

In Recognition

The students of the Iowa State University College of Veterinary Medicine wish to express their gratitude for the fine assistance, leadership, and service afforded by Dr. Burnell W. Kingrey as Director of Clinics and Professor and Head of the Department of Veterinary Medicine and Surgery. Dr. Kingrey will be leaving Iowa State University in order to assume duties as Dean of the Faculty of the School of Veterinary Medicine at the University of Missouri, replacing the retiring Dr. A. Holland Groth.

Dr. Kingrey received his degree of Doctor of Veterinary Medicine from Iowa State University in 1944. During the following nine years, he established a successful private veterinary practice in Lena, Illinois.

In 1953 Dr. Kingrey returned to the College of Veterinary Medicine at Iowa State University as an Assistant Professor in the Department of Veterinary Medicine and Surgery. In 1954 Dr. Kingrey received his Master of Science Degree from Iowa State University, and in 1955, he was appointed Head of the Department of Veterinary Medicine and Surgery. In 1959 Dr. Kingrey became Director of Clinics for the Iowa State University College of Veterinary Medicine.

The titles of Dr. Kingrey's past and present positions cannot begin to convey the scope of Dr. Kingrey's outstanding services both to the Iowa State University College of Veterinary Medicine, to the profession of veterinary medicine, and to the students studying under him. Dr. Kingrey is the author or co-author of numerous articles in professional journals and



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books, which are of extreme significance to the profession. He has presented papers on clinical and non-clinical subjects both in the United States and abroad. In addition, Dr. Kingrey has accepted and fulfilled several consultant positions of the United States' State Department.

Dr. Kingrey's contributions to veterinary medicine have also extended into the field of veterinary research. He has been a

member of the Iowa State University Veterinary Medical Research Council, a manuscript reviewer for the *American Journal of Veterinary Research*, and the Program Director of Post Graduate Programs for Veterinarians in Laboratory Animal Medicine. In addition, Dr. Kingrey's efforts have been instrumental in the establishment of the Iowa State University Equine Research Program now in its third year of private financial support. Finally, Dr. Kingrey has given much of his time in the direction of staff research projects and graduate student programs.

Dr. Kingrey's membership in professional organizations include the AVMA, the Iowa V.M.A., the Central Iowa V.M.A., the Illinois V.M.A., the New York Academy of Sciences, the American Public Health Association, the Animal Care Panel, and the American Association for the Advancement of Science.

Dr. Kingrey's service as president of the Iowa Veterinary Medical Association Foundation which has established a loan and scholarship program for veterinary medicine students epitomizes Dr. Kingrey's dedication to students. His extensive time spent affording valuable guidance and assistance to Iowa State students has further demonstrated Dr. Kingrey's sincere interest in students.

Dr. Kingrey has twice been recognized for his contributions to Iowa State University. In 1961 he was selected by popular vote of the students as "Professor of the Year". Also in 1961, he was recognized as a distinguished faculty member by Cardinal Key, the Iowa State University all-men's honorary society. Nationally, Dr. Kingrey has been recognized by Who's Who in America and American Men of Science.

It is with regret that Dr. Kingrey must leave Iowa State University without further recognition of his outstanding contributions to the university, the College of Veterinary Medicine, and to us, his students. We are certain that Dr. Kingrey will be a tremendous asset to whatever affiliations he chooses to make in the future, and we wish him every good fortune in attaining his most sought after ambitions.

Curriculum Evaluation

Discussions of proposed curriculum needs and changes by the faculty of the College of Veterinary Medicine, Iowa State University, has resulted in the election of a curriculum evaluation committee. In the words of the nominating committee which prepared the first slate of nominees, "The curriculum evaluation committee is not to replace or supplant the curriculum committee. Its function would be more to formulate basic philosophy of curriculum contents, to evaluate and explore possible future trends of the curriculum, and to suggest a curriculum in veterinary medicine that will most effectively accomplish the objectives of our college."

