to sufficient depth or if his tutor was just not paying attention. Tim and Molly frequently ask the tutor if they are discovering all the major learning issues. No matter how well or poorly the group session went, the tutor just says, "You're doing fine, don't worry." Molly and Tim talk with friends in other groups who seem to be relaxed with the process. The disparity of tutor interaction and styles frustrates them even more. They feel that they are not getting what they need to know. Even more frightening is that they're not sure what they do need to know. Frantically studying, Tim reads every book on the subject covered in the case and spends hours wrestling with miniscule details, while Molly stresses so much she can't even concentrate. The tutor never inspires trust in the group process or even in his own comments.

Inadequate tutor participation often leads to mistrust. When students feel the tutor is not fulfilling his role adequately, the group must address the tutor with their concerns. Here, the tutor doesn't seem to pay attention, yet tells the group they're doing fine. How can the group believe they're OK if the tutor isn't listening to the discussion? The tutor needs to clarify what it is that the group is doing fine with. He may say "You've hit all the major issues" or "that was an good correlation between concepts" or "you narrowed down the differential diagnoses logically." The group may ask for more reassurance until they are comfortable with the learning process. However, one of the goals of PBL is to encourage the students to decide for themselves the depth and breadth of material to study. Repetition of the phrase, "you're doing fine" from a *trusted* tutor helps to verify the student's own decisions regarding the material.

Example 2. (*Overzealous tutor*) Anne's tutor was very excited with the opportunity to be involved with the tutorial process. He actively led the discussion, forging far ahead of her understanding. The tutor would ask very directive, specific questions. Len seemed to know all the answers and the tutor took his understanding for comprehension from all members of the group. Anne didn't understand the progression behind the tutor's line of questioning. She panicked that she wasn't smart enough or learning the right things. Ellen was resentful of the tutor "quizzing" her group. She thought the tutor didn't let the group work for itself. He seemed to have a specific agenda in mind and so directed the discussion with leading questions instead of allowing her group to reason it out on their own. Ultimately this led to a silent group, unwilling to go where the tutor led them,

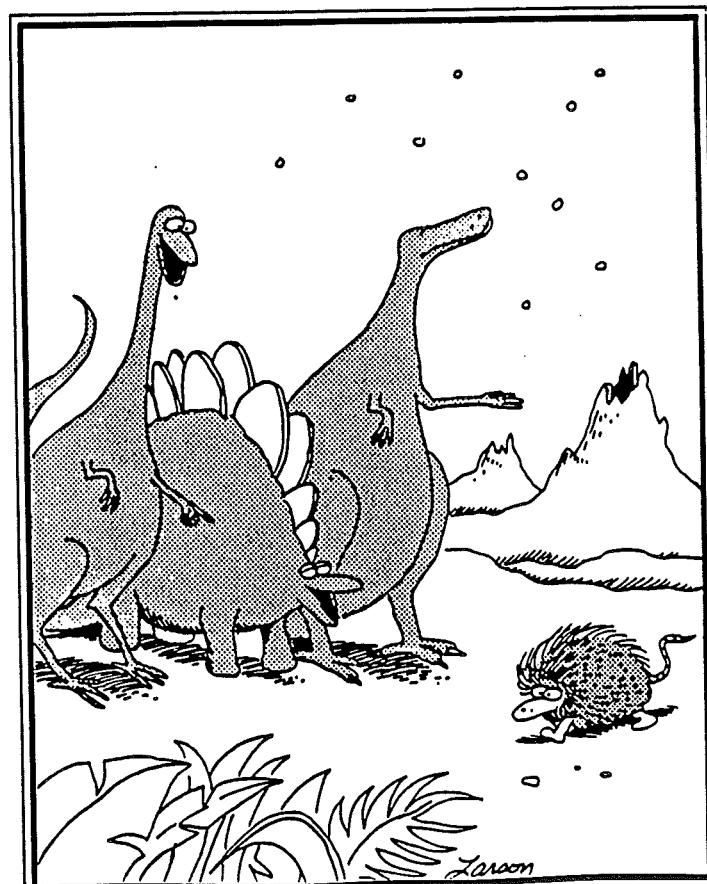
Making the Transition

Problem-based learning is likely to be a new method of learning for most students. The adjustment to the curriculum in addition to just being in vet school may cause problems in itself. Negative comments regarding PBL usually center around the dynamics among students in the group, the dynamics between tutor and student, the amount of preparation each student did, and the guidance provided by the system.

"I need a conceptual structure in which to place bits of information."

Though they are learning a lot of information, students may not be sure how to organize it. In addition, the lack of boundaries on learning objectives and not knowing the depth or breadth which to pursue the learning issues creates stress and anxiety. Many students feel the tutors/block leaders should be able to guide the students' energies more efficiently.

Organization of intertwined concepts is difficult without a framework. Construction of one's own objectives for the course and the case allows organization of facts and concepts relative to individual objectives in the form of an outline or concept map. This organization is inherent in the structure of the courses, but not necessarily blatantly displayed. It is critical for individual students to spend some time thinking about the course and the cases and attempt to correlate the course concept map and the course objectives with the cases all in relation to what must be learned to become a well-rounded veterinarian.



LEARNING RESOURCES

The Library

The library resources are extensive, including a large number of journals, books, an AV section, a current periodicals area, new books area, informal reading materials, a core resource area, and reserve books section. The library's computers have several different information retrieval systems available for literature searches. The library staff is knowledgeable and extremely helpful in answering questions and finding information. Mann and Olin are down campus libraries that often carry useful books and journals.

Graduate/veterinary students may check out books for a six month period. Journals, new books and AV materials have a lending period ranging from one day to one week.

Journals

Current issues of any journal may be checked out overnight and are on display in the reading area. Journals dated 1985 to present are located on the main floor and are shelved alphabetically. They may be checked out for three days. Issues prior to 1985 are shelved on the lower level of the library.

Reserve

Copies of the most helpful sources are placed on reserve, behind the circulation desk. Lists of the sources on reserve are located at the circulation desk. Reserve books are loaned for two hours, or overnight if they are checked out less than two hours before closing. Late fines are strictly enforced.

