

THE COLLEGE OF VETERINARY MEDICINE,  
NORTH CAROLINA STATE UNIVERSITY

*A Personal Perspective  
of Its Founding*



THE COLLEGE OF VETERINARY MEDICINE,  
NORTH CAROLINA STATE UNIVERSITY

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of Its Founding

*by*

Dr. Terrence M. Curtin

North Carolina Veterinary Medical Foundation  
RALEIGH, NORTH CAROLINA

2010

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We hope to honor those past NCVMF Board members and those yet to come with the publication of this history. Copies of the book are available for purchase from the Foundation office. <http://www.cvm.ncsu.edu/ncvmf/>

The College of Veterinary Medicine, North Carolina State University: A Personal Perspective of Its Founding.

This history presents the founding as lived and observed by the author. It does not represent the official statements or views of North Carolina State University.

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## Acknowledgements



The development of the veterinary college on the North Carolina State University (NCSU) campus began many years before it was a coordinated effort. I thank each and every one who contributed to it even though it is next to impossible to identify them all because of the broad breadth of the team effort.

The names used in this acknowledgment are only a few of those with well-defined contributions. There were those within the veterinary profession that kept the idea alive; there were legislators, university trustees, and university administrators; members of the Department of Veterinary Science and the group that formed the early faculty, the staff that joined us and finally the dean's cabinet. All of those were committed toward a dedicated effort.

Dr. Milton Leonard recognized the need and identified North Carolina as an ideal site for an institution to promote the profession and its activities. Chancellor Cary Bostian actively accepted a need for North Carolina students to study veterinary medicine and promoted that opportunity by creating Southern Regional Education Board contracts.

Martin Litwack was certainly a prime mover and vocally promoted the concept of a veterinary school to other veterinarians and to legislators. After my arrival he maintained steady pressure on me to do just a little more toward that end. I thank him for that, and am equally indebted to the efforts of Grover Gore, W. W. "Dub" Dickson and Marcus Crofts within the NCSU Board of Trustees. Chancellor John Caldwell followed by Joab Thomas gave critical support to the effort, and Bruce Poulton insured its early growth by actively encouraging requests of budgetary growth sufficient to achieve that end.

Donald Howard oversaw and inspired the curriculum whereas Art Aronson and Ed Smallwood guided its early delivery. Bill Adams created the service program with assistance

from Steve Crane, Malcolm Roberts and others. The research and specialty training efforts of and by the faculty and staff were structured by Ed Stevens across both the teaching and service aspects of the program.

My thanks to Kathy Brown of NCSU Libraries for her early editing and to Kristine Alpi of the William Rand Kenan, Jr. Library of Veterinary Medicine for her unselfish assistance, encouragement, and inspiration; and many personal thanks for the efforts of designer Caroline Prietz. Finally, I give eternal gratitude to my family for quietly tolerating my efforts and distractions through the many years of living through and preparation of this volume.

Design and printing of this volume were made possible through funding provided by the North Carolina Veterinary Medical Foundation and its Board of Directors.

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NORTH CAROLINA STATE UNIVERSITY,  
COLLEGE OF VETERINARY MEDICINE

*A Historical Journey*



**May 1976** | *Departing on a Series of Facilities Visits.* Front row L-R: Mr. Grover A. Gore, NCSU Trustee, South Port, NC; Dr. W. W. Dickson, NCSU Trustee, Gastonia, NC; Mr. Philip Pitts, NCSU Trustee, Lake James, NC; Second row L-R: J. Dr. J. Edward Legates, Dean, School of Agriculture & Life Sciences, NCSU; Dr. Terrence M. Curtin, NCSU; Mr. Fred Wilson, NCSU Trustee, Kannapolis, NC; Standing back: Ms. Margie Black, Office of Facilities Planning, NCSU



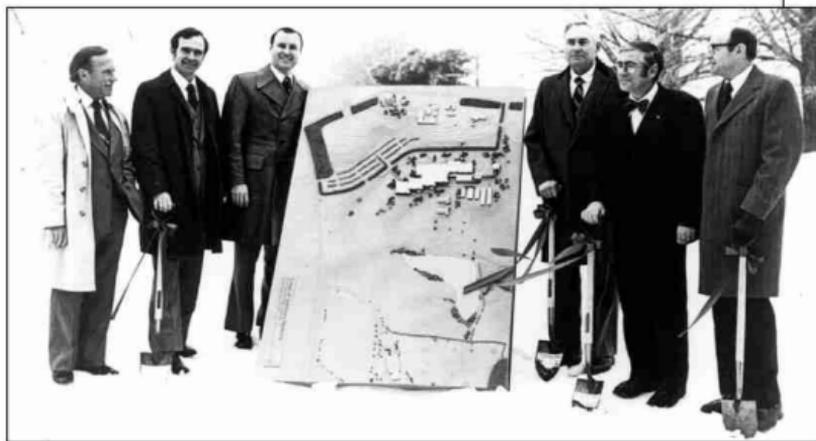
**April 1976** | *Facilities Visits. Preparing to Leave.* L-R Mr. Abie Harris, University Architect, NCSU; Mr. Marcus B. Crotts, NCSU Trustee, Winston-Salem, NC; F. Scott Ferebee, Ferebee & Walters Architects, Charlotte, NC; Mr. Grover A. Gore NCSU Trustee, South Port, NC. Five facilities visits were made to Universities with recently built or renovated facilities in the planning stages of our facilities.



**May 1976 | Facilities Visits. Auburn University.** L-R Dr. J. Edward Legates, Dean School of Agriculture & Life Sciences, NCSU; Mr. Philip Pitts, NCSU Trustee, Lake James, NC; Dr. Terrence M. Curtin, NCSU; Mr. Fred Wilson, NCSU Trustee, Kannapolis, NC; Ms. Margie Black, Office of Facilities Planning, NCSU; Dr. W. W. Dickson, NCSU Trustee, Gastonia, NC; Mr. Grover A. Gore, NCSU Trustee, South Port, NC.



*Architect's Model of Veterinary Medical Complex, NCSU*



**1979** | *At the Ground Breaking Ceremony with Architect's Model*. L-R Lt. Governor James C. Green, Clarkston, NC; Chancellor Joab L. Thomas, NCSU; Mr. Carl J. Stewart, Speaker of the House, North Carolina Legislature 1978-1979; Mr. Grover A. Gore NCSU Trustee, South Port, NC; Mr. Marcus B. Crofts, NCSU Trustee, Winston-Salem, NC; Dr. Terrence M. Curtin, Dean, School of Veterinary Medicine, NCSU.



**February 7, 1979** | Chancellor John Caldwell at Ground Breaking Ceremony.  
Our school was approved and funded during his tenure as NCSU Chancellor.



**February 7, 1979** | Chancellor Joab Thomas digging in. Photo courtesy of Marcus B. Crofts.



**February 7, 1979** | Lieutenant Governor James C. Green breaking snowy ground with Representative Vernon James and Chancellor Joab Thomas looking on. Photo courtesy of Marcus B. Crofts.



1978 | *Phase One Construction - Site Preparation.* The area is leveled ready for construction.



1979 | *Phase Two Construction - Utilities and Superstructure.* Early superstructure is being assembled.



1979 | *Phase One Construction - Site Preparation.* The building site being cleared of manager's home and pavilion in preparation for facilities construction site and a location for the parking lot.



1979 | *Phase Two Construction - Utilities and Superstructure.* Early superstructure is being assembled.

NCSU COLLEGE OF VETERINARY MEDICINE



1979 | *Early North Carolina State Fair booth of School of Veterinary Medicine.*



August 20, 1980 | *Superstructure of original facility during early construction.*



1980 | *Veterinary Equine Research Center, Southern Pines, NC.* This building served as the main laboratory and office complex.



*West Barn.* This is one of two big barns built by the WPA during the 1930s. Both were utilized by the Teaching Animal Unit to house the veterinary herds and other teaching animals. The small wing on the left was used by students to contain pet food for a fund raising project

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*Aerial view of original Veterinary Medicine compound from the Hillsborough St. perspective and Wade Ave. behind. Photo courtesy of Ralph Mills.*



*Veterinary Medical Complex. Hillsborough Street View. A view of the complex across the meadow from Hillsborough Street.*



**April 20, 1983** | *Attendees at Dedication Ceremony.* Seated in a large tent located near the main entrance.



**April 20, 1983** | *Platform Party, Dedication Ceremony.* L-R. Chancellor Bruce R. Poulton, NCSU; Mr. George Wood, Chair, NCSU Trustees, Camden, NC; President William Friday, University of North Carolina System, Chapel Hill, NC; Dean Terrence M. Curtin, School of Veterinary Medicine, NCSU; Governor of North Carolina, James B. Hunt, Raleigh, NC; President North Carolina Veterinary Medical Association E. Max Sink, High Point, NC; President University of Alabama (former Chancellor NCSU) Joab L. Thomas, Tuscaloosa, Alabama.



↓  
**April 22, 1983** | *Clydesdale Team at Open House.* On the second weekend after the facilities were dedicated, an open house for the general public was held; over 5,000 persons toured the facilities that day. The Budweiser Clydesdale horses were a big attraction.



↓  
*Student activity at the Teaching Animal Unit (TAU). Earliest SVM Mobile Veterinary Clinic vehicle in foreground.*



↓  
*One of the herd of dairy cattle from the Teaching Animal Unit.*

## NCSU COLLEGE OF VETERINARY MEDICINE



2001 | *1212 Blue Ridge Road.*  
Original location of faculty on the  
veterinary medical campus.



1984 | *Southwest View to Main Entrance.* Early superstructure is being assembled.



**Dr. Donald Davis** | *Professor of Avian Medicine, 1974* Dr. Davis, shown here examining an ostrich egg, passed away in 1975, the first loss within the CVM community.



**Dr. Edward G. Batte** | *Professor, December 1976.* A parasitologist and an original member of the Department of Veterinary Science and of the School of Veterinary Medicine.



**Dr. Milton M. Leonard** | *Asheville, NC*  
**Dr. David E. Harling** | *Winston-Salem, NC.*  
The North Carolina Veterinary Medicine Association provided positive support for establishment of the school. Dr. Leonard is the first person of record to identify a need for a veterinary school in North Carolina. Dr. Harling served as a Visiting Professor in the early teaching hospital.



**Senator Vernon White** | *Winterville, NC, March 1977.* He introduced companion bills into the Senate of the North Carolina Legislature to provide funding for the construction and development of the School of Veterinary Medicine.

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**Mr. W. Scott Ferebee** | *Ferebee, Walters & Associates, Charlotte, NC.* Mr. Ferebee served as the leading architect for the planning and construction of Veterinary Medical Facilities, NCSU.



**Ms. Marie Green** | *Administrative Secretary to Dean.* She was present in that position when the Department of Veterinary Science became the School of Veterinary Medicine



**Governor Robert W. Scott** | *North Carolina Governor to whom the first Feasibility Committee reported.* University Archives Photograph Collection, UA023.024.031. SCRC ID#0007386. Special Collections Research Center, North Carolina State University Libraries.



**Ms. Sandra Poole** | *Administrative Secretary to Dean.* Ms. Poole served as Administrative Secretary to Dean Curtin for thirteen years, and then continued in that position under Dean Fletcher.



**Ms. Glenda West Folson** | *Administrative Assistant to Dean*. Ms. Folson was the first person to receive the classification of Administrative Assistant in the veterinary school.



**Dr. Alfreda Webb** | *NC A&T University, Greensboro, NC, January 1978*. Dr. Webb was an expert counsel to Dean Curtin during the planning and development phases of the School of Veterinary Medicine.



**Ms. Rosanne Francis** | *Administrative Assistant to Dean*. Ms. Francis was the second person appointed in that position, and served that role during much of Dean Curtin's tenure as dean.



**Dr. Kees Wensing** | *Utrecht University, Netherlands, 1982*. He helped develop our first course in gross anatomy while on sabbatical leave and he served as a Visiting Professor.

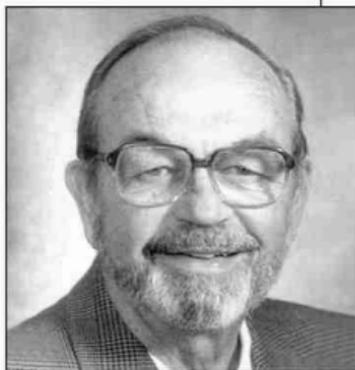
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**Helen "Pug" Hudson** | *Accounting,  
August 1982.*



**Dr. William Adams** | *Associate Dean for  
Services, February 1982.*



**Dr. Charles Edward Stevens** | *first Associate  
Dean for Research & Graduate Studies*



**Dr. Donald R. Howard** | *Associate Dean  
for Academic Affairs.* He was responsible for  
the organization of Student Affairs and cur-  
riculum development.



**Dr. Roger Easley** | *Department of Companion Animals and Special Species*  
**Mr. Terry Walker** | *first Teaching Hospital Administrator and later Business Officer, College of Veterinary Medicine. 1986.*



**Dr. Ben Harrington** | *Cabinet Retreat, Salter Path, NC. 1989. Annual cabinet retreats were held away from Raleigh to avoid "returning to the office" to take care of some small matter.*



**Mr. Jerry Riddle** | *Technician for Dr. Herman Berkhoff.*



**Ms. Sarah Moore** | *Technician for Avian Medicine.*

NCSU COLLEGE OF VETERINARY MEDICINE



**Parasitology** | *L-R: Daniel J. Moncol, Edward G. Batte, Michael G. Levy, Bruce Hammerberg. Seated: Jo Grice. Image reproduced from *Vetecetera*. Raleigh, N.C.: The School of Veterinary Medicine, 1986, p. 30.*



**Dr. Milton M. Leonard** | *(Cornell class of 1913) in his Asheville, NC office.*



**Dr. Edward Batte in his lab in Grinnells Animal Health Laboratory.** | *February 1977.*



**Dr. Leo Bustad** | *Washington State University, Pullman, WA, May 11, 1985.* He had just completed his delivery of the University's Commencement address at the time the first class of veterinarians graduated from NCSU.