To be aware of the needs facing our profession in today's dynamic society takes but little acuity. Indeed, it is difficult not to feel overwhelmed by the challenges that are ours. One soon realizes that a profession which is flexible enough to meet the surge of opportunities in such fields as specialized practice, public health, space and radiation research, basic medical research, regulatory medicine, teaching, laboratory animal medicine, and others cannot be nurtured in a rigid and inflexible pattern of teaching. In the past our college of veterinary medicine has been able to absorb and include a certain amount of new material by addition to its existing curriculum. In many ways, however, this has produced a patch work or "house of cards" structure which is now saturated. We simply do not have any more hours in which to offer new material. In light of this fact there is but one alternative: that being to make better use of the time which is ours to use.

This need to re-evaluate our teaching program is certainly not unique at Iowa State University but is one which is common to most medical schools, both veterinary and human. Sister institutions in both areas are currently looking with critical eyes at their programs. This is in evidence particularly in articles appearing in the *Journal of Medical Education*. Many new and bold experiments are being tried, which

will give us guidelines, but will not give us a total answer. This answer, at this institution, we must work out for ourselves. Our program will have to take into consideration our strong points and our advantages as well as our weak points and our failures and above all it will require the sincere thought and honest evaluation of all the professionally oriented veterinarians in the state. It was realized that the activities of this committee would be extended over a long period of time, and it was also realized that these activities would not take place only during the present administration but would carry over into the next. For this reason the incoming Dean of the College of Veterinary Medicine, Dr. George Christensen, was asked to attend the committee's first meeting. He endorsed the philosophy of the committee, that it is better to have a continuing program in which attention can be given to problems as they are recognized through study, rather than to have curriculum changes through crisis situations.

The committee also realized that some of its most valuable information and advice will have to come from the graduates of this institution and from other qualified persons in the field who are in a position to judge our graduates. For this reason it was decided to begin work on the development of a questionnaire to be sent to members of the Iowa Veterinary Medical Association. In conjunction with this program Dr. Fred Wertman, executive secretary of the IVMA, was asked to one of the committee's weekly meetings. As an outgrowth of that discussion a joint meeting was held among the curriculum evaluation committee members and the chairmen of the IVMA committees for Long Range Planning and Education. This was a very fruitful meeting in which it was firmly established that our real strength as a profession lies in our working together to solve our problems and to offer a better service. It is felt that good practitioners can, better than any other single group, point out trends and needs that would be invaluable in the development of a program that will effectively prepare a man for the successful practice of veterinary medicine in this area.

We also hoped to learn from this group how well a program continuing education would be accepted. This program would be one in which veterinarians could return to the College of Veterinary Medicine for varying periods of concentrated study in special subjects such as sterility or swine diseases. This approach would be more than an extension of the shortcourses or workshop concept and is made more feasible by the increasing numbers of group practices. This would, in effect, allow the college to extend formal education beyond the date of graduation for greater numbers of veterinarians.

For a questionnaire to be meaningful it must be properly designed and it must be completed and then returned. The last two items also tend to be functions of proper design. For these reasons, the development of the questionnaire will be slow and it will probably not be distributed until next fall or early winter. When you do receive yours we urge you to accept a share of responsibility for this evaluation by giving the advice and constructive criticism that is needed.

The evaluation committee views its assignment as an exciting opportunity. There are so many possibilities through which time could be more efficiently used and by which the learning process could actually be improved. Such concepts as unit or committee teaching with integrated presentation would assure that every subject would be thoroughly covered once in its proper perspective in relationship to the curriculum as a whole and that the student would not receive this information in fragments scattered over a four year period. This saving of time would permit the introduction of additional subject matter in such related fields as agricultural economics and nutrition. These areas cannot be neglected in present day practice if veterinary medicine is to offer the service which is being demanded of it.

All of this indicates that the next year or so will be a period of critical self appraisal. Out of this self evaluation should come a stronger, more efficient college. Out of this college should come a better prepared veterinarian.