Core Resource

Core Resource materials are located on shelves in the main area of the library. These sources were selected by faculty and students as the primary texts and most useful books. These materials are limited for use within the library.

AudioVisual

A variety of tapes and slide carousels are available on open shelves in the main area of the library. Topics include surgery tapes, pathology slides, and breed and behavior information. Browsing in this section often yields something helpful or fun. Equipment for viewing is available in the library. Some materials may be checked out and viewed in tutorial rooms or at home.

Photocopiers

Photocopiers are located on the main floor and lower level of the library. They operate both on coins and the vendacard system. A vendacard can be purchased and money added to the card. The card may then be inserted into the machine and money is subtracted as copies are made. Copies are a couple of cents cheaper with the vendacard system than with cash.

that concentrate on a particular theme such as a system or region of the body so that the modules build upon each other in complexity. Where appropriate, the modules are designed to be multilevel: they integrate material that spans the continuum from gross to microscopic to ultrastructural. These modules are highly interactive and concentrate on the clarification of concepts rather than being the source of all data on a particular subject.

Particular modules are very popular during certain blocks and cases. Peak hours tend to be 6-10 PM and afternoons at exam time.

Wiswall Learning Lab (Dry Lab)

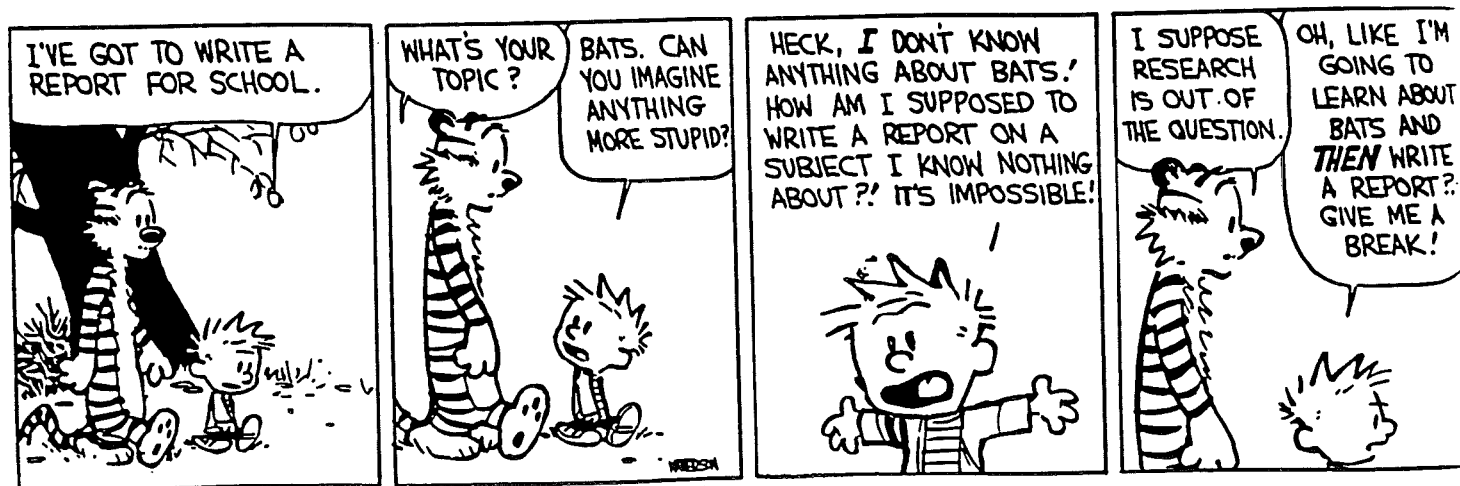
The Wiswall Learning Lab, also known as the Dry Lab, is located across from the library in the Veterinary Education Center. It is scheduled for labs associated with courses and is open for independent study. Microscopes, computer programs and radiographic viewers provide the resources for study.

Educational programs, called "courseware" are described in a data program called "Computer Resources". In this program, you will find a synopsis, estimated length of use, and location of all educational courseware and other applications such as graphics programs, scanners and word processing programs. "Computer Resources" is located on all of the computers in the Wiswall (Dry) Lab and is a good way to get information about additional resource material available.

The Dry Lab has convenient hours that correspond to those of the library. The library has a key to one quadrant of the Dry Lab that can be checked out for night use.

Faculty

The faculty are an excellent resource. Each course maintains a list of resource faculty, including names, office hours, phone numbers and e-mail addresses. Students are encouraged to arrange meetings (individual, tutorial group or entire class) with the faculty for review sessions, assistance with a particular slide set or topic. Faculty may also suggest additional resources, such as journal articles or particular texts that may be useful. A listing of faculty can be accessed on the Dry Lab computers that includes their e-mail addresss, office locations and personal and academic interests.



breaks. This is an excellent way to experience large animal medicine first-hand. Weekday volunteer hours may be credited for a distribution class. For more information, speak to one of the ambulatory clinicians: Dr. Francis Fox, Dr. Mary Smith, or Dr. Pete White.

Community Practice Service (CPS)

Headed by Dr. William Hornbuckle, CPS provides routine health care, medical management, emergency treatment, and select surgical procedures for dogs, cats and avian/exotic patients. Fourth-year students are the primary care providers, while the staff clinicians are their consultants. All students are encouraged to participate in CPS on a regular basis. Dermatology, theriogenology and exotic pet hours are scheduled Monday through Thursday. Additionally, "Healthy Pet Clinic" on Friday afternoons and Saturday mornings is a good time to volunteer. This is a great opportunity to build confidence talking with clients, taking histories, performing physical exams and analyzing basic lab tests, such as fecals and skin scrapings. Volunteer hours may be credited to a distribution elective. The volunteer sign-up book is in the CPS central treatment area (C2 104).