**Mr. James A. Graham** | *North Carolina Commissioner of Agriculture*. He was visionary in his counsel and support for developing a school of veterinary medicine in North Carolina. *University Archives Photograph Collection, UA023.024, SCRC ID#0007238. Special Collections Research Center, North Carolina State University Libraries.*



**Dr. Edward W. Glazener Addressing a Class** | *University Archives Photograph Collection, UA023.024.017, SCRC ID#0007159. Special Collections Research Center, North Carolina State University Libraries.*



**Ms. Denise Robertson** | *First-Year Veterinary Student, February 1982.* Temporary anatomical and lecture facilities were utilized by the first class of veterinary students in Finger Barn I until facilities were finished in the main buildings. Ms. Robertson is at a dissection table.



**Original Members of Dean's Office** | *1981.* L-R. Dr. William M. Adams, Associate Dean for Services; Dr. Terrence M. Curtin, Dean; Dr. C. Edward Stevens, Associate Dean for Research & Graduate Studies; Dr. Donald R. Howard, Associate Dean for Academic Affairs.



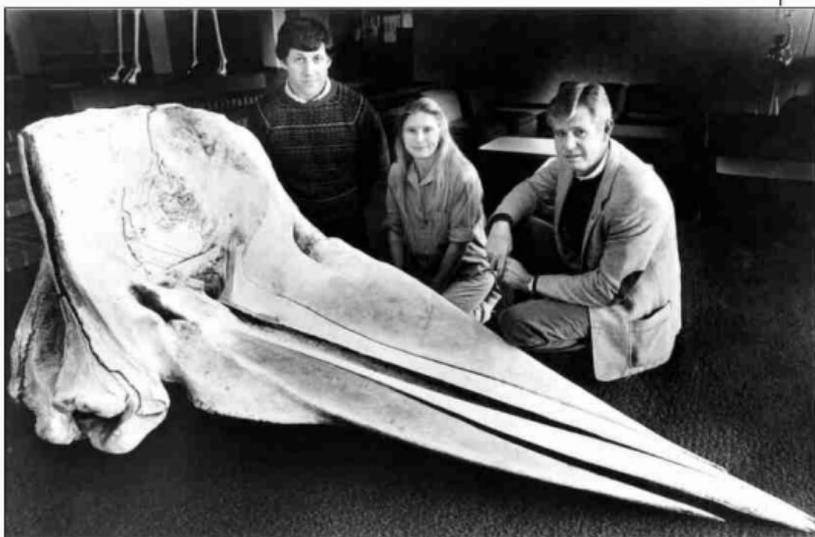
Dean Terrence M. Curtin | *College of Veterinary Medicine.*  
Mr. Joe Pou | *University of Georgia, Athens, Georgia.* Before accepting a position at the University of Georgia, Mr. Pou served as a member of the NCSU Board of Trustees. He had that role when our school was approved and construction started.



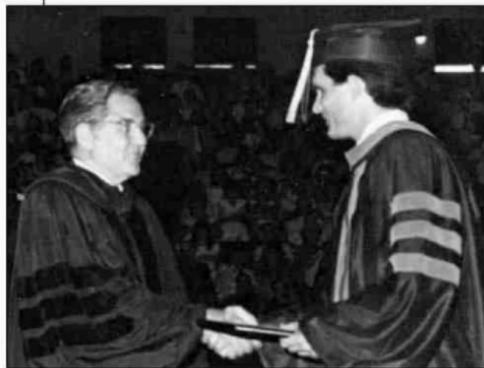
Examining a Grant's Gazelle at the N.C. Zoo | *March 5, 1985.* L-R. Dr. Terrence M. Curtin, Dean, Veterinary Medicine, NCSU; Robert L. Fry, North Carolina Zoological Park Director; Dr. Michael Loomis, Zoo Veterinarian, North Carolina Zoological Park and School of Veterinary Medicine, NCSU; Stephen W. Crane, School of Veterinary Medicine, NCSU. *Photo courtesy of Asheville Courier-Tribune.*



**Initiation of the Valvano Cancer Fund** | *February 14, 1985.* Cap'n Jim Letherer presenting Coach Jimmy Valvano the first funds for the Valvano Cancer Research Fund. L-R. Dr. Stephen W. Crane, Dr. William A. Knapp, Coach Jimmy Valvano, and Cap'n Jim Letherer.



**Steven Holladay, Miriam Spann, Dr. J. Edgar Smallwood** | *Summer 1988.* Studying Whale Skull



**Dr. David Rives was first to receive his diploma from President William Friday | 1985.**  
*Image reproduced from *Vetvetera, Raleigh, N.C.: The School of Veterinary Medicine, 1986, p. 19.**



**The Graduating Class of 1985 Reciting the Veterinarian's Oath | May 10, 1985.** The Veterinarian's Oath was being recited by the "First Fruit of the Vine" at our first hooding ceremony.



↓  
**Looking to the Main Entrance** | 1985.

CHAPTER I

IN THE BEGINNING, 1945–1975

Wishing on a Star



*“History does not reveal causes; it presents only a blank succession of unexplained events. What then is the historian’s task—to describe the ultimate data of subjective experience, the specific relations of individuals to one another, the jealousies, loves, hatreds, passions and rare flashes of insights, the transforming moments, the ordinary day-to-day successions of private data which constitutes all there is—which is reality.”* -ISAIAH BERLIN<sup>1</sup>

It was a few minutes before seven o’clock P.M. on May 10, 1985. The first fruit of the vine was about to be displayed to the public, and tradition was about to be inaugurated. On the evening before the university’s commencement exercises, the first class of veterinarians ever to graduate from North Carolina State University was assembled in academic robes in a side room at the McKimmon Center. Across the hall several hundred persons were seated in rows of folding chairs waiting to witness the ceremony—anxious families and friends of the graduates, faculty and staff of the veterinary school, and numerous early supporters of the school

eager to celebrate its success. Others were just curious to see the new veterinarians, and still others wanted to see what a “hooding ceremony” might be. Television cameras, members of the press, and multiple personal cameras were present to record the historic event.

At precisely seven o’clock, the school’s administrators in full academic regalia led thirty-seven graduating seniors in academic robes into the room. The faculty took their places on a small raised platform, and the seniors filed into the front rows facing the platform. And so began the tradition of an annual hooding ceremony at which graduating seniors are vested with a doctoral hood lined with satin in the red and white colors of NC State University, and during which the new graduates along with other veterinarians among the audience recite the Veterinarian’s Oath.<sup>2</sup>

Controversy reigned throughout the planning and development of the school and, through a misunderstanding, continued at the first hooding ceremony. The university traditionally held a late-afternoon reception for graduating seniors and their families in the garden of the chancellor’s residence. Contingency arrangements called for the reception to be held in the McKimmon Center in case of rain. That year, staff in the chancellor’s office assumed the arrangement was automatic and failed to make a confirmation. It did rain, and the only place adequate in size to handle the chancellor’s reception was in the McKimmon Center’s lobby.

The veterinary hooding ceremony was scheduled in a room immediately adjacent to the McKimmon lobby area. When guests arrived for the hooding ceremony, they had to pass through the chancellor’s reception to reach the location of the veterinary program. The chancellor’s staff was doubly upset. They believed they had been displaced by the veterinary school’s program, and the veterinary school’s guests partook liberally of the chancellor’s *hors d’oeuvres*. We had continued to march out of step.

The syndrome continued the next day at the commencement exercises. Leo Bustad, the distinguished veterinary educator from Washington State University, gave the university commencement address. He skillfully delivered a meaningful message in his own humorous style. When degrees were awarded, the Class of 1985, the first veterinarians ever graduated from North Carolina State University, crossed the stage to receive their diplomas and the congratulations of the platform party. After the graduates had resumed their places at their seats, it happened. Someone released the cork on a bottle, and a spray of pink champagne rained onto the new white suit of the chancellor’s wife, who was seated immediately across the aisle.

### ***Antecedents: The History of Veterinary Education***

The jubilant graduates probably had little awareness of the many difficulties faced by earlier generations of veterinarians. Until the middle of the twentieth century, the history of the veterinary profession has been shaded with a constant struggle for its position, growth, and recognition. The earliest evidence of animal healers and descriptions of animal disease in ancient history dates to about 2200–1900 B.C. in Egypt. Hippocrates, Galen, and Aristotle recognized that some diseases were common to both animals and man. Following the decline of the Roman Empire, all the sciences suffered severe losses of doctrine during the Dark Ages as illiterate medieval healers and antiscientific religious fundamentalists gained control throughout much of Europe and the Middle East.

Overturing those philosophies and superstitions took many generations, and veterinary medicine did not benefit from gains made by the other medical sciences. Instead, animal health was entrusted to farriers, grooms, and persons ignorant in most aspects of animal care and medical science. In the late-seventeenth and early-eighteenth centuries, the value of comparative medicine gained recognition when great populations of cattle in western Europe were lost to plagues. At the same time, horses and the preservation of animals as food sources proved necessary for military, political, and governmental survival. Claude Bourgelat founded the world's first veterinary school at Lyons, France, in 1762, and another at Alfort in 1766. In the next twenty-five to thirty-five years, schools were established in a half dozen other northern and eastern European countries.

In colonial America animal diseases such as glanders, rabies, canine and feline distempers, plant poisonings, parasites, and Texas Cattle Fever were prevalent in different parts of the colonies. Conflicting interests in animal health and veterinary medicine were common among the populous, government authorities, and the few trained veterinarians who migrated from Europe, mostly from England and Scotland. Physicians Benjamin Rush and James Meese encouraged the desire for more information about animal diseases, and they pleaded for increased numbers of veterinary practitioners to help them understand and control human disease more effectively. But governmental interest in veterinary medicine lagged, and that fostered the lack of acceptance by the general public. Quack remedies, including a wide variety of medicinal agents, signs, superstitions, and religious fundamentalism, remained common in the treatment of animal diseases.

Veterinary schools did not begin to appear in this country until almost a century after those established in Europe. The Veterinary College of Philadelphia, a private school, was chartered in 1852. During the next three-quarters of a century, twenty-six private colleges existed in the United States, and most had limited to poor facilities for training students. Some lasted a few years and had few graduates, while others contributed significantly to the population of trained veterinarians. The United States Veterinary Medical Association (USVMA) was formed in New York City in 1863, and its name was changed to the American Veterinary Medical Association (AVMA) in 1898. In 1884 Congress created the Bureau of Animal Industry to control the movements of livestock within, into, and out of the country.

In 1879 the War Department required cavalry veterinarians to be graduates of reputable schools, and in 1894 the United States Department of Agriculture (USDA) and the Civil Service Commission imposed similar requirements on those applying for government positions. Iowa State College began its first professional veterinary curriculum in 1879, and Harvard and the University of Pennsylvania established private veterinary colleges in 1882 and 1883, respectively. Veterinary schools at Ohio State University, Cornell, and Washington State University followed in 1885, 1894, and 1899. Between 1905 and 1918, six more schools were founded at Kansas State, Auburn, Michigan State, Colorado State, Texas A&M, and the University of Georgia (Georgia operated between 1918 and 1933 and then reopened after World War II). With the exception of Harvard, all are still in existence and are accredited by AVMA.<sup>3</sup>

During the 1920s and 1930s, years of depression and increasing mechanization changed the nation's economy and agricultural practices. The veterinary profession experienced a corresponding decrease in enrollments, but the need for veterinarians expanded rapidly beginning

in the 1940s. Curricula required four rather than two years of study, advances were adapted from human medicine, and the profession began to assume its place among the medical sciences. This was all accompanied by increases in the value of agricultural food animals, interest in pets, the role of federal and military veterinarians, and opportunities for participating in public health and biomedical research activities.

The Tuskegee Institute Board of Trustees authorized a veterinary school in 1943, and its first students were admitted in 1945. At the end of World War II, North America had eleven functioning veterinary schools. Kansas State University, and maybe others, developed an accelerated curriculum near the end of the war to meet the military demands for veterinarians. Kansas State graduated only one accelerated class, and several new veterinary schools were established immediately following the war at the universities of Illinois (1944), Georgia (1946), Missouri (1946), Minnesota (1947), Oklahoma State (1947), and California–Davis (1948) to relieve the shortage of veterinarians. Purdue University and the University of Saskatchewan followed with schools in 1957 and 1963.

As industries and populations expanded in the Sunbelt and Pacific Coast regions, demands and opportunities for veterinarians also increased. New schools were established at the University of Florida (1965) and Louisiana State University (1968), and other southern states soon followed suit: Mississippi State (1974), Tennessee (1974), Virginia Tech/Maryland (1974), and North Carolina State (1975). Other new schools included Oregon State (1975), Tufts (1978), Wisconsin (1979), and Canada's Prince Edward Island (1983). In 1992 there were thirty-one accredited schools, twenty-seven in the United States and four in Canada.<sup>4</sup>

During this period of expansion, two states planned regional schools. The University of Nebraska and Virginia Polytechnic Institute & State University (VPI&SU) spent much energy and effort selling the concept at the national, regional, and local levels, but efforts were fraught with excessive fiscal problems at local levels. VPI&SU joined with the University of Maryland to develop a school and received some federal assistance for the project because of its regional label. The University of Nebraska, on the other hand, did not complete the development of its plan. Nebraska might have been successful if they had developed their own school and offered contract spaces to other states in the "Old West Regional Commission," rather than trying to enlist those neighboring states as partners in the concept. Neighboring states did not accept the premise that the University of Nebraska would be able to make appropriation requests to their legislatures for funds to be spent in Nebraska, and the project ended.

### ***Politics and Veterinary Education in North Carolina, 1945–1965***

The history of veterinary education clearly shows that new schools have never been easy to establish. The problems encountered in North Carolina may have been fewer than most. However, because this account represents my personal perspective as a department head and dean during the early years of the veterinary school at NC State, the games played and the issues confronted seemed great to me. From any perspective, access to veterinary education emerged as a major issue in the nation and in North Carolina after World War II, when the G.I. Bill gave unprecedented opportunity for large numbers of military veterans to enter college and the professions.<sup>5</sup> Many who wanted careers in veterinary medicine were denied

admission to the existing eleven veterinary schools because a sufficient number of openings were not available to accommodate them. North Carolinians were included in this group, and many actively endorsed starting a veterinary school at NC State.<sup>6</sup>

Milton M. Leonard of Asheville was one of the earliest North Carolina veterinarians of record to predict a need for more veterinarians and to promote new growth in his profession. Others may have been equally active, but his notes and letters have survived and document his advocacy.<sup>7</sup> An outgoing, gregarious, and charismatic personality, he was perceptive and visionary about his profession. Soon after his graduation from Cornell University in 1913, Leonard established a veterinary practice in Asheville. He was active in the North Carolina Veterinary Medical Association (NCVMA) and served in every office of the association. He became the grand old man among North Carolina's veterinarians, and they affectionately called him "Pappy Leonard."

Among the earliest records of Leonard's efforts was a statement he made in December 1944 as a member of AVMA's Postwar Planning Committee. He referred to the shortage of veterinarians available in both military and private practice to provide care to the nation's animals. He proposed the unmet need could be satisfied by additional veterinary colleges, one of which should be located in North Carolina. He suggested "that the number be augmented by one-half during the next decade. . . . Encroachments upon the practice of veterinary medicine by outside agencies and the inadequacy of services to the animal industry of our country are in a large measure due to the lack of veterinarians. These problems could be eliminated by immediately increasing the number of veterinarians to that end."<sup>8</sup>

In 1946 Luther N. Duncan (1875–1947), president of Alabama Polytechnic Institute at Auburn, called a conference of his peers to discuss regional education. As a result of his concerns the Southern Regional Educational Board (SREB) was formed. The new organization made a valuable contribution by providing an organized way for residents of North Carolina and other southern states to enter veterinary schools within the region. Officials at SREB negotiated contracts for North Carolinians with the University of Georgia, Auburn University, and Oklahoma State University. A separate inter-university agreement covered Ohio State University, which was outside the SREB region.

In 1951 SREB formalized an agreement started by Carey Bostian in 1949. At that time Bostian, director of instruction in the School of Agriculture, was NC State's coordinator of the preveterinary program and a vocal champion for veterinary students. He negotiated an agreement to send North Carolina students into first-year classes at other universities in the 1949 fall semester: eight to the University of Georgia and two to Oklahoma State University. At first, North Carolina Budget Director Dave Coltrain opposed the action, but he later embraced it and included the funds to support the agreement in the state budget.

After the war, interest in most professions waxed and waned relative to supply and demand. When SREB learned that several southern states were seriously considering the establishment of new veterinary schools, they proactively sought to protect their position as brokers of opportunity for admission to veterinary schools. They made a strong effort to solidify the position that SREB could provide all the necessary educational opportunities for veterinary students. During 1952 and 1953, they distributed resolutions, conducted studies, interviewed veterinarians, and engaged consultants with the apparent objective of supporting expanded

veterinary educational opportunities. Just as likely, they were interested in controlling enrollment growth and protecting their own interests.

Positions became more polarized as demands for veterinary education and new schools increased. In a report dated August 6, 1953, SREB correctly warned that estimates of manpower needs should be determined ahead of any decision to establish a school. They emphasized that any new school would “not produce practicing veterinarians in less than eight to ten years.”<sup>99</sup> This was a realistic time-frame that most early supporters of new schools neither fully comprehended nor understood.

Leonard continued as an activist among his peers to establish a veterinary school in North Carolina. References in his letters indicate he felt the advisory group that conducted the SREB review lacked supportive persons who might have stressed the need for additional veterinary schools. He understood the advantages to veterinarians of having a visible and tangible entity, in addition to their professional associations, with which to rally their members and engender public support. He believed they needed a physical presence to serve as a professional and political forum from which a veterinary school could develop.

His imagination and leadership were important in conceiving such an entity. He was prominent among those within NCVMA who proved instrumental in establishing the North Carolina Veterinary Research Foundation, Inc. (NCVRF) at Southern Pines. In 1958 the executive board of NCVMA established and chartered the research foundation. Veterinarians on its first board of directors included Clifton C. McLean (Southern Pines), Raymond T. Copeland (Greensboro), J. Ray Harris (Raleigh), Chester J. Lange (Greensboro), M. M. Leonard (Asheville), Martin Litwack (Raleigh), Charles B. Randall (Kinston), Tom F. Zweigart (Raleigh), C. W. Barber (Raleigh), and Clyde W. Young (Mocksville).

Its charter incorporated all NCVMA members as members of the new foundation. The NCVRF accepted contributions and pledges, planned fundraisers, sponsored formal balls, held instrument sales, and undertook other efforts to raise funds. Mr. and Mrs. William O. “Pappy” Moss donated land near Southern Pines as the location for its permanent site. Fundraising activities and events continued among NCVMA members, friends, and patrons to construct a small laboratory. Those active in the project had varied perceptions as to the kind of an institution that would ultimately develop there. In 1972 the property had an attractive building with an administrative suite, conference room, clinical laboratory, treatment-preparation area, and large-animal surgery.

True to Leonard’s predictions, the research foundation provided a stimulus, added cohesion within the North Carolina community of veterinarians, and seemingly increased their depth of commitment toward establishing a school in North Carolina. Leonard’s files contain copies of numerous contacts with current and former officers of the NCVMA recounting the needs for, and advantages of, a veterinary school in North Carolina. Repeatedly, he referred to Senator Hubert Humphrey’s interest in veterinary manpower. In March 1960 Leonard met with N. B. Taylor, federal veterinary inspector-in-charge for North Carolina, to urge his support within the Bureau of Animal Industry (USDA-BAI) for establishing a veterinary school in North Carolina.

The next month, on April 19, 1960, Senator Humphrey introduced the Veterinary Medical Education Facilities Construction Act of 1960. This was followed on August 10, 1961, by

the release of the "Humphrey Report," *Veterinary Medical Science and Human Health*, which was directed to the United States Senate Committee on Governmental Operations. In May 1960 Leonard sent letters to Charles B. Swearingen, NCVMA president (1959–1960), and to the NCVMA Board of Directors requesting their active support for Senator Humphrey's bill in Congress.

At the state level on May 23, 1961, Representative Carson Gregory of Angier introduced a draft amendment to H.B.13 on behalf of livestock interests, which read in part:

... subject to a vote of the majority of the qualified voters of the State who shall vote in an election called and held hereinafter provided . . . to issue and sell, at one time or from time to time, bonds of the state, to be designated "School of Veterinary Medicine of North Carolina College of Agriculture and Engineering of the University of North Carolina Bonds" in an aggregate principal amount not exceeding \$2,000,000.00 for the purpose of establishing a school of Veterinary Medicine and Surgery at North Carolina State College of Agriculture and Engineering of the University of North Carolina, including capital structures, improvements, equipment and supplies . . .

A year later, Leonard wrote Chester J. Lange, NCVMA president (1960–1961), and the NCVMA Board of Directors to inform them of Gregory's amendment to start a veterinary school at "State College" and to urge them to encourage their own respective legislators to support it. He wrote:

We need a School of Veterinary Medicine in North Carolina. The survey which was started in 1952 and completed in 1954 on "Veterinary Medicine in the South" indicated we should explore the future needs for veterinary service in order that plans for the development of veterinary education, research and extension service may be made on the soundest possible basis. They concluded that estimates would have to be made at least ten or twenty years ahead because any decision to establish a school would probably not produce practicing veterinarians in less than 8 to 10 years. . . . That was seven to nine years ago. Since that time there has been many changes, challenges, opportunities and need for men with degrees in veterinary medicine, and these will rapidly increase. . . . The report of the subcommittee on Veterinary Education in the South was dated August 6, 1953. . . . None of the SREB Board members from Louisiana were on subcommittee . . . wondering if this was in the interest of veterinary medicine or some political angle. . . .<sup>10</sup>

Others within NCVMA were strongly supportive of improving the position of veterinary medicine among the professions and providing improved service to North Carolina citizens. Even earlier, Adam Husman had filled an important role in unifying North Carolina veterinarians. Martin Litwack, Charles R. Swearingen, Chester Lange, Ronald H. Williams, and Clifton C. McLean were among the dozen or more veterinarians who began to discuss a coordinated effort to address the issue.

At the same time, other factors would have a profound effect on the eventual establishment of a veterinary school in North Carolina. The Research Triangle Park (RTP) had ac-

cepted its earliest resident research institutions. With this added scientific momentum came more new residents and an influx of pharmaceutical and other biologically related industries. Ned Huffman, vice president of the Research Triangle Foundation, reported that biomedical and pharmaceutical firms were considering RTP as a location for research and development and had inquired about the probability of a veterinary school being established in the state.<sup>11</sup> The industrial and commercial growth in the Triad, Triangle, Charlotte, and coastal areas of North Carolina began to swell the state's population. Many of these new people owned companion and other recreational animals. During the postwar period, the livestock and poultry industries adopted improved production methods, and animal populations increased. Family farms became commercial enterprises. All of these trends increased the demand for veterinary services throughout the state.

Unfortunately, Gregory introduced his amendment late in the 1961 legislative session. Although it was discussed, the amendment did not receive approval and could not be acted upon during the next session of the North Carolina General Assembly. An operating rule of the legislature stipulated that during "short sessions" an appropriations bill could be prepared but not adopted. The rule allowed actions only on items that had been approved by at least one house during the previous session. Because the 1962 session was a short session, Gregory's amendment died in committee.

Leonard persisted in his efforts. In a letter addressed to Clifton C. McLean, NCVMA president, he cited the "Humphrey Report" and encouraged McLean to request a study committee from Governor Terry Sanford. McLean made the contact, and Sanford sought counsel from his advisors. The matter was referred to SREB, which defended its own successful program and advised solutions other than establishing a veterinary college. The organization maintained that it could provide adequate numbers of educational opportunities in veterinary medicine for North Carolinians.

While there was hesitation and reluctance to flood the market with veterinarians, some visionaries in the profession foresaw the need for more schools. In 1962 Tom Jones, dean of the University of Georgia, wrote in *Modern Veterinary Practice* that:

It is my considered opinion that we do not have enough schools to provide the necessary faculties to meet the demand for veterinary graduates. . . . I would say we need a school in the New England area, another one in the New York-New Jersey area, and at least one, if not two, more in the southeastern United States. Leadership at the national level should exercise its influence to . . . provide the help for establishing such schools as can be properly accommodated.<sup>12</sup>

### ***Partners for the Dance: The Schwabe Report and the James Committee***

In 1965 Raleigh's *News and Observer* reported that State Representative Robert Z. Falls of Cleveland County and members of the "rural coalition" had begun an active lobbying and vote-trading crusade to establish a veterinary school. This kept the concept alive within the legislature and fueled the persistence of interested groups. Sooner or later the issue either had to be addressed or quieted. In 1967 NCVMA proposed that a veterinary school be established

at North Carolina State University. They approved a resolution in favor of that action at their annual meeting and submitted it to the administration of the University of North Carolina. The resolution was acknowledged, but apparently no action was taken.

Historical antecedents made NC State a logical location for any proposed veterinary medical school. Veterinarians had been among the university's faculty from the beginning. In 1893, F. P. Williamson joined the faculty of the North Carolina College of Agriculture and Mechanical Arts and remained until 1898. Curtis Cooper, Walter Weihe, and Tait Butler succeeded him and were followed by a long list of veterinarians over the years. Several became internationally recognized, including Cooper, Butler, G. A. Roberts, B. T. Simms, John I. Handley, and Claude D. Grinnell.<sup>13</sup> The catalog for 1899/1900 listed several courses involving animals under "Agriculture"—dairying, breeds of livestock, dairy bacteriology, cattle feeding, veterinary science, stock breeding, and three courses of practical work.<sup>14</sup>

The North Carolina College of Agriculture and Mechanical Arts received its charter in 1889. Throughout most of its history, its governing structure has included a board of trustees chosen by the legislature and presided over by the governor. From 1917 to 1972, the board had 100 elected members and a varied number of ex officio members. In 1931 the campus at Chapel Hill was combined with the North Carolina College for Women at Greensboro and the North Carolina State College of Agriculture and Engineering at Raleigh into a system of colleges. This institution was designated as the University of North Carolina. In 1963 the General Assembly changed the name of the campus at Chapel Hill to the University of North Carolina at Chapel Hill (UNC–Chapel Hill) and that at Greensboro to the University of North Carolina at Greensboro (UNC–Greensboro). In 1965, after much discontent, the name of the campus at Raleigh was changed to North Carolina State University at Raleigh (NC State or NCSU).<sup>15</sup> Three more campuses were added to the system between 1965 and 1969. A 1970 revision of the State of North Carolina constitution included a provision for a public system of higher education; the University of North Carolina System had been created. At a special session held in 1971 the General Assembly added ten more state-supported senior institutions; effective July 1, 1972, the statewide multicampus university would have sixteen campuses.