Wildlife Clinic

If you have an interest in native wildlife or would like to learn more about avian medicine, you should consider becoming a volunteer for the Wildlife Clinic to obtain hands-on experience. The clinic, a component of the **Wildlife Health Program**, is staffed by veterinary students under the supervision of Dr. Noha Abou-Madi and Dr. George Kollias. The clinic provides care for injured wild reptiles, mammals and birds (ranging from songbirds to raptors). Wildlife rehabilitators and local people who find sick or injured animals bring them to the clinic where they are treated until ready for rehabilitation and release. Usually, two to four students are scheduled per day to handle treatments. Volunteer workers commit to one to two days per month. Supervisors and supervisor trainees work at least three consecutive days per month. This is a great opportunity to get a jump on learning your way around the SAC. You'll learn how to give an avian physical exam, make differential diagnoses, fill out the necessary paperwork, and much more. If you have a strong interest, there are opportunities to participate in surgery, anesthesiology, and radiology as well. Also, look for information on wildlife rounds, presented by Drs. Abou-Madi and Kollias. Contact Dr. Abou-Madi, Dr. Kollias or Peg Piwonka '98 for more information or sign up as a volunteer.

The Cornell Raptor Program

The Cornell Raptor Program, a collaborative program between the College of Veterinary Medicine and the Animal Science Department, is another area of involvement for interested students. Opportunities at the Hawk Barn include evaluation and pre-release training (live prey training and flight exercise) of raptors treated in the Wildlife Clinic. Additional opportunities include reproductive

Rounds

Rounds are open to everyone, but geared toward students. They are presented by seniors, residents or faculty members. The cases are usually currently in the clinic, selected for their teaching value. The presentations usually include complete histories of the animal, radiographs, summaries of how the case has been handled to date, and in the LAC, often the patient itself.

At first, rounds are difficult to follow simply due to terminology. A little perservance goes a long way and does pay off with increased knowledge and comfort level with the material. Rounds may focus on different aspects of veterinary medicine, such as coming up with differentials, discovering and analyzing the history and presentation, choosing diagnostic procedures, or deciding between various treatments.

The schedule is included on the weekly postings of events on bulletin boards throughout the College. Rounds for small animal surgery alternate with small animal medicine on Monday mornings. Typically, the schedule is:

Monday	7:30 AM	Small Animal Surgery Rounds	CPS treatment area
(alternate weeks)		Small Animal Medicine Rounds	CPS treatment area
Wednesday	7:30 AM	Large Animal Medicine Rounds	LA exam area (C2 306)
Thursday	7:30 AM	Large Animal Surgery Rounds	LA exam area (C2 306)
Friday	12:30 PM	Neurology Rounds	LA exam Rm. B
Friday	3:30 PM	Pathology Rounds: Show and Tell	Necropsy Lab
	4:30 PM	Repeat of Show & Tell	
TBA		Wildlife Rounds	

Clinical Pathology Teaching Laboratory (Student Lab)

A small laboratory is located just off the Wet Lab (C2 029B) for student use. There are basic supplies for performing and analyzing fecals, blood smears and urine samples. A combination-button lock has been installed on the hall side of the student lab. Students may get the code from CPS, Dave Frank or Dr. Frongillo. Any other questions about use of this area should be directed to Dr. Frongillo.



Realizing this need for the development and the expression of moral standard of conduct, so essential to the professionally trained, in whom the public places their confidence, we, the students of the College of Veterinary Medicine at Cornell, do hereby avail ourselves of the inspiration afforded by this Honor Code, and submit ourselves to guidance by the precepts herein enumerated, in the hope that the habits and insights gained will enhance enduringly our performance of honorable, constructive, and satisfying service in our personal and professional lives.

The honor code goes on to describe its purpose, application, rules of conduct, organizational matters and procedures. Basically, the honor code is applicable to all students taking classes in the veterinary college.

Article 3 describes the rules of conduct covered by the Honor Code:

Section II

- 1. Students shall not give, receive, or take aid from any source during examinations.*
- 2. There shall be no communication between students concerning any questions relating to an examination during that examination.*
- 3. If any student unjustifiably absents himself from a class where an examination is to be given, the Student Administrative Board shall advise the instructor.*
- 4. A student shall in no way misrepresent his work fraudulently or unfairly, advance his academic status, or be a party to another student's failure to maintain academic integrity. A student assumes responsibility for the content of the academic work he submits, including papers, examinations or laboratory reports, etc.*
- 5. Failure to report a breach of the Honor Code constitutes a violation.*

Section III

- 1. Students shall not intentionally or carelessly mark, tear, misuse, or otherwise damage any book, library item, or college equipment.*
- 2. Students shall not appropriate any property belonging to another individual or the College.*

Section IV

Veterinary students shall conduct themselves in a manner consistent with the codes and laws applicable to licensing and good standing in the Veterinary Profession.

Section V

A student shall not willfully neglect or abuse animals in this school or clinics.

All students and faculty responsible for reporting violations to Student Honor Board. A Honor Board meeting is called within 5 days of the report to interview the involved student(s). There is a right to appeal an Honor Board decision to the Faculty Administrative Board, if still dissatisfied, to appeal to the Dean. Proceedings of the Honor Board are confidential, but information will not be withheld from parties that have a right to the information or information may reported to regular law enforcement agencies.

ADVISING

You will be assigned a faculty advisor and a student mentor. Student mentors can help you get settled in, meet upperclassmen, and answer most of your questions. Hopefully, you will have already received a post card from your student mentor before you arrive for orientation. You will have a chance to meet both your student mentor and faculty advisor during orientation. The faculty advisors will be assigned at the beginning of the school year, and by May you may unofficially declare your own faculty advisor. You will find that your personality and interests will lead you to develop stronger relationships with a certain faculty member(s) than others, and you may ask them to be your advisor in a more informal manner. Keep in mind, however, that certain situations are best handled by specific faculty (e.g. tutorial conflicts should be expressed to the Course Leader, or Dr. Kathy Edmondson, problems with class scheduling may best be told to Dr. Don Smith, etc.). Therefore, we want you to select an advisor you are comfortable with and whom you trust, but don't narrow your sites to just them.

The Academies

There are two academic societies that provide facilities and programs that complement your veterinary education. These Academies are designed to help you review and discuss individual academic programs with faculty and other students in an informal setting, and also function as a place to get together, eat lunch, or meet your friends for a study session. Inside each Academy are a number of tables, couches, and chairs, as well as a refrigerator, microwave oven, and coffee maker. You and the other students in your first tutorial group will belong to one of the two Academies, along with many members of the faculty and students from other classes.