The General Assembly acted to reduce the 100-member Board of Trustees authorized by the North Carolina constitution to a Board of Governors with thirty-two members. The Board of Governors is elected by the General Assembly, and each of the constituent institutions has its own thirteen-member Board of Trustees whose authorities are delegated and overseen by the Board of Governors. Through its Board of Governors appointments, the legislature has a strong voice in the selection of trustees for the constituent campuses; eight of the thirteen members are appointed by the Board of Governors, four are appointed by the governor, and the thirteenth is the elected president of the Student Body. Each constituent institution is headed by a chancellor, who is responsible to the president as the chief administrative and executive officer of the University of North Carolina.<sup>16</sup>

In 1968 Grover Gore of Southport was elected to the 100-member Board of Trustees of the UNC system. He and Shelton Wicker of Sanford were among the few NC State alumni members of that board. Both became members of the Buildings and Property Committee for NC State.<sup>17</sup> No record exists to indicate when the veterinary school topic was

first introduced among that body, but it had probably already been discussed by the time of these appointments.

There is every indication that most faculty at NC State, as well as the administrations of both the university and the university system, had given a low priority and little thought to establishing either a veterinary science department or a veterinary medical school. The university system's General Administration was not opposed in principle to a veterinary program, but it was wrestling with two other major issues: a medical school for East Carolina University (ECU) and a legal challenge to racial duality in the university system. Both were issues of major proportions, and they made the university system reluctant to address the matter of another major program at that time.

On the NC State campus veterinarians could be found as faculty members in the departments of animal science and poultry science in the School of Agriculture and Life Sciences (SALS). Even though they participated in the activities of their departments and collaborated on teaching and research activities, the veterinarians' activities seem to have been restricted. One department head stated in documented memoranda that veterinarians in the department must have co-authors to publish in scientific journals. Understandably, in such an environment sentiments among faculty were not highly favorable toward establishing a veterinary school at NC State. Others feared a veterinary school would drain operational funds from their departments.

Enthusiastic support by professional associations and by owners of agricultural and companion animals enabled the survival of the idea of a veterinary school. Leaders of NCVMA had learned from their ineffective resolution of 1967 that they must follow through if anything was to result from their efforts. During the next year, several members with active political insights successfully indoctrinated state legislators and members of the governor's staff on the need to develop a veterinary school. The association approved two new resolutions at its winter meeting on January 21, 1970. The first was to establish a Department of Veterinary Science (DVS) at NC State, and the second requested the appointment of a committee to do a feasibility study for a veterinary medical school. Martin Litwack, secretary-treasurer of NCVMA, submitted the resolutions directly to Governor Robert Scott with a copy to H. Brooks James, dean of SALS, on January 26.

Chancellor John T. Caldwell was kept informed of the genesis and distribution of the NCVMA resolutions. On February 13 he notified Dean James of his own contacts with neighboring state universities about "opportunities for further study by pre-veterinary students." He suggested three actions to James: (1) seek more SREB places to satisfy "immediate" needs while making more "concrete plans for North Carolina"; (2) establish a study-planning relationship with the universities of Maryland and Virginia Polytechnic Institute, with the possibility that they would consider contracting from North Carolina; and (3) institute "B-Budget request for planning funds from the next General Assembly."<sup>18</sup>

In a memorandum to Governor Scott dated February 18, 1970, William L. Turner, director of the Department of Administration, related contacts he had received from Caldwell and James thinking in terms of a capital improvements request and "\$100,000 planning and development funds."<sup>19</sup> Two days later Martin Litwack, Charles Randall, and Charles R. Swearingen met with Governor Scott to discuss the NCVMA resolutions of January 21. On February

23 the governor shared the matter with the North Carolina Board of Farm Organizations and Agricultural Agencies,<sup>20</sup> and on March 10 he appointed a committee of thirteen persons to study the need for a veterinary school in North Carolina. The thirteen-member committee included veterinarians, legislators, and interested citizens:

Ronald Williams, D.V.M., veterinarian, Raleigh, chair  
P. C. Collins, state representative, Laurel Springs  
William F. Covington, farmer, Mebane  
J. J. Harrington, state senator, Lewiston  
T. J. Harris, farmer, Red Springs  
Herbert Hawthorne, businessman and farmer, Statesville  
Martin P. Hines, D.V.M., State Board of Health, Raleigh  
J. P. Huskins, state representative, Statesville  
H. Brooks James, dean, SALS, NC State  
Robert Nichols Jr., dairy farmer, Hillsborough  
Bruce Simpson, businessman, Monroe  
Grady J. Wheeler, D.V.M., veterinarian, Graham  
Thomas F. Zweigart, D.V.M., state veterinarian, NCDA, Raleigh

Scott asked the committee to determine the feasibility of a veterinary medical school in North Carolina. When Cameron P. West, president of the North Carolina Board of Higher Education, learned of the appointments and of their charge, he reminded Governor Scott that by law feasibility was the purview of his board. Governor Scott asked Williams and his committee to work closely with the Board of Higher Education. They invited West to participate, and he gave invaluable guidance to their effort. They were fortunate to have him, because most of the original members of the appointed committee were not experienced in the methods and mechanisms of conducting feasibility studies for academia.

West's participation brought direction to the committee and, in reality, may have prevented the committee from floundering.<sup>21</sup> He counseled them to use one or more consultants with experience in academic veterinary medicine, especially in program development. They followed his advice and sought a consultant who might also conduct a study on the issue of needs and feasibility within veterinary medicine. William R. Pritchard, dean of the School of Veterinary Medicine at the University of California–Davis, met with the committee in Raleigh and agreed to advise them on steps they might follow and on persons who might lead the study. He recommended several persons, including Calvin Schwabe, chairman of the Department of Epidemiology and Preventive Medicine, University of California–Davis.

Schwabe came to North Carolina during July 1970 and conducted a study funded by a grant from Governor Scott. Schwabe's report reviewed the status of the veterinary profession in North Carolina and the United States, the availability of veterinary services to the public, and the status of academic veterinary medicine throughout the east-central region, particularly as it related to North Carolina.<sup>22</sup> He concluded there was a need for another veterinary school on the eastern seaboard. He suggested that it should be in North Carolina, and that it could be located in the RTP and attached administratively to both the health

sciences faculties at UNC–Chapel Hill and the agriculture and life sciences faculties at NC State University.

Being sensitive to protocol, Schwabe addressed his final report of August 9, 1970, to Cameron West of the Board of Higher Education. Chairman Williams presented the same report to Governor Scott on October 8 and met with the Board of Higher Education on October 16. Williams recommended that a School of Veterinary Medicine be established to conform with Schwabe's recommendations. On November 9 William A. Sumner, NCVMA president, sent a letter to all North Carolina veterinarians with a copy of the "Report and Recommendations."<sup>23</sup>

The Board of Higher Education was resistant to the plan, and it is unclear if their attitudes stemmed from the interests of opponents or if they reflected a natural succession of decisions. Nonetheless, the board did not accept Schwabe's recommendations without question and appointed another committee to advise them on alternate actions. This new committee represented both the administrations of NC State and the University of North Carolina system. The chairman was H. Brooks James, former dean of SALS, who had been promoted to vice president of the consolidated university. J. Lem Stokes II, associate director of the Board of Higher Education, and J. Edward Legates, dean of SALS, completed the membership of the committee. The NCVMA group feared that the NC State-SALS interests were overrepresented, in control of the committee, and able to dictate whatever plans might develop. They expected a conservative response by the new committee.

However, the James Committee proposed a three-step plan as an alternative to Schwabe's recommendations: (1) establish a Department of Veterinary Science (DVS) within SALS, (2) conduct definitive planning with the DVS as its base, and (3) establish a veterinary school. The plan was logical and was basically the one that would later be followed. When the James Committee report became public, off-campus supporters of a veterinary school expressed fear that the project would not develop beyond the first step, and some doubted that even the first step could be achieved. They believed a feeling of relief was prevalent among members of the Board of Higher Education, both campus and university administrators, and a contingent of faculty on the NC State campus over their own perceptions that the school might not develop.

In addition to the James Committee Report, four other documents from outside the university recommended that a veterinary school be established: the two resolutions from NCVMA, Schwabe's feasibility report, and a report from the Governor's Advisory Committee on Veterinary Education. The advisory committee met at the Grove Park Inn in Asheville on June 12, 1972, with the following composition:

E. J. Whitmire, Franklin, chair  
Zack T. Farmer, Chowan County  
Martin Litwack, D.V.M., Raleigh  
Charles B. Randall, D.V.M., Kinston  
Clifton C. McLean, D.V.M., Southern Pines  
H. Brooks James, UNC system  
Martin P. Hines, D.V.M., Raleigh

Donald W. Lackey, D.V.M., Lenoir County  
J. Edward Legates, NC State  
Tom Zweigart, D.V.M., NCDA  
Archie Sink, Mount Airy

James and Legates had been principals on the Board of Higher Education's committee, and they were also valuable contributing members of this committee.

The Governor's Advisory Committee on Veterinary Education further expanded the recommendations and projected dates for milestones to be achieved.

- 1) Establish a DVS during fiscal year 1972/1973.
- 2) Request planning funds and determine a location for the school during the 1973/1975 biennium.
- 3) Request construction funds for the 1975/1977 biennium.
- 4) Request funds for the faculty and operation beyond the DVS from the 1977 legislature.
- 5) Anticipate admission of the first class in August 1978.

McLean led a discussion to clarify and correct the wording of a recommendation that proposed a baccalaureate degree program for the DVS. This recommendation was probably prompted by the degrees offered in SALS. American universities, however, were not awarding baccalaureate degrees in veterinary medicine.

Livestock interests, practicing veterinarians, students, and parents of students continued their active pressures in favor of developing a veterinary school. Many felt the university could not be trusted on the matter of a veterinary school. They suspected the interests of existing faculty and university administrators were in opposition to a veterinary medical school. In reality, those attitudes were probably limited to a vocal, but influential, few. The upper levels of university administration gave tacit support to a veterinary school, but they understood the complexity of the processes for developing a viable new program within the system. The degree of complexity to achieve that end was poorly understood by those outside the university, who seemed to believe a simple yes or no decision was all that was needed.

### ***The Preliminary Step: A Faculty***

Establishing "faculties of" was a common preliminary step in preparation for forming new departments in SALS. On February 20, 1970, Dean James formalized a "Faculty of Veterinary Science," the first step toward a department of veterinary science. Step one of the James Committee's recommendations was now under way. The "faculty" was a loosely organized group whose members remained in their respective academic departments. After that action James wrote, "As things now stand, we will request the Legislature to appropriate funds for the development of a School of Veterinary Medicine in North Carolina."<sup>24</sup>

When Dean James created the faculty of veterinary science and named an internal advisory committee, he appointed Edward G. Batte as chairman of the group. But, the actual

leadership was unsettled, both internally and externally. The faculty was established near the time when the James Committee's activities were ending. The action may have implied that the veterinary school was imminent, but a veterinary science department was the most probable immediate result.

During a NCVMA board meeting, Batte moved that the organization endorse NC State as the location for a veterinary school. The board did not expect the motion. Strong sentiment to break publicly with SALS existed among many veterinarians in the state, and the motion failed after much discussion. Many of those present rationalized that Dean James had "decided" that a need for a veterinary school existed and that he wanted to control its development. They believed Batte was his messenger as a "check against an expected break" between the veterinarians and SALS.<sup>25</sup>

Because of these events and probably because of some internal politics, Batte became unpopular with his peers in the association, and they opposed his appointment as chairman of the veterinary faculty. Anxious to avoid further confrontation, James replaced Batte with Daniel J. Moncol as chairman. The NCVMA quickly informed James that Moncol was not a member of their association and was thus not acceptable to them. Moncol joined the NCVMA, and that issue died. However, he maintained his membership only until after a permanent head was appointed for the DVS.<sup>26</sup>

In March 1971 the North Carolina Board of Higher Education endorsed further study of the feasibility for a veterinary school, encouraged expansion of contracts with other veterinary schools, and approved the development of a DVS at NC State. They allocated \$300,000 to underwrite the initial cost of establishing the department.<sup>27</sup> In response, North Carolina Representatives J. P. Huskins and P. C. Collins introduced House Bill 1139 on June 1, 1971, which provided an additional \$25,000 for the study and \$30,000 for contract spaces at institutions outside the state.

The NC State campus submitted a "Request for Authorization to Plan a Department of Veterinary Science" to the Board of Governors. After planning was completed, the Board of Governors approved development of the DVS within SALS on May 12, 1972. The same month Governor Scott made funds available, and the university began its search to find a department head. The UNC Board of Governors' approval of a department did not ensure that a decision to start a school would follow. However, a new entity had been born on the campus of NC State, and it gave hope to individuals who supported the idea of a school. It also encouraged those who opposed the school to concentrate on its demise. Both groups increased their efforts in support of their causes. Not much record exists on public actions during the next eighteen months. The university's leadership seems to have concentrated on meeting the necessary steps to initiate a department.

Whether or not it was true, outside supporters for a veterinary school commonly feared the new department would be carefully maneuvered into a niche from which it would be unable to emerge from the control of strong personalities in SALS. In order to blossom under SALS control, the department would have to go through a laborious process of earning recognition for its achievements, an instance applicable to my favorite Corwinism, "Fitness is defined by the survivors."<sup>28</sup>

It was generally agreed that the search committee for the department head should focus

on persons off-campus because of the adversarial attitudes among practicing veterinarians toward potential on-campus candidates. Members of the search committee later related that nominations and applicants were removed from consideration by various members for reasons that seemed petty and personal, unlike the disciplined and focused efforts of committees in later recruitment efforts.<sup>29</sup>

The committee sought advice from various veterinarians in academia and in-depth counsel from Billy Hooper at the University of Georgia and Bernard C. Easterday at the University of Wisconsin. Through those contacts my name surfaced as a potential candidate for the position. At that time I was a department chairman at the University of Missouri–Columbia; a few members of the search committee knew of me, and none had reason to eliminate me from the competition. On July 19, 1973, Dean Legates contacted me and arranged for an interview on the NC State campus from August 21 through 23.