Each Academy is led by faculty Directors, who are backed by several other faculty advisors. The Florence Kimball Academy is headed by Dr. Dan Tapper, and The Daniel Salmon Academy is led by Dr. Wayne Schwark. (Both Academies meet in a room located on the first floor of Schurman Hall, as indicated on the maps at the end of this book.)

You may use MUMPS as a source of information about National and state licensing board examinations requirements and costs in other states, too. Student Services also sponsors workshops each year concerning topics primarily of interest to fourth-year students, including how to write a resume, job interviewing, salary negotiations, and internship applications.

Important & Helpful People

A short list of helpful people is included below. There is, however, a plenitude of people, namely faculty and staff, who have a wide variety of backgrounds and interests. They collectively have a wealth of knowledge and can be a great source of inspiration to boot. To find out more about these folks, there is a notebook of faculty profiles behind the circulation desk in the library. A computer-based application is available on the Dry Lab computers offering complete listings of faculty, how to get in contact with them and their interests.

Administration

Franklin M. Loew
S2 005 Schurman
ext. 3-3771

Dean of the College

Donald F. Smith
S2 005 Schurman
ext. 3-3772

Associate Dean for Academic
Programs

Douglas D. McGregor
S3 016 Schurman Hall
ext. 3-3755

Associate Dean for Research
and Graduate Programs

Registrar and Financial Aid Office

Gloria R. Crissey
S2 006 Schurman Hall
ext. 3-3770

Director of Financial Aid/
Registrar

Carol Peterson
S2 010
ext. 3-3770

Financial Aid

Admissions

Joe Piekunka
S1 006 Schurman Hall
ext. 3-3700

Director of Admissions

Office of Educational Development

Katherine M. Edmondson
S2 014 Schurman Hall
ext. 3-3767

Director of Educational
Development

STUDENT ORGANIZATIONS

Student Chapter of the American Veterinary Medical Association (SCAVMA)

SCAVMA serves the student body in several different capacities. We represent the national AVMA organization, and publicize the benefits of AVMA membership and policy set for the profession by the AVMA. The majority of our energies are directed toward operating a student government that addresses the needs of the college's students. The student government acts to identify and resolve any problems that may exist between the student body and the administration to continually improve the quality of veterinary education. Class representatives and Curriculum committee officers are members of SCAVMA, and are essential for ironing out wrinkles that exist either in the content or administration of a particular course. SCAVMA also augments the education of the student body by sponsoring lectures on special topics. Emergency Medicine Rounds are offered on a monthly basis (in the evenings), permitting students to learn from a clinician about emergency treatment in their particular area of interest or specialty. Treatment of burn victims, cardiac emergencies, or hit by car victims are some example of lectures that have been arranged in the past. Lastly, SCAVMA organizes social events for the whole school to attend, such as the Fall and Spring Picnics, the long-standing traditional Halloween Party, and several Happy Hours per semester.

The SCAVMA board consists of a president, vice-president, treasurer, secretary, class representatives, two social chairs, three T-shirt chairs, three GPSA representatives, two delegates, two intraschool liaisons, and a newsletter editor. The delegates represent Cornell the national SAVMA and AVMA conferences. SCAVMA membership is encouraged school-wide. The benefits are numerous and far outweigh the yearly dues. The faculty advisor for the 1996-1997 school year is Dr. Tom Divers and the President for the fall of 1996 is Chris Ralphs '98.

American Association of Bovine Practitioners (AABP)

The student chapter of the AABP serves to expose its members to the wide range of opportunities available in bovine practice. Lectures as well as hands-on wet labs encourage student learning and promote interest in the study of the bovine species. In the past, lectures have covered topics such as production medicine, nutrition, parasite control, dairy barn design, and DHI records analysis. Popular wet labs include dehorning, hoof trimming, and venipuncture. The AABP encourages anyone interested in cattle and bovine medicine to participate. The '96-'97 officers were: Paul Virkler '98 - President; Jeff Fish '98 - Vice President; Julie Ferguson '98 - Secretary; and Carrie O'Loughlin '98 - Treasurer. Welcome to Cornell and we hope to see you at the first meeting!

American Association of Equine Practitioners (AAEP)

The student chapter of the AAEP is devoted to presenting equine topics of interest to the members of the veterinary college. The AAEP offers activities designed to appeal to both those with very little equine experience and those who have been around horses their entire lives. The opportunity to learn/practice a

and the other was a tropical fish specialist, Dr. Roy Yanong. The club, with the help of the club's advisor, Dr. Paul Bowser, was also successful in establishing the large marine tank that is a colorful addition to the lobby of Schurman Hall. Members of the club are responsible for the upkeep of this tank during the school year.

With that little bit of history, it is the ultimate goal of this club to provide a forum for veterinary students interested in any aspect of aquatic animal medicine ranging from invertebrates to marine mammals. 1996-97 President: Franca DiFilippo '97.

Student Chapter of the Association of Veterinarians for Animal Rights (SCAVAR)

SCAVAR is the student chapter of the Association of Veterinarians for Animal Rights. Its purpose is to provide a forum for individuals to raise questions and concerns about current practices regarding our animal friends and to suggest alternatives to these problems. We sponsor lectures and ethics rounds to enlighten students on animal welfare that may be encountered in college and in practice. We also raise money for animal charities such as the SPCA. A sub-committee of SCAVAR was just established this year to inform students at the beginning of each semester of any teaching experiences which will make use of live animals. Students are encouraged to review this material in advance and address any questions or concerns to the sub-committee, which will act as a liason to the appropriate authority on that particular exercise. Most of us came into vet school because we love animals, and the goal of SCAVAR is to promote practices that help these creatures we care about. Come join us!

The '96-'97 officers are: Maria Lagana '97, president; Pam Corey '98, vice president; Lisa Peterson '97, treasurer; and Sandy Tarasoff '97, secretary; and Dr. Larry Carbone, faculty advisor. Any one of us would be more than happy to answer questions or help you with any animal associated concerns.

The Cornell Veterinary Players

Welcome to the only vet school with an (annual) theatrical production! The Cornell Veterinary Players is a wonderful way for folks with a penchant for theater to have fun. Whether you like to be on stage or make costumes, there is a job for you! Auditions usually take place in winter for a production in April. The show for 1996 is yet to be decided, but watch for the notices this fall. Last year, the Players did a musical comedy called "The Baker's Wife." It's a great way to have fun and meet people, and most agree that all of the hard work involved is well worth the new friends and great memories.

Multi-Ethnic Veterinary Student Association (MEVSA)

The primary purposes of MEVSA are to:

- a) articulate and promote the professional needs and goals of multi-ethnic veterinary students.
- b) promote and foster cultural ethnic diversity at the colleges of veterinary medicine and in the profession as a whole.

MEVSA organizes a bulletin board which has been dedicated monthly to honor themes such as Black History Month, Women's History Month, and Cross-Cultural

puts together their own section and then they work together on the activity and faculty sections. Even if you have no photography or yearbook experience, your help is still needed. Start taking pictures right away (at parties, labs, lunch, etc.) for your section. Hope to see you at the first meeting! Dan Chan, '98, and Sandy Wu, '98 are helping to organize the yearbook for 1996-97; if you have any questions, contact one of them or Dr. Janet Scarlett. *NOTE: 3/1/97*

Zoo and Wildlife Society (ZAWS)

ZAWS, the Cornell Student Chapters of the American Association of Zoo Veterinarians, represents the Association of Avian Veterinarians, and the Association of Reptilian & Amphibian Veterinarians. The club's goals are to expose interested students to the wide array of available career opportunities, to act as an information resource and network, and to provide education and foster learning about wildlife and exotic animal medicine.

The club's activities include a field trip and behind the scenes tour to a local zoo or aquarium about once every semester, as well as hosting lectures, presentations, and wet labs on appropriate topics. In the spring the club will be hosting our biennial Special Species Symposium, a three-day event with a variety of lectures and wet labs. 1996-97 officers are President: Tristan Weinkle '99; Vice-President: Lillian Good '99; Secretary: Sara Childs '99; and Treasurer: Nina Deibel '99.

Omega Tau Sigma (OTS)

OTS is the co-ed professional veterinary fraternity here at Cornell University, and serves many valuable functions for members. It provides a social outlet for stressed-out students, throwing many parties throughout the year. In addition, OTS is a great way to meet members of other classes, which is often not so easy due to everyone's different schedules. Finally, and most importantly, OTS allows students to get out into the community with various philanthropy/community service projects each semester. Keep your eyes open for a dinner/information session when you first get here so you can find out more about who we are and what we do. We're also planning a party early in the semester. The Omega Tau Sigma (OTS) house is located at 200 Willard Way.

GETTING PREPARED FOR CLASS

Rabies vaccinations are required for all students handling animals in the vet school. The Diagnostic Lab organizes a rabies vaccination clinic for first-year students for a reduced fee. If you have had prior rabies vaccinations, you need to provide documentation regarding prior vaccination to determine your status and current needs.

Unless you had a small fortune stuffed in your mattress when you arrived in Ithaca, it is important to discern what books you actually need to buy for yourself from what you can get away with by borrowing from another student or using the library's copies. Those course lists of "required and suggested texts" can be pretty extensive (and expensive). It is always worth your while to consult with upperclasspersons about which texts are worth making a part of your permanent collection and which texts you would probably never open again after the course is completed.

A summary of suggested sources follows below. Triangle Books and the University Bookstore have very similar prices. Autumn Leaves may be cheaper, but often just carries the older editions. Take advantage of USED texts when available in stores or from other students -- they offer great savings and rapidly disappear from the shelves.

In addition to textbooks, all Foundation Courses require the purchase of Course Guides at the beginning of each course. These range in price from \$5 to \$20 and are available in the Office of Educational Development (OED), S2 014 Schurman Hall. "The Animal Body" also requires that you buy the dissection guide, also available in OED.

To keep and take notes, most people use loose leaf paper and 3-ring binders. Texts, binders, dissection kits, lab coats etc. will be available in the Hagan Room [when the satellite school bookstore is here;] 2-inch binders are strongly recommended.

Course I -- The Animal Body - Official Textbook List REQUIRED

Burkitt, *Wheater's Functional Histology* (\$43)

Farnum's Dissection Guide

Farnum's Guide to Prosections

Mizer's Guide to Comparative Laboratories

(These laboratory guides are available through the Office of Educational Development, see Margie Williams in S2 014.)

RECOMMENDED

Dyce, Sack, Wensing *Textbook of Veterinary Anatomy* Great comparative text, widely used (\$92)

Miller *Miller's Guide to Dissection of the Dog* (\$33)

Evans *Miller's Anatomy of the Dog* (\$90)

A medical or veterinary dictionary (Dorlands' [\$43], Stedman's [\$45], Balliere's [\$40], Dox Melloni's [\$30] etc.)

4. three ring binders, nerd pens (4 color pens) [a must-have for Dr. D's lectures!], variety colored pens/pencils, highlighters etc.

5. padlock (key/combo) for your locker at school

6. **TEXTBOOKS:** ASK OTHER STUDENTS WHAT YOU REALLY NEED. Required texts will be available at the university bookstore and Triangle Books in Collegetown. Often used and current editions may be bought at Autumn Leaves on the Commons. Many used books may be bought or borrowed from upperclasspersons. Watch mumps email for notices.

Where to Buy Textbooks

CAMPUS STORE, go down Tower Road, behind Day Hall, next to Sage Chapel Note: The campus store will have an annex at the vet school in the Hagan Room during the first few days of classes.

TRIANGLE BOOK STORE, College Ave. in Collegetown.

AUTUMN LEAVES USED BOOKS, 108 The Commons, downtown (go downstairs for great bargains).