During that interview, I visited with campus administrators, faculty, officers of the NCV-MA, representatives from the North Carolina Department of Agriculture (NCDA), and several members of Governor Scott's feasibility committee. It was an intense, but informative, time for me. The congeniality of everyone impressed me, and the challenge of starting a new academic unit in that environment was attractive. I was equally heartened that most of those with whom I visited expressed a desire for a veterinary department. While most of the committee favored offering the position to me, several remained unsure, either because I was unknown to them or because they favored someone else for the position.

However, the uncertainty seemed to clear. After I returned to Missouri, Daniel J. Moncol called on September 5 and asked if I had any further questions about the position. Later the same day, Legates offered me the position. After I received a letter of confirmation, I formally accepted the offer and agreed to come to NC State effective January 1, 1974. I stayed at the University of Missouri during the fall 1973 semester to complete my teaching responsibilities before departing for North Carolina. The NC State trustees and the Board of Governors approved the appointment October 5 and November 16, 1973, respectively. The announcement in the November 28 edition of the university's student paper, the *Technician*, quoted Dean Legates as having said this was "the first concrete step toward establishment of a School of Veterinary Medicine." In the same issue, Tom Byrd, extension specialist-in-charge of press, radio, and television, reported that the Board of Governors authorized NC State to "plan for the establishment" of a veterinary school.

### ***Step One: A Department***

When I arrived on January 2, 1974, the DVS became an active, administrative entity. In addition to myself, the initial faculty consisted of four veterinarians who were members of the SALS faculty: Edward G. Batte, W. Max Colwell, Daniel J. Moncol, and Donald G. Simmons. Colwell and Simmons remained in Scott Hall until parts of the Grinnell's Animal Health Laboratory (GAHL) were renovated. Brenda Carpenter had been appointed departmental secretary and was in place by the time of my arrival. Her experiences with the policies and procedures of the university and state government were of great benefit to the early development of the department. She served effectively through the 1976/77 academic year, when

she resigned to move out of the area with her family. Moncol served as chairman of the veterinary faculty until I began the duties of department head. I arrived in Raleigh on December 30, 1973, and during the next couple of weeks I was warmly welcomed and entertained on separate evenings by Dr. and Mrs. Martin Litwack, Dr. and Mrs. Edward W. Glazener, and the departmental faculty as a group.

The programs and goals of the new department had been defined only in the broadest general terms. I spent my first weeks studying the publications and active research projects of the departmental faculty and becoming familiar with the policies and procedures of the university. I sought to find a commonality among the faculty that would link their interests and that could be used to focus the department's efforts. The department needed to make maximum use of existing strengths and the opportunities they offered. Soon after I joined the department, I visited the heads of other campus departments whose programs seemed related to ours. All were cordial, and most volunteered to help and advise me on the university's procedures, although several were candid in stating that the new department provided unnecessary competition for resources.

The department was based in the Grinnells Laboratory on Fawcett Drive, which ran parallel to Western Boulevard. Much of the building was empty after the NCDA moved to its new Rollins Animal Disease Diagnostic Laboratory (RADDL) on Blue Ridge Road in 1972. Four members of the Department of Animal Science occupied the building when I arrived. Batte and Moncol, both veterinary parasitologists, and Edward V. Caruolo and James G. Lecce, animal scientists, used laboratories and animal quarters in parts of the building. The first two were part of the veterinary faculty and were reassigned to DVS, while the latter two remained in the Department of Animal Science.

I could not readily discern a primary shared interest from my review of the faculty's publications, and their activities could best be broadly classified as quasi-clinical. As station veterinarian, Moncol provided limited clinical services to experiment station herds, and the others gave limited consultation and advice on disease and parasitic problems allied to their research interests to North Carolina poultry and swine producers. Neither the clinical nor the extension role was a viable option as a base upon which to build the department. Batte and Moncol were parasitologists and had few interests in common with virologists Colwell and Simmons. The faculty's willingness to consider "field problems" was appreciated by livestock and poultry producers but offered little advantage in establishing recognition in academia for the department. The faculty routinely devoted most of their effort to laboratory activities, student advisement, and teaching. Prospects seemed limited for the faculty to redirect their efforts into a new and common effort.

I concluded that if the department wanted to expand its research base, outside funds would be needed to upgrade and equip departmental laboratories and to expand technical support. Available funds from organizations and agencies for the study of field problems were limited unless major public health issues or potential disaster occurred within an animal group or species. Traditionally, funds for field problems were usually too little, too late, or available for too short a period to support a major research effort. By the time such funds became available and an investigation began, the crisis would have worn itself out or decimated the affected herds, flocks, or species.

Batte was adept at securing small grants and gifts to support his work. Moncol had received some previous outside support but had none at the time. Colwell, Moncol, and Simmons depended on experiment station funds to support their laboratories. In fact, most of the faculty's research effort depended upon an annual allocation of funds from the North Carolina Agricultural Experiment Station (NCAES). If the department was to become known for its research productivity, the alternatives offered few immediate opportunities unless additional funding became available.

The teaching contributions of the department covered several service courses for poultry and animal science majors. The university had no undergraduate major in veterinary science, and a proposal to establish one would have encountered much opposition from accrediting agencies. Opportunities to become involved in graduate training were possible, but limited. Faculty participated in the graduate programs of other departments, but stipends for graduate students were few in number and restricted. The DVS faculty was heavily committed to the academic advising of preveterinary students. The prospects of building a strong department without an expanded base seemed pretty dim.

Meanwhile, veterinarians in the community, leaders of NCVMA, the commissioner of agriculture, and many animal owners were anxious to meet and work with the new department head. Obviously, they wanted a veterinary medical school, and they wanted me to lead the effort to get it. This was an exciting proposition that gave promise for a center of excellence, but I doubted it could be achieved with the existing department. The department was subjected to too many restrictions, including personnel, financial support, and the apparent resistance to its development within the existing campus politics. However, I respected the university's prerogative and knew that to proceed toward forming a school without some degree of administrative support could be suicidal. I did not foresee great success in developing a strong department, and early experiences at NC State caused me to believe we should hasten slowly toward a veterinary school.

Several times during the late 1960s and early 1970s, rumors had circulated among United States veterinary colleges about efforts to start a school in North Carolina. The subject was often part of conversations among veterinarians at regional meetings. I was aware of the rumors prior to coming for an interview, and I was curious about the school's status. During my interview for the position of head of the department, university officials avoided the topic of a veterinary school. I made direct reference to a "school" with several of them. They were guarded in their responses and usually switched to other topics, and the veterinary school issue was left unaddressed.

During the first week after my arrival on campus as department head, Chancellor Caldwell invited me to lunch with him, Provost Harry Kelley, and Dean Legates. We lunched at the Faculty Club on January 3, 1974. During the cordial session Chancellor Caldwell told a humorous anecdote about an instance of missed communication in his family that related to my home state of South Dakota. In conversation, I asked if my "charge" was to start a department or a veterinary school. Chancellor Caldwell said the new department head was to build a research department from which to conduct continuing education, advise preveterinary students, and "help make an evaluation" about starting a school. My question was probably expected, and his answer was quick and clear. The department was the first priority, but he did

not exclude the possibility of a veterinary school. The directness of his answer surprised me, because my question was innocent and asked in good faith. I was not surprised at the answer per se, but mostly at being "set right" so early in my tenure.

The NCVMA winter meeting was held a few days later at the Velvet Cloak Inn in Raleigh on January 9 and 10. When I was asked to attend, I expected to be "looked over" by the members. They welcomed me to the state and invited me to join the association. While the welcome was very satisfying, I assumed the role of the "the new dog in the pack." I did lots of watching, a little circling, and made no quick moves. North Carolina Agriculture Commissioner James A. Graham attended the meeting, and during lunch we were seated together to further our acquaintance. During those couple of days I met many of the veterinarians in attendance, and Claude D. Grinnells came from Fayetteville to meet me. I concluded that the veterinarians and Commissioner Graham wanted a veterinary school and that they expected me to take a lead in getting one.

On January 14 Congressman Ike Andrews visited my office and welcomed me to North Carolina. Later that month, Lieutenant Governor James B. Hunt Jr. called. As a stranger in North Carolina, I failed to recognize that Andrews was one of North Carolina's members of the United States House of Representatives. After he left, Brenda Carpenter informed me of his position and said that she was surprised and impressed by his visit. However, I knew what a lieutenant governor was, and I was impressed when I received Hunt's call. Hunt welcomed me and asked me to be an "informational resource" on veterinary medicine to his committees. I agreed, but I did not grasp the advantages that level of access to legislators offered until later when we began to work with the General Assembly for approval of the veterinary school. His request had provided justification for me to visit the offices of the lieutenant governor and various legislators while the General Assembly was in session. Lieutenant Governors James C. Green and Robert Jordan subsequently continued the privilege during their terms. It was advantageous, because state employees were discouraged from making direct appeals to the legislators except for contacts that originated at the request of a legislator. It legitimized my visits with them. I kept a low profile and was careful not to overstep my privileges.

The first DVS faculty meeting was held January on 22. Because it had seemed too quiet on all fronts, I entered the meeting with a small amount of trepidation. The meeting went well, but it seemed artificially stilted and more formal than I preferred. I asked that we be candid among ourselves and explained that I did not like surprises. The faculty immediately identified several big items, such as a new pickup truck and a van, among their "wants." Colwell and Simmons seemed to be the most willing to participate in the meeting's discussion. This meeting gave credence to my belief that each of the four needed to be handled differently to maximize their strengths and inputs, and that all needed to be handled carefully to achieve departmental cohesion and advancement. The group's interaction with me and among themselves was interesting to observe. I was satisfied that it had been a positive meeting, and I was excited by the prospects of leading this new department.

When the department was established, eight faculty positions had been budgeted for it: a department head and seven others. At its inception, four veterinarians were transferred to the new department from the Departments of Animal Science and Poultry Science. I believed that we needed to fill the remaining positions with veterinarians and to strengthen that con-

tingent in the new department. The unfilled positions were for associate professors, but they were funded at a level unlikely to attract the quality of veterinarians I wanted to add. By moving funds between positions, I corrected the salary inadequacy.

The adjustments left one position barely funded, but it could be supplemented with trust funds. That position turned out to be extremely valuable and beneficial. It was designated as our “wind-down position,” intended for persons recently retired or near the end of their careers. During its one-year term visitors could bring their research, manuscripts, and other career efforts to completion. In addition, these visitors could give counsel and guidance to the new department, the junior faculty, and especially to graduate students.

Spring 1974 proved to be a busy time. The new department generated much interest from outside the university, and I was a frequent speaker and invited visitor at service clubs and animal agriculture commodity group meetings. We desperately needed a common thrust for the department’s program and attempted to fill two open faculty positions with people who would complement existing strengths. Numerous North Carolina veterinarians and several from neighboring institutions dropped in to look at us. We were also courted by opportunists: architects, supply and equipment salesmen, faculty people from other campuses unsettled in their current positions, staff people who wanted to join a new program on campus, and still others who offered unsolicited advice. At an off-campus administrative retreat for SALS heads and directors in April, I had my first informal exposure to many of those in attendance. Again I played the role of the new dog in a pack; I did lots of circling and watching and avoided quick moves. During the same month, we interviewed two candidates for one of our departmental faculty positions.

The proximity of the RTP and two other major research universities (UNC–Chapel Hill and Duke University) gave us easy access to many top scientists. We were also accessible to others who were of lesser competence or whose talents were not necessarily complementary to the veterinary program. An unexpected number of requests for adjunct appointments came from the latter group, and still others sought adjunct appointments more as a means to extend their credits and improve their curriculum vitae than to collaborate with the department.

We discussed the matter of associate and adjunct appointments among ourselves several times. The appointments represented an opportunity to expand the faculty and strengthen certain interests within the department, as well as to bolster our position among allies. The faculty strongly supported adjunct and associate appointments. I wanted to be democratic and involve the faculty in these appointments, but it would have been unwise to have too many adjuncts before we chose definite goals and objectives. I asked the faculty to recommend a policy that considered qualifications and procedures. They debated the matter and suggested that candidates should write a letter of application, describe *how* they would be involved, and *what* they would do for us. After receiving the applications, the DVS faculty would recommend approval or disapproval by secret ballot. The screening process seemed to be logical, and I approved the plan.

Martin Litwack was honored with the first adjunct appointment in DVS. Others approved soon afterward were Ben Harrington, Raleigh practitioner; A. W. “Bill” Macklin, Burroughs-Wellcome veterinary pathologist; Martin A. Ross, veterinary pathologist; and Terrel B. Ryan, director of RADDL, NCDA. Macklin and Ross were diplomats of the American College of

Veterinary Pathologists. Associate appointments were given to extension veterinarians Robert F. Behlow, George Creed, and J. Ray Harris. Kenneth Muse, an electron microscopist in the Department of Zoology, received an associate appointment. So, we started the 1974/1975 academic year in September with fifteen faculty members: six regular, five adjunct, and four associates.

The concept of the "wind-down position" proved successful, and we filled that position twice. Robert Dougherty, retiring head of physiological sciences, National Animal Disease Laboratory (NADL), Ames, Iowa, and formerly professor of physiology at Cornell University, was appointed in November 1974. He was followed on July 1, 1977, by L. Meyer Jones, who had recently returned from a Fulbright Fellowship in Ireland. Both were well known throughout the veterinary profession. During his career, Jones had been professor of pharmacology at Iowa State University, director of scientific activities for the American Veterinary Medical Association, and dean at the universities of Georgia and Illinois. Both men were internationally known, and their presence added to the department's early national visibility. Both consulted actively with prominent campus investigators to add to our campus presence and to improve our acceptance there.

During his time at NC State, Dougherty worked on a manuscript and developed illustrations for a textbook on surgical procedures of large domestic animals used in research. Jones was an experienced administrator and author of *Veterinary Pharmacology*, a text widely used in the education of veterinary students throughout the world. While a visiting professor at DVS, he drafted a lengthy document that eventually became the first edition of our *Faculty By-Laws*. After completing his term as visiting professor, Jones remained an adjunct professor of pharmacology until 1991 and resided in North Carolina until his death on December 9, 2002.

We filled three other regular faculty positions over the next couple of years. Richard C. Dillman, veterinary pathologist from Iowa State University, was the first to be appointed from outside the campus. He joined DVS as associate professor on July 1, 1975, and became the first person promoted to professor in the new School of Veterinary Medicine (SVM) on July 1, 1979. Another pathologist, E. Clay Hodgins of Oklahoma State University, joined the faculty as an assistant professor during April 1976. David Kradel, also a veterinary pathologist, came in February 1979 from Pennsylvania State University, to which he returned in 1989. The originally allocated positions for the department were thus all filled in less than five years.

My first involvement with campus politics occurred soon after my arrival and involved mediating the issue of bovine pregnancy testing by SALS faculty for cattlemen in the state. On January 25, 1974, Ben Harrington, a local veterinarian, and Ira Porterfield, head of the Department of Animal Science, asked me to lunch. I learned that Lester Uhlberg had trained several extension faculty in the elements of rectal palpation for pregnancy testing in cattle, and they were providing the service to dairy extension cooperators throughout the state. When George Creed was hired as extension veterinarian, his department encouraged him to be responsible for the program. Practicing veterinarians maintained that performing the service without a valid veterinary license was a violation of the North Carolina Veterinary Practice Act. Creed was licensed, but an equally important issue in the debate was that the university offered a free service for which practitioners routinely charged a fee. I supported the enforcement of the Practice Act and discouraged the activity by the university,

especially by unlicensed nonveterinarians.

But, that was not the end of it. On February 8 I attended a lunch meeting with John Sledge, president of the NC Farm Bureau; T. Carlton Blalock, associate director of the N.C. Agricultural Extension Service; Robert Behlow, extension veterinarian; Harrington; Porterfield; and Creed. I was not forewarned of the reason for the meeting, but I felt something was at issue. During the meal it became apparent that the extension specialists did not broadly accept my position against the pregnancy-testing program. Blalock and Porterfield claimed respect for the law, but they sought a loophole through which extension specialists could continue the practice. They insisted that Creed's participation with a veterinary license gave legitimacy to the service.

Both sides of the issue were aired, and Blalock proposed that Creed train and supervise additional extension specialists to perform bovine pregnancy tests. Fortunately, Sledge, who supported establishing a veterinary school, took a conditional stand against extension specialists performing the service. He asked that North Carolina veterinarians be surveyed; if sufficient veterinary services were available in the state to conduct pregnancy examinations, the extension service should discontinue the practice. Harrington and Creed subsequently prepared a survey that was distributed to veterinarians throughout the state. The returns were judged as evidence that adequate veterinary manpower existed, and the extension specialists largely discontinued the diagnostic practice.

During the first year, about the only memorable internal dispute in the department that affected all of us centered on departmental vehicles. In my previous experiences on other campuses, few university-owned vehicles were available for assigned faculty use. University motor pools provided vehicles on an "as needed" basis. I regarded the vehicles as tools with which certain functions of a department were more convenient and, in reality, enhanced. However, on the NC State campus many vehicles were available for a multitude of uses. Constant conflicts seemed to focus on the vehicles, and I spent too much time mediating the differences. Or, maybe these were worthwhile diversions? Someone was always "exercised" about them or being accused of abusing the privileges of their use.

The station veterinarian had an assigned car that was transferred from the Department of Animal Science to DVS. Moncol, who had filled the role of station veterinarian in animal science, continued that role in DVS. He drove the car home almost every night to make "emergency calls" if necessary. In reality, emergency calls were uncommon. Others complained that his use of the car as transportation to and from work was a "perk." When the privilege became a point of contention, I stopped it.

As the department expanded, more persons used the car. I began to use it frequently to speak at regional veterinary and service club meetings in the evenings. Others often returned the car without sufficient gasoline for evening use. Batte's crew used the DVS pickup truck almost exclusively for hauling feed, going after mail, and delivering and picking up Batte before and after his class on campus. Sometimes, though, people used the truck for more personal reasons. After one such use, a student employee returning from lunch crushed the tailgate when he backed the truck into the loading dock. From that time forward, I limited use of the truck to university-only purposes under penalty of dismissal.

We later acquired a van to facilitate field studies and services. Like the car, it was fre-

quently returned with little gasoline in its tank and many cigarette butts in the ashtray. After sitting in the sun and being closed up for a half day with an ashtray filled with cigarette butts, the van became stifling inside. That, too, was addressed among the rules established for vehicle usages. After I made an issue of it, Loretta Demko Clark, one of our staff, wrote the following limerick:

“There once was a car in vet science  
Whose gas meter couldn't stay very high.  
The reason for this;  
We all were remiss  
So keep the tank full we must try!”

Less contentious and far more rewarding was the department's involvement and contact with North Carolinians seeking a veterinary medical education. The North Carolina Veterinary Certification Committee had been established to screen students who applied to veterinary school through SREB brokerage and the separate agreement with Ohio State University. The committee certified that the applicant was a legitimate resident of the state and met all the requirements for admission published by the school(s). The committee also interviewed most students as part of the process. Many of the students had not experienced a similar interview, so the sessions often contained an important degree of counsel and advice from the committee to individual applicants.

The office of SALS Associate Dean Edward W. Glazener coordinated the activities of the committee. As chair, Glazener scheduled and hosted the committee's annual meetings, and his staff assembled the official academic records and applications for students enrolled at NC State and other universities to accompany their applications to the schools of their choice. Off-campus committee members included representatives from UNC General Administration, NCVMA, North Carolina Agriculture & Technical University (NC A&T), and the NCDA. Occasionally, a student successfully gained admission to veterinary schools outside of the formal agreements. Glazener's office also assisted those students in the preparation of their applications.

I first met with the committee February 2 through 6, 1974, to review 105 students, of whom ninety-nine were certified to apply for twenty contract opportunities at the University of Georgia (5), Tuskegee Institute (5), Auburn University (5), and Ohio State University (5). On the basis of students admitted to veterinary school per 100,000 population in January 1975, North Carolina ranked fortieth in the United States and the District of Columbia ranked forty-first.<sup>30</sup> In 1975 Indiana and North Carolina each had slightly more than five million people living within their borders. Indiana ranked fifteenth in the nation on the same admissions population comparison. Similarly, all other states with veterinary colleges were ranked among the highest. It was obvious that the presence of a school in a state made an important difference in the opportunities for admission.

Annually we visited veterinary students from North Carolina attending Auburn University, Tuskegee Institute, and the University of Georgia through SREB agreements to demonstrate our interest in them and their programs. Glazener and Lem Stokes led the visits and invited

the NCVMA president and president-elect if they were available. On these visits students were routinely asked, "What part of your pre-veterinary training helped you most after you were admitted to veterinary school?" The students mentioned a course in medical vocabulary most frequently. Medical and veterinary students increase their vocabulary by many thousand words during their first year. Learning several thousand words of any language would make one conversant in that language, and knowledge of medical vocabulary helped in learning the medical sciences. When we were planning the NC State veterinary curriculum much later, I suggested that medical vocabulary should be included as a required course for admission to our school. Because of the long list of other necessary courses and the difficulty of other academic prerequisites, the course was included as a suggested elective.

I made my first student visit with Glazener and Stokes at Ohio State University on March 7 and 8. While there we learned of pending changes in their admission procedures, and on June 24 Donald Simmons and I returned to be updated on the changes for subsequent years. We met with C. Roger Smith, dean, and Walter G. Venzke, admissions committee chairman, and we toured their hospital with Dean Johnson, clinic director. They used a temporary facility while their hospital was being finished. I was anxious to see a teaching hospital operation in temporary facilities, because I expected that we would start in temporary facilities if and when we established a school.

The department addressed its immediate space needs in 1975 by renovating portions of the Grinnells Animal Health Laboratory formerly used by the diagnostic laboratory. A large but unstable incinerator chimney was removed, three laboratories in the rear and another in the basement were renovated, several offices were outfitted, and two large postmortem laboratories were converted into a conference room and a secretarial pool. The stainless-steel large-animal postmortem tables mounted on hydraulic lifts had been used by the diagnostic personnel before they moved to RADDL. Erroneously, we believed they could be salvaged and used in our yet-to-be-built buildings. We carefully removed and stored them in one of the old "Unit One" barns on Fawcett Drive. Eventually, both were relegated to state surplus because they could not be fitted to new equipment.

We outfitted the renovated offices, conference room, and laboratory portions of the building with furniture and equipment. Colwell and Simmons moved their laboratories, offices, and technical staffs from Scott Hall. The logistics of moving people and equipment were possible only through the good nature of the faculty and staff. After joining the department in 1975 and 1976, respectively, Dillman and Hodgkin occupied laboratories in the rear of the west wing of the building.

Long-range space plans for a school, though, were much more tentative. At a meeting on October 30, 1974, with Legates, Glazener, University Architect Edwin F. "Abie" Harris, and myself, Chancellor Caldwell stated his willingness to commit property at the Central Station (Experiment Station Unit One) across Western Boulevard from the McKimmon Center for the location of the veterinary school. He referred to the location along Western Boulevard as "the gateway to the campus." Sixty-eight acres would be available, bounded by Fawcett Drive, Gorman Street, Dan Allen Drive, and Sullivan Drive excluding the Burlington Agricultural and Biological Engineering Laboratories, the Schaub Food Science Building, and the Central Stores Building. His "gateway to the campus" included the Grinnells laboratory and Central Station Unit One.

Following that meeting, Harris stayed with me to discuss various aspects of selecting that site, including construction and “getting alongsmanship” with the State Office of Construction. Harris had been unaware of an interest in locating the SVM on the main campus, but he recognized the advantages of that location to the school. He offered me advice on a number of issues that he believed were sure to arise. He thought the biggest opposition to the Central Station site would come from the Faculty Committee on Planning and Environment and the Campus Transit Committee. Both favored that location as a central parking area for the campus. He told me that the City of Raleigh had a right-of-way for a street to connect Dixie Trail to Western Boulevard about 550 feet west of the Grinnells building. I was a novice when it came to planning, initiating, and proceeding with a large building project, so I found the conversation to be extremely helpful.

We discussed the general breadth of needs for a veterinary school. The school would need a minimum of 230,000 to 250,000 net assignable square feet (NASF) of floor space in the building(s). With NASF usually set at approximately 65 percent of gross square feet (GSF), 335,000 square feet would be required to accommodate an estimated faculty of slightly over 100, a supporting staff of 200 to 250, and 275 students plus hospital clientele and outside service persons. Harris estimated the base construction site would require six or more acres for the building footprint and parking. Other needs included space for storage, vehicles, and farm equipment, and areas for feeding and exercising horses and dogs. We discussed housing and pastures to accommodate approximately one hundred farm animals, plus the necessary drives and approaches to serve them. The magnitude of the project surprised him, and it was clear that significant resources would be required to construct appropriate facilities.

As the months progressed, numerous livestock, dairy, poultry, and agricultural cooperative associations held meetings in Raleigh and other locations throughout the state. I was frequently included among the invited guests in my role as head of the new DVS and asked to “say a few words.” In retrospect, as DVS was being born, most of the departments in SALS generally gave us a warm reception, even though we posed a peripheral threat to some of them. The Department of Poultry Science was particularly patient, in that they provided office and laboratory space for Colwell and Simmons until renovation of the Grinnells building was completed. This involved some inconvenience, since poultry science must have had the same space shortages that existed for most departments.

### ***Opposition and Support***

My first exposures to opposition to the proposed veterinary school on campus were off-handed remarks, mostly overheard, from NC State faculty about a “money hole,” a “Taj Mahal,” and other similar references. Instead of identifying the real basis of disapproval, the detractors often used “proxy” excuses as their objection. Expressions of real objections were relatively few and mostly related to envy of potential new facilities and equipment or concerns that the school would hire a cadre of “young comers” who would question the productivity of existing faculty. One widely spread rumor suggested that a veterinary school would be developed out of the existing university budget, instead of from its own new budget. Most objectors lacked a realistic understanding of a veterinary school and the kinds of programs

conducted in one. Most had no personal experience on a campus that had a school, and they either expressed a fear of the unknown or parroted the opinions of others.

It soon became clear to me that many persons from off-campus wanted a veterinary school. A large number were convinced that NC State had no intention of developing a school, and that the DVS was intended to be the end point of the program. They believed there would be no veterinary school unless they by-passed the system of the university and worked directly with the legislature. They expected the university to offer passive resistance with a little overt and active dissuasion, in order to prevent the efforts for a school from ever progressing toward reality. Even some members of the NC State Board of Trustees believed the administration had accomplished its goal and satisfied the movement for a veterinary school with the appointment of a head of DVS. With a few delaying tactics, support would decline and the problem would go away. These views could be found on campus as well. Many felt that reluctance was common throughout the entire university administration: the deans' offices, the Office of the Chancellor, the Office of the President, and among the Board of Governors.

It seems improbable that university administrators opposed the school to the degree believed by many of its supporters. I concluded that instead of opposing it per se, administrators were just not ready for it at that time. Most had other long-standing priorities and other pressing issues that they wished to accomplish, and they may have envisioned a veterinary school displacing their plans. Some campus administrators and faculty believed that a veterinary school was needed, and they voiced their support. Even so, administrators suppressed any personal reluctance they could have had and did what was necessary to move the program forward.