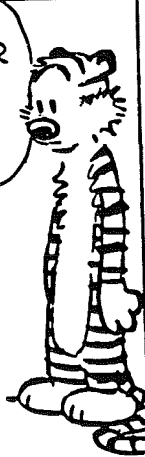
UPPER CLASSPERSONS, for those selling, look on Mumps E-mail (general and on the "bulletin board"), notices posted on bulletin boards, or you can beg to borrow (esp. from roommates).

PUBLISHING COMPANY SALES REPS make periodic visits with example texts that you can order. They have monthly payment plans with no interest!

IT'S JULY ALREADY!
OH NO! OH NO!



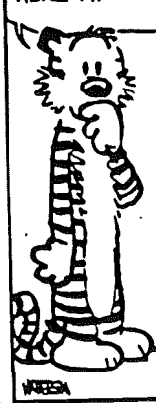
WHAT HAPPENED
TO JUNE?! SUMMER
VACATION IS
SLIPPING THROUGH
OUR FINGERS
LIKE GRAINS
OF SAND!



IT'S GOING TOO FAST! WE'VE
GOT TO HOARD OUR FREEDOM
AND HAVE MORE FUN!
TIME RUSHES
ON! HELP!
HELP!



I DON'T THINK I WANT TO BE
HERE AT THE END OF AUGUST.



AAUGH! IT'S
A HALF-HOUR
LATER THAN
IT WAS HALF
AN HOUR AGO!
RUN! RUN!



SURVIVAL OUTSIDE THE VET SCHOOL

There are many things to find out about this place called Ithaca. The best place to look for a comprehensive compilation of information is in Life at Cornell, a booklet that you'll receive at orientation. But of course we have a few words of our own to add on this subject, including restaurant reviews. We've enclosed a map of Ithaca, too, for those who need one.

Where to Buy Groceries

Fortunately, there are a number of large grocery stores in Ithaca. The two largest, Wegmans and Tops, are located adjacent to each other on Route 13. Both Wegmans and Tops are open 24 hours a day. In addition, they each have a butcher and fish counter as well as a fresh bakery and excellent produce sections. Tops carries a great variety of ethnic food ingredients. Another good supermarket, P&C, has three stores in Ithaca. The P&C located at the East Hill Plaza and Cayuga Mall are close to campus convenient. The other P&C is downtown. A&P is another supermarket, also located on Triphammer Road in the Triphammer Mall. Ithaca also has a number of stores that specialize in "natural" or "organic" products. These stores include Green Star Co-op, Ludgate's and Oasis. Among other things, items that can be found at these stores include organically grown vegetables, tofu, grains, spices, dried goods, free range chickens and eggs as well as some prepared vegetarian dishes.

Where to Shop For the Pet - can't forget about them

Iams, the pet food company, has a "Food For Thought" program that allows all veterinary students at Cornell to get free Iams pet food once a month throughout the school year. In addition, the vet school sells Hill's brand pet food at an unbelievably low price to members of the veterinary community. A pet must be registered for Hill's food, by bringing proof of ownership to the Large Animal Clinic front desk. Pet food sales and registration is limited to the hours of 11am - noon and 1pm - 3pm on weekdays. Other pet food companies, such as Waltham and Purina, also offer promotions to students throughout the year.

Some stores to purchase pet products include:

AGWAY, 213 S. Fulton St. (off Rt. 13 downtown).

ANIMAL FARE, N. Triphammer Rd., Lansing.

TROPICAL PETS, south on Rt. 13, just north of Buttermilk Falls.

PAMPERED PETS, Pyramid Mall, Triphammer Rd.

ITHACA FEED & PET SUPPLY, 1011 W Seneca St.

UNDER THE SEA, The Small Mall, next to Triphammer Mall.

RJ STEELE CATALOG - has everything at great prices ! You can find this in the "informal reading" area in the library. Their warehouse is located in Brockport if you would rather go on a road trip.

Good Grub

There are lots of inexpensive but quite good restaurants in Ithaca. The **Glenwood Pines** (known by locals as "**The Pines**") on Route 89 serves a great burger, appropriately called the Pinesburger. The Pinesburger is served on a large section of Italian bread with the works and Thousand Island Dressing. A side order of fried mushrooms and a pitcher of beer complement the Pinesburger perfectly! A good place for late night subs is **The Hot Truck and** which comes to west campus around 9 pm every night and offers some great subs for pretty reasonable prices. Subs sold at The Hot Truck have bizzare names and a dictionary available upon request will help you make your selection (try the PMP &/or the KK). The **State Street Diner**, although not a culinary delight, is open all night and has some great fries. Also, the meatball wedge at the **Chariot** served with hot peppers is pretty hard to beat. If you feel like taking a drive, you may want to try the **Rongovian Embassy** in Trumansburg which usually has great musical bands. For appetites 'round-the-clock' **Mano's** and the **Short Stop Deli** are open 24 hours. The Short Stop offers good subs and Columbo frozen yogurt. The on-campus cafe at Willard Straight Hall serves good food for a decent price, including dinner.

Veggie Victuals

There are also some vegetarian restaurants in Ithaca. **Moosewood**, probably the most famous of the vegetarian restaurants because of its cookbooks, has recently been remodeled. **Moosewood** offers different cuisine each night of the week and has an outdoor patio for warmer weather (one more good reason to spend the summer in Ithaca). **Moosewood** doesn't take credit cards so bring cash or your checkbook. **Cabbagetown**, in Collegetown, also offers vegetarian food (try the falafel). Both the **Green Star Co-op** and **Oasis** offer take-out vegetarian food that's pretty good. In addition, many restaurants in Ithaca, such as **Thai Cuisine**, offer vegetarian menus. **Aladdin's Natural Eatery** in Collegetown serves natural foods but is not limited to vegetarian cuisine. **The Farmer's Market** during the season has a great variety of fresh, local produce as well as Indian, Vegan and Chinese food

American Aliment

Ithaca also has quite a few reasonably priced restaurants that serve American cuisine. These restaurants include the **Antlers**, **Taughannock Farms Inn**, **Turback's of Ithaca**, **The Boxcar**, **Billy Bob Jack's Barbecue Shack** (We swear that's their real name), and **Old Port Harbor Restaurant**. In addition, **Catch 23**, located in the Small Mall (behind the Sheraton on Triphammer Road), serves excellent prepared seafood dishes (try the mussel appetizer). The Catch 23 menu changes depending on the availability of fresh fish and other ingredients. The **Fisherman and Seafood Restaurant and Market**, located in downtown Ithaca, also specializes in seafood meals.