As new proponents for a school joined the movement from the outside, most were surprised to learn of the variety of suspected internal attitudes. The perceived resistance stimulated them to increase their efforts to develop a school. Discussions were held at all levels: trustees, university administrators, veterinarians, and animal owners. Internal opponents seemed to have underestimated the level of external interest and support for the program. They had not expected outside supporters to appeal directly to the legislature. The traditionalists did not expect that level of tenacity and believed that the supporters of the school would not dare to oppose the administration. But, they did.

Representative Robert Z. Falls of Shelby and Senator Vernon White of Winterville sponsored a resolution in the legislature in favor of a veterinary school. When each was assured that more than fifty percent of their colleagues would be cosponsors, they filed the resolutions on February 25, 1974. The General Assembly passed Resolution 171 on April 12, which instructed the Board of Governors

To give special attention to the need for training additional veterinary medical practitioners for North Carolina, and to report to the General Assembly of 1975, no later than the 30th legislative day of the Session, its findings and recommendations for administrative and legislative action with respect to the extent of the need for and the most economical means of training additional veterinary medical practitioners for North Carolina.

At that time, the Board of Governors and the university system's General Administration

were deeply involved with issues related to the new medical school at East Carolina University and the desegregation of the university system. Both came under the purview of John Sanders, vice president for planning. With the ratification of Resolution 171, Sanders must have felt that his cup was overflowing with troublesome things that needed immediate attention.

The resolution prompted multiple spasms of activity throughout the next seven months. The Board of Governors' Committee on Educational Planning, Policies and Programs formed a Subcommittee on Veterinary Medicine. Sanders immediately began to gather information for the response. The DVS responded to the urgency of the moment by assembling information and data for Sanders to use in the narrative report. Animal owners and veterinary groups were informed about the need for a school in the state. All of these activities occurred at the same time as the Grinnells building was being renovated and as the veterinary faculty in the Department of Poultry Science prepared to be moved from Scott Hall.

At the NCVMA summer meeting held at Wrightsville Beach on June 14 through 18, Philip Kirk represented Governor James B. Holshouser at the Executive Board meeting. The group passed a resolution that requested the governor to "lend his support to the establishment of a School of Veterinary Medicine in North Carolina." Kirk seemed personally supportive of the project, but Holshouser gave it little more than polite consideration. At the same meeting I first met Guy and Rachael Moore from Durham. They wanted the veterinary school, and both took active roles in initiating activities that supported its development.

I initially had doubts about the possibility of developing a school in North Carolina, but by the summer of 1974 the movement seemed achievable to me. The need was obvious, and the degree of commitment by external supporters gave credence to my belief that it could be done. Though it might cause renunciation on campus, I experienced a pleasant sense of relief when I chose, as a duty, to join the action on the controversial issue of starting a veterinary medical school in North Carolina. It was a good feeling, almost a blind commitment with a defined goal. I joined the movement without reservation.

The activities related to a veterinary school remained high during the summer of 1974. These seemed to be heightened by the passage of Resolution 171 by the legislature. We were anxious to promote the project, and additional interest developed at local, regional, and national meetings. Even though opposition to creating a school on either the NCSU or the UNC-Chapel Hill campus was readily available by July 1974, I was certain that the momentum for a veterinary college in North Carolina had reached the "point of no return." I spent much of the first ten to twelve days of that month just thinking about what it could mean to the veterinary profession, to the campus upon which it might be located, and to me. I had to decide what my role in it might be. I thought hard about the various options and alternatives that might be used to sell the idea. I made notes, organized and expanded each, and then weighed the advantages and disadvantages of each possible approach. It was a great exercise, and it was during that period that I identified the "wants" and "don't wants" that shaped our approaches through most of the development stages.

My sense of the issue as it stood was that most supporters wanted the SVM on the NC State campus, while some favored UNC-Chapel Hill, ECU, or a site in the RTP. I tried to identify the resultant advantages and disadvantages of each location. On August 26 Dean Jackson A. Rigney informed me in conversation that the veterinary school was the "num-

ber one priority” for new programs on the NC State campus. My recent experience with the General Assembly’s Fiscal Research Division, though, made me approach this news with cautious optimism. I was all too aware that establishing a school would require the support of campus, the NCSU Board of Trustees, the university system’s Board of Governors, and the legislature.

The Fiscal Research Division is an internal service of the legislature that provides information requested by its members and committees. The information usually sought by the division relates to legislation or appropriations under consideration by one or both houses of the General Assembly. Its purpose is to give committees and/or individual members insights upon which to base decisions, and reports are intended to be “nonpartisan, confidential and available only to members of the General Assembly.”<sup>31</sup>

During July 1974, a Fiscal Research Division investigator interviewed me about the needs for a veterinary school. From my point of view, her questions were poorly framed or unanswerable in a logical or rational manner without considerable research. Even then, the inquiries often seemed pointless and purposeless. Because aspects of the questions resembled the rhetoric espoused by several outspoken opponents in the Department of Animal Science, I suspected they helped her formulate questions intended to draw answers that would reflect negatively on the need for a veterinary school in North Carolina. She seemed unfamiliar with the reasons or context for many of the questions. Examples of her questions included the following:

- What is the documentation for data on populations?  
(Which population: people, animals, or animal owners? She did not know.)
- What are the animal resources?  
(Kinds of resources: animals, feed, market? She did not know.)
- What is the economic status?  
(of what? She did not know.)
- What are the specialty practices and distribution of DVMs?  
(In North Carolina, southeastern region, or nationally? She did not know.)
- How can veterinarians be redistributed to rural areas?  
(Redistributed by edict, or attracted to? She did not know.)
- Identify an incentive program.  
(For what: school systems, economic opportunity, etc? She did not know.)
- Will veterinary education be restructured?  
(How, why, to what purpose? She did not know.)
- Will specialty opportunities be restructured?  
(By whom and for what purpose? She did not know.)

I responded as best I could without having either prior knowledge of the question set or time to find answers. After the interview, I tried to learn the origin and motives for the questions. It was a “fuzzy” interaction, and she did not fully understand my explanations and the complexity of the issues. She did volunteer that if a school was established, she favored a regional school. It seemed probable that she had been indoctrinated with SREB’s philosophy or that she had heard conversations in which that option was favored. Our exchange that day had been somewhat adversarial.

I suggested articles, studies, and surveys which she could review for her report. She was not anxious review them. I loaned her materials to read, including *New Horizons in Veterinary Medicine* (National Academy of Sciences Report, 1972), *Cost of Educating Health Professionals* (National Academy of Sciences Report, 1972), and *Report on Fiscal Appropriations and Resources* (Association of American Veterinary Medical Colleges, 1973). Several weeks later, Robert Behlow called to ask if I had seen the Fiscal Research Division's report. He brought me a draft copy of survey questions that the interviewer had given to George Creed to critique. The questions were full of words intended to slant answers toward discounting the establishment of a veterinary school. Many of the questions were phrased with negative connotations.

Martin Litwack was upset when he saw the draft. Charlotte Litwack was unsuccessful in her attempt to learn which legislator(s) requested the survey. No one seemed to know where it originated. Creed was asked about the draft, and he said he found nothing wrong with it. When the investigator was contacted, she reacted negatively and expressed determination to use the questionnaire in spite of objections. We assured her that the tone of the questions would get negative responses, and we charged that it was designed to build a case against establishing a school. She said she planned to use tax lists of livestock owners to distribute the survey for a random sample of opinions from swine, cattle, and poultry owners.

I never learned if the survey was distributed as planned or if the results were made available. However, Ira Porterfield cited survey results to me to support the argument that an extension veterinarian would not be needed in either the department or a school. Meanwhile, supporters of a veterinary school were denied the information gathered from responses. With "confidentiality" cited as a justification, we had no way of knowing what the survey indicated or if it adversely affected the actions of the General Assembly. Those opposed to the movement had apparently attempted to use an official mechanism, the Fiscal Research Division of the General Assembly, to support their cause.

Several Senate and House committee chairmen became aware of the survey and tried to learn who had requested the report. They concluded it might have been initiated from outside of the General Assembly. All of the objections about the manner in which it was to be used may have prevented its widespread distribution. No one, including legislators, reported having received a copy. It seems probable that at least one copy would have found its way back to us from a sympathetic supporter if the reports had been distributed, or that the results would have shown up in a newspaper, journal article, or another form of the media. Most likely the survey's distribution was limited, if it was distributed at all.

From the time the Board of Higher Education recommended that a department of veterinary science be established as the first of three steps toward a veterinary school, Chancellor Caldwell was a prime mover and supporter to that end. Personally, he favored a regional veterinary school concept to serve several states, as had been proposed earlier by SREB. On January 30, 1970, he wrote his peers in Maryland, Virginia, and South Carolina to suggest that they collectively consider a regional school. He believed it was "unnecessary" to develop several new schools in the Southeast to educate veterinarians. Their replies indicated a general lack of support for the proposal. He later said that the regional approach had made good sense to him, and at that time he favored it over "NC State going it alone."<sup>32</sup>

On the evening of November 3, 1974, the Raleigh Times announced Caldwell had sub-

mitted his resignation to be effective at the end of the following June. This was a surprise to me, and Caldwell's resignation obviously delayed the development of the veterinary school. The appointment of a new chancellor was necessary to move ahead on the appointment of a dean to lead in the school's planning and recruitment. Looking ahead, it seemed the earliest these actions could occur would be during the 1978/1979 academic year. As it turned out, that projection was correct.

### *A School Within Reach*

During the last week of November 1974, I first became fully aware that John Sanders, UNC vice president for planning, was more than peripherally involved with the project. At that time, from my earlier perspectives, I did not believe he was a highly enthusiastic supporter of a veterinary school.<sup>33</sup> But, he was highly organized and focused on preparing a response to the legislature's Resolution 171. He seemed to favor SREB's attempt to increase North Carolina's quota of contract students through SREB placement. Both he and Clarence Cole, SREB consultant, repeated to me the SREB argument of "overbuilding and overproduction." Cole was in favor of developing a regional school with Virginia.

As time passed, Sanders became more deeply involved and demonstrated a firm commitment to developing a school in North Carolina, which proved highly beneficial to the effort. He was intense and resolute in the preparation of a document to answer the legislature's charge on veterinary medicine. Using data and documents from my files along with his experience within the university system and the political environment of the legislature, we planned and prepared a response. He clearly understood what the General Assembly expected. Working closely with me as an informational resource, Sanders was the primary author, and he masterfully assembled the data and statistics contained in *Veterinary Medical Education in North Carolina, A Special Report to the General Assembly of North Carolina by the Board of Governors of the University of North Carolina* (December 18, 1974).

Prior to 1974, NC State's Board of Trustees had taken no action to begin or endorse a school. Even though the Board of Higher Education's James Committee recommended establishing a department as the first step toward a veterinary school, some trustees and some NCVMA members feared that establishing the department would end all discussion about a veterinary school at NC State. Just before an NCSU Board of Trustees meeting on February 20, 1974, board members Grover Gore of Southport and Walter W. Dickson of Gastonia discussed the matter privately. Dickson, a veterinarian, had been newly appointed by Governor Holshouser. Gore wanted to form a veterinary medicine committee within the board with the power to "plan it, fund it, and build it." During their discussion, Gore and Dickson agreed to initiate an action to "break the log jam."<sup>34</sup> When the meeting was called to order, Dickson made a motion that a committee be created to "establish a veterinary school at NCSU." Following a brief discussion the motion passed, and Chairman Walter Smith of Charlotte appointed three members with Gore as its chairman. The other members included Dickson and Joe Pou of Greenville.

That pact between Gore and Dickson was one of the notable turning points in the efforts toward establishing a school of veterinary medicine at NC State. Previously, any interest in

the subject among members of the board surfaced only as an interesting topic of discussion. The Gore-Dickson agreement was a true benchmark action within the university toward a veterinary school, in that it changed the movement of the board from passive to active. Gore, who was also chairman of the Buildings and Properties Committee, understood that facilities would occupy much of the committee's attention if a school was approved. He combined the two committees to work on the issue of a veterinary medical school. Members of the combined committees were Gore, Dickson, Pou, Fred Wilson, Lexie Ray, Philip Pitts, and Walter Smith. Using the new DVS as the base, their first objective was to move the program toward a plan for a veterinary school. Initiating a plan was necessary so that attention could be directed toward a facility to house the school.

The combined committee was enthusiastic and interacted well under Gore's leadership. An NC State alumnus and a graduate of the Wake Forest University School of Law, Gore was active in the NC State Alumni Association and the Wolfpack Club, and as a trustee he had access to many operations of the university. Dickson was also an alumnus of NCSU and had attended veterinary school at the University of Georgia through the SREB contract. Along with Litwack, they proved to be the school's most visibly active supporters. They filled complementary roles; Gore and Dickson were able to monitor university actions, and Litwack stayed current on those actions within the veterinary profession. Together they worked with legislators.

On January 25, 1975, I was scheduled to review the advantages of a veterinary school in North Carolina for the North Carolina Holstein Breeders at a daylong meeting at the Apex Ramada Inn. The NCSU Board of Trustees was holding a regular business meeting that same morning. Gore was unaware of my previous commitment when he scheduled a meeting of the Joint Committee on Buildings and Property and Veterinary Medicine that afternoon at the NC State Faculty Club. The Holstein Breeders Association rearranged their agenda so I could make a presentation in the morning and attend Gore's meeting in the afternoon.

The Joint Committee and several other invited interests met in the lounge area of the Faculty Club. Chancellor Caldwell, Edward Glazener, Director of Foundations Rudolph Pate, and I represented NC State. The NCVMA had three persons present: Past President Martin Litwack of Raleigh, President William E. "Bill" Plummer of Goldsboro, and Executive Secretary Joe Grimes of Smithfield. R. D. McMillan represented President Friday for the UNC General Administration. When the meeting started, Chairman Gore reviewed the status of the school and potential strategies that might be used to secure funds from the legislature. These became topics for discussion by the group. It is doubtful that the session would have accomplished any significant action if Commissioner of Agriculture Graham had missed the meeting. He and Deputy Commissioner Bill Wilder arrived almost an hour late. He immediately got everybody's attention with the statement, "Everybody knows who cut it [the veterinary school] out of the ABC [Advisory Budget Commission] recommendation." He went on to say he believed that the university system and NC State were "foot dragging."

Chancellor Caldwell was in an awkward position, having already announced his retirement. Defensively, he recounted other needs and programs that were "absolutely necessary." In the minds of several of those present, his statement identified the SVM as unnecessary. Having gained the advantage, Graham countered with, "Well, Caldwell, are you with us or

against us? Come on, get off the fence. We're gonna do it with or without you. You'd just as well join us." A few seconds of uncomfortable silence followed, but Graham's comments had the effect of getting a commitment from all persons present. The exchange gave credence to the question in the minds of many whether the "administration" had given sufficient priority to it. Before this exchange, the meeting had been all signposts without obvious destinations. Immediately, planning of strategies began in earnest. "Who are the people to be contacted in the legislature?" "Who can contact them?" "Who can influence them?" That meeting was another important turning point in the coordination of efforts.

As we were leaving the Faculty Club that afternoon, Caldwell put his arm around my shoulder and said, "It's going to be uphill all the way, but I'm with you." He lost no time in demonstrating the commitments he had made during the Faculty Club exchange. He scheduled a meeting with Governor Holshouser to review our position and to request his support for the project. Holshouser was a member of the SREB Executive Board, and we were sure he had been thoroughly indoctrinated with their perspective for restricting the number of veterinary schools in the Southeast. On February 7 John Caldwell led a delegation consisting of Martin Litwack, Ronald Williams, W. W. "Dub" Dickson, Rudy Pate, and myself into the governor's office. The governor was cordial, and after listening to Chancellor Caldwell's comments favoring a veterinary school at NC State, he repeated the SREB position on the matter and said he agreed with their concept. He added that if Mississippi State or Tennessee did not "come through," he'd reconsider support of a program in North Carolina. We reached no agreement with him that day or later. He must have known at that time that both Mississippi State University and the University of Tennessee had already made commitments.

At the annual meeting of the North Carolina Association of Professions on February 12, we reviewed the status, plans, and advantages of a veterinary school at NC State for delegates and other attendees. The delegates expressed positive enthusiasm and approved a resolution to that effect. On the next day, Chancellor Caldwell held a news conference in Watauga Hall that gave added visibility to a veterinary school at NC State. With his usual style and eloquence, he opened the news conference and announced his support for the project. It was an optimistic news conference. During a question-and-answer period, reporters focused on the projected cost and on the opposition of Governor Holshouser and an NC A&T University group. Most stories published after the news conference emphasized the costs more than the positive aspects of having a school, but it was a step forward. The report in the *Technician* was very upbeat with a cartoon that depicted the school as a newcomer being picked on by the "big kids."

We were on a roll. On February 25 the North Carolina Senate Committee on Agriculture held a hearing on the veterinary school, and we were invited to testify before the committee. President Friday, John Sanders, R. D. McMillan, Edward W. Glazener, Rudy Pate, and I made statements to represent the university's position. Others in attendance were Martin Litwack, Raleigh practitioner; Carlyle Teague, director of the North Carolina Cooperatives Association; Clint Reese, executive secretary of the North Carolina Cattlemen's Association; John Freeman, N.C. Department of Health; Bill Wilder, deputy commissioner of agriculture; and several members of the press.

Friday introduced the topic of a need for a veterinary school, and Sanders continued in a

highly organized and logical manner to present the justification for a veterinary school. During a question-and-answer period that followed the presentations, Litwack was asked about the number and distribution of veterinarians in North Carolina; Glazener, about the number of pre-veterinary students on campus; and I, about the availability of space for a school on campus. Representative Falls completed House Bill 102, the first appropriations bill for the school, and Senator White prepared Senate Bill 79 as its companion bill. Falls asked for our assurance that the funds would be used only for program development (planning) and not for capital (buildings). Litwack and I assured him that the funds would be used for that purpose. He prepared the bill and sought cosigners from among his peers, and Senator White got cosigners for his bill.

During May 1975, the appropriations committees considered the university's capital budget request. Representative Liston Ramsey introduced a bill for a \$41.8 million capital bond issue, from which both the ECU Medical School and the veterinary school were excluded. We were not included because legislators believed the Department of Health, Education, and Welfare's (HEW) involvement with the veterinary school would jeopardize the whole "package" and could tie up the entire bond issue. On May 28 we were invited to a joint Senate-House Appropriations Committee hearing. The veterinary school capital request was listed twenty-fifth in the sequence of twenty-eight miscellaneous appropriations bills to be acted upon during that meeting. However, because we were present, ours came up for discussion first. Sanders briefly reviewed the rationale of the Board of Governors. Chairman Jimmy Lewis Love of Sanford asked if I wished to make a statement, and I agreed to answer questions. After several questions, Senator Bob Barker of Wake County moved that the committee adopt a motion in favor of a veterinary school and submit the approved motion to the Appropriations Committee. It passed without an opposing vote. We did not stay for discussions and actions on the remainder of the bills.

On June 26, 1975, headlines in the *News and Observer* indicated that no capital funds for the veterinary school had been included in the 1975/1976 budget. We had requested \$3 million, and it was written into the appropriations bill as \$1.4 million the first year and \$2.6 million the second year of the biennium. In the final deliberations, the amount was reduced in committee to \$700,000 for the biennium, and then again to \$100,000 for each year of the biennium. Jay Jenkins, assistant to President Friday, told the Appropriations Committee the amount was insufficient, so it was all taken out of the budget in favor of special interests.

The legislative bills of Falls and White were passed separately and independently of the university request, and \$500,000 for planning was included for the 1975/1976 fiscal year. The *News and Observer* article reported that amount was in both years of the biennium. We were still alive. The battle for capital funds would have to be repeated and the initiation of the school would have to be delayed a year, but we were still alive.

The university system established a budgetary Purpose Code 106 to keep the special purpose SVM funds separate. This same system had been used when the medical school was established at ECU. The separate code facilitated accountability if a veterinary school was not established and if the system was audited. After the SVM became operational, the separate code proved fortuitous on several occasions. For example, it was advantageous when an administrative decision was made to assess Academic Affairs funds from each school to be

pooled for a campus project. However, it was disadvantageous when the university received additional Academic Affairs funds for distribution among the schools. We did not receive them because the funds for distribution were Academic Affairs Purpose Code 104, not 106, and we were assured the two could not be mixed. Even though attempts were made, those funds were never mixed throughout my term as dean. L. Felix Joyner protected the designation to keep our funds separate.

When the receipt of planning funds was certain, Abie Harris suggested that the money could be used to pay the architect and that other university funds could be used for program planning. I cried "foul," and the funds were used for planning as we had promised Representative Falls. This included several trips to visit existing veterinary schools to orient the university administration, the trustees, and the architects to the program's needs. In addition, we engaged consultants to advise and initiate facility planning.

In early June 1975, I attended an orientation session for about one hundred new students in SALS. The questions they asked most often indicated a strong interest in veterinary medicine: "Now that we're here, where do we live?" and "How about a veterinary school?" After the students left, I raised the question (again) about defining "our thing." Glazener said he believed we were to advise preveterinary students, supervise laboratory animals used on campus, and teach service courses. But, he added, we were to *start* planning for a veterinary school.

At our next monthly departmental meeting, faculty received their teaching assignments for fall 1975. VET-400 (Laboratory Animals), a new course offered the first time during spring 1975, was left unassigned. The other courses were assigned as follows: Moncol, ANS-062; Batte, VET-505; Colwell and Simmons VET-333. Simmons developed and taught VET-333 (Medical Vocabulary), a new course offered for the first time. Auburn University required medical vocabulary for admission, and so most of our preveterinary students had such a course. Before VET-333 was in place, most NCSU students took it by correspondence from the University of Kentucky through arrangements made by Glazener's office. The department continued to teach service courses to animal husbandry and poultry husbandry students. Several courses in animal/poultry hygiene with strong emphasis on parasitology were cross-listed in the university catalog between the DVS and those respective departments. After the school was established, the Department of Foreign Languages taught the course in medical vocabulary.

### ***The School of Veterinary Medicine and the Desegregation Debate***

Even as activities relating to the department and the veterinary school continued on the NC State campus and at the legislature, the UNC system was debating racial inequities within the system. Most of us working for the development of the SVM did not realize the extent to which the school factored into the effort to correct the racial inequities of the University of North Carolina system. This section is included to describe the unfolding events and to give credit to President Friday for protecting the school from greater exposure to conflicting pressures during that time.

I was the least forewarned, and the most ignorant, about civil rights issues. I had not experienced racial problems first-hand in the communities where I had lived. But, the controversy

was deep-seated in North Carolina, and I was surprised to find myself in the middle of it. I was unprepared for it. In retrospect, it was a great learning experience; having grown up in rural South Dakota, I gained a new understanding and perspective on race as an issue affecting many people and decisions. It especially gave me a new appreciation for the circumstances of non-Caucasians and other minority groups.

The North Carolina system of higher public education was desegregated by a court ruling in 1955 from *Frasier v. Board of Trustees* of the University of North Carolina. In the 1960s UNC adopted a race-blind admissions policy, but this failed to affect significantly the racial mixtures of students on the campuses. Formerly all-white colleges remained overwhelmingly white, and all-black colleges remained predominantly black. Following the legislature's ratification of North Carolina Resolution 171, the veterinary school inadvertently became a key issue in the desegregation negotiations. Many of us were aware of the purposes of affirmative action, but most proponents of the school were unaware that the veterinary school was part of the desegregation negotiations until the debate surfaced about resource allocations between traditionally black and traditionally white campuses. Whether the veterinary school would be located at NC A&T in Greensboro or at NC State in Raleigh became symbolic in the debate.

President Friday did not personally oppose a veterinary school, but it unexpectedly became superimposed on the desegregation debate at a time when he did not need another problem. The university system had just survived restructuring, and he was deeply involved in trying to establish equitable solutions. It was not his choice to introduce another volatile issue. In retrospect, SVM was a package that could be addressed, and one that Friday was able to use to bring closure to the desegregation discussions.

Lyndon Johnson's chief legislative victory in 1964 was passage of the Civil Rights Act. Started by Kennedy, the bill strongly attacked racial discrimination in public places and institutions. Title VI of the act prohibited the use of federal funds by agencies that discriminated, and universities almost universally prepared plans that provided greater opportunity for minorities who might not otherwise have attended college. Near the end of Johnson's administration, he established the Office of Civil Rights (OCR) to provide more focus on the issue and named Leon Panetta as director. Early in Nixon's administration, Panetta instructed ten states with historically segregated systems of higher education to prepare and submit a desegregation plan within three months. After a review of those preliminary plans by OCR, the states' final plans were due to be returned within ninety days.

The North Carolina Board of Higher Education published its report entitled *Planning for Higher Education in North Carolina* in November 1968 as a guide for complying with the Title VI provisions of the Civil Rights Act. In February 1970 the U.S. Department of Health, Education, and Welfare (HEW) informed the Consolidated University that it had failed to comply with the Civil Rights Act of 1964. After several visits from HEW officials during 1969 and 1970, the UNC system was allowed to make voluntary and informal efforts to comply. They recommended that minority students be aggressively recruited in addition to the race-blind admissions practices, that a greater number of blacks should participate in intercollegiate athletics, that more black faculty must be added to the system, that firms doing business with the university must abide by nondiscriminatory hiring practices, and that fraternities and

other student organizations could not discriminate on the basis of race.

After Panetta resigned from OCR in February 1970, the Nixon White House relaxed enforcement of the Civil Rights Act of 1964, and OCR's activities in higher education slowed. Peter Holmes, who replaced Panetta, was an accomplished negotiator and generally seemed more moderate in his approaches to settlement. President Friday responded to and interacted with OCR officials in Atlanta and Washington, D.C., on frequent occasions. During 1972 all public institutions were obligated to file affirmative action plans with definite goals to increase the minority presence on campuses.

Another court case increased the pressure on North Carolina. Because Kenneth Adams, a black parent, was first on an alphabetical list of plaintiffs and because Elliot Richardson, secretary of HEW, was the defendant, that case became known as *Adams v. Richardson* (1970), or the Adams case. The court ruled in favor of the Legal Defense Fund (LDF), and HEW was obliged to enforce proceedings of the Civil Rights Act within 120 days of the order. On an appeal by HEW, the U.S. District Court of Appeals for the District of Columbia agreed with the original decision. The principal change was an extension of the response time allowed to develop an acceptable desegregation plan. Of the ten southern states that received Panetta's letters in 1969 and 1970, North Carolina and four other states failed to meet Panetta's ninety-day deadline, and the other five did not submit plans as directed. The OCR turned those over to the Department of Justice for prosecution. The Legal Defense Fund contended that all ten were in noncompliance with the Civil Rights Act.

The UNC system submitted its desegregation plan, *A State Program to Enlarge Educational Opportunity in North Carolina*, in June 1973. The plan urged HEW to reduce its references to numbers and to base compliance more on the goals of achieving a greater participation by students of all races, especially black students, and of increasing multiracial numbers and curricular experiences. Friday met repeatedly with officials and staff of Regions III and IV to explain and plead for acceptance of the North Carolina plan. Nonetheless, the main reason given for its rejection was that it lacked specific goals for increasing the numbers of minority faculty and students. The National Association for the Advancement of Colored People (NAACP) filed suit asking the United States courts to deny federal funds to public schools and institutions of all states that were in violation of the Civil