Pricey Provisions

Ithaca and the surrounding areas offer lots of choices in the more upscale restaurants that are great for special occasions. A word of caution - a dinner for two at some of these restaurants can cost quite a bit. You may want to wait until your

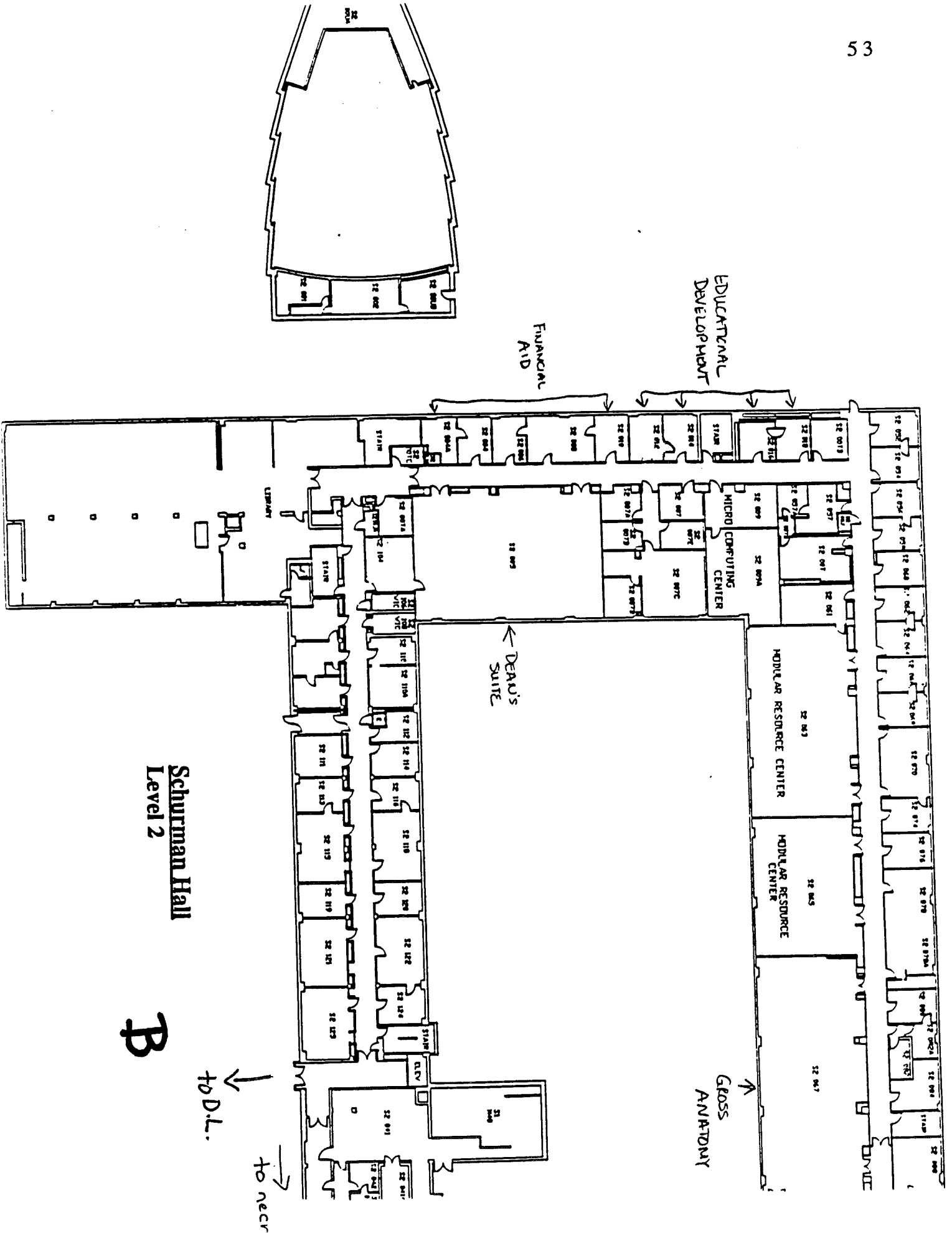
Alphabetical Listing of Locations:

(Map locations refer to maps on pp. 52-57)

Map (A)	Schurman Level 1	p. 52
Map (B)	Schurman Level 2	p. 53
Map (C)	VEC Level 1	p. 54
Map (D)	VMC Level 2, West	p. 55
Map (E)	VEC Level 2	p. 56
Map (F)	VMC Level 2, Hospital	p. 57

Academy Room:	<u>room</u>	<u>map location</u>
Florence Kimball	S1 020	
Daniel Salmon	S1 026	map (A)
Admissions Office:	S1 002-008	map (A)
Admitting		
Large Animal:	C2 301 VMC	map (F)
Small Animal:	C2 101 VMC	map (F)
Ambulatory Office:	LAC (old location)	
Avian Clinic:	see Wildlife Clinic	
Breezeway:	Equine Hospital Entrance	map (F)
Cafeteria:	VRT, 2nd floor	
Club Bulletin Boards:	AABP, AAEP, AAFP, AASRP, MV, SCAVAR, SCAVMA, SIGNALMENT, VIDA, ZAWS	map (B)
Community Practice Service:	C2 104	map (F)
CT Scan	C2 287	map (F)
Dairy Herd:	Farm Animal Entrance	map (F)
Deans' Offices:	<u>department</u>	<u>room</u> <u>location</u>
F. Loew	(Dean of the College)	S2 005 map (B)
D. Smith	(Academic Affairs)	S2 005 map (B)
D. McGregor	(Research)	S3 016
	(Graduate Studies Office)	S3 016-024 Schurman Level 3
J. Lambert	(Administration)	S2 005 map (B)
B. Voiland	(Public Affairs)	T6 030 VRT

Medical Records:	C2 216	map (F)
Microcomputer Center:	S2 009	map (B)
Modular Resource Center:	S2 063, S2 065	map (B)
Necropsy Laboratory:	F-243	map (B)
Personnel Services:	Trailer	
Pet Food Sales:	Large Animal Admitting	
Poisonous Plants Garden:	behind James Law Auditorium	
Registrar's Office:	S2 008	map (B)
SCAVMA Office:	S1 001B	map (A)
Small Animal Clinic:	see Companion Animal Hospital	map (F)
Student Services Office:	S1 002-S1 008	map (A)
Treadmill:	T-Barn	
Tutorial Rooms:	S1 011 (old C-wing toward Atrium)	
	S1 014	
	S1 012	
	S1 010	
	S1 105 (old Research office)	
	S1 007 (old Research office)	
	S1 108 (old E-wing)	
	S1 107	
	S1 112	
	S1 111	
	S1 116	
	S1 115	
	S1 119	
	S1 123	
	S1 017 (old Kimball Academy)	
Wildlife Clinic:	C2 110 ward 9	map (F)



10 VEC
URT
SCHURMAN
HALL

GALLERY

55

ARMING
ABOARDRY II
(WET LAB)

C2
029A
2,624

C2
029B
2,610

C2
040
299

C2
036
343

C2
032
147

C2
032A
158

C2
028A
159

C2
028
145

C2
026
200

C2
019
297

COLD
C2
021
118
ENV. RM

COLD
C2
023
115
ENV. RM

C2
027
32
C2
025
61

C2
024
219

WVIR. RM
FLEX

Veterinary Medical Center
Level 2, West

D

→ To Hospital

C2
017
111

C2
015
121

C2 000A
35

C2
00UB
68

COLD
C2
012
115
ENV. RM

C2
016
493

C2
018A
242

C2
018
374

C2
022
335

T.R.
C200A
METS
WARRMS
T.R.
C200B

C2
00JA
47

C2
041
123

C2
042
113

C2
043
112

ELEV.

VMC
RESEARCH
ENTRANCE

Veterinary Medical Center
Level 2, Hospital Area

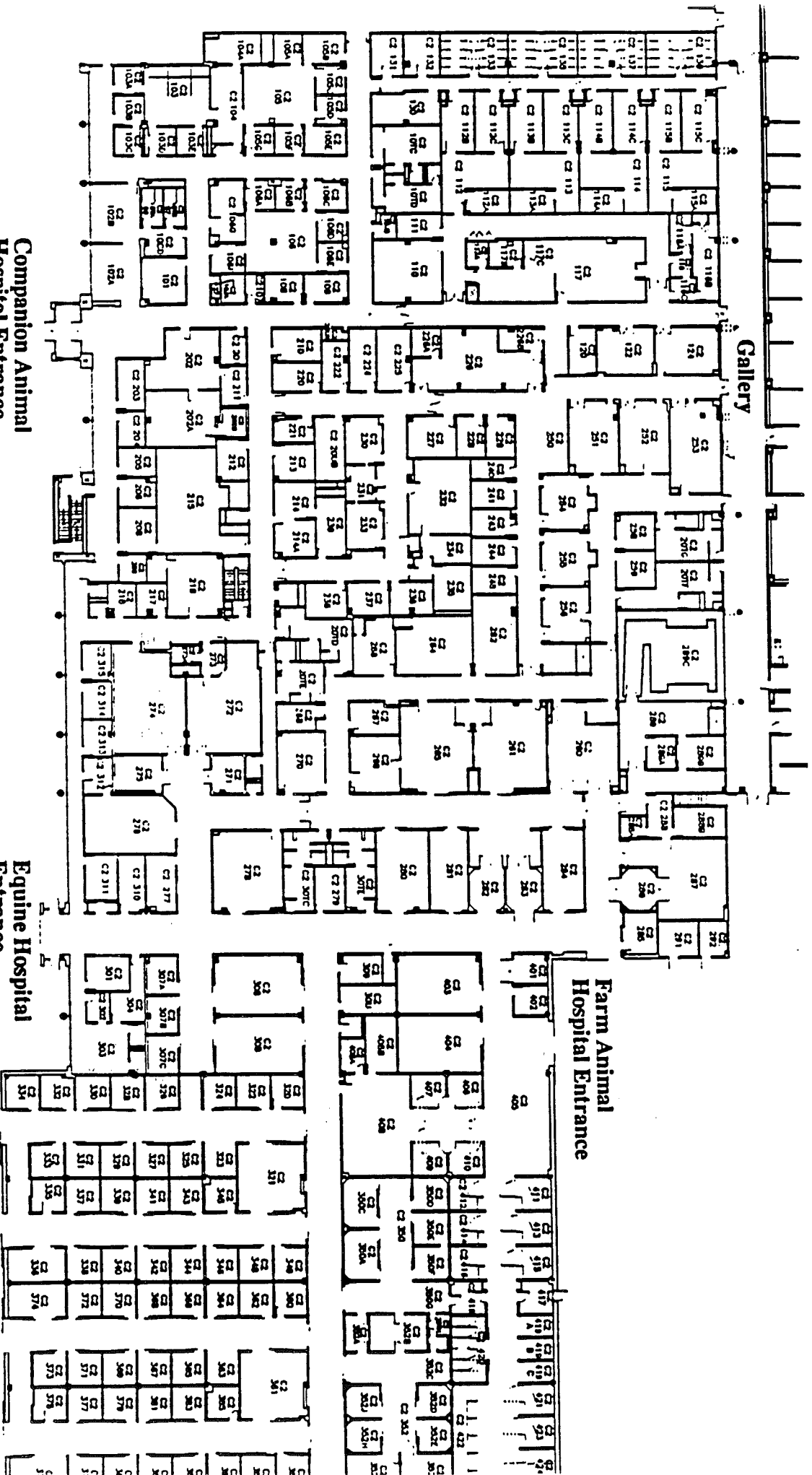
F

Gallery

**Farm Animal
Hospital Entrance**

**Companion Animal
Hospital Entrance**

**Equine Hospital
Entrance**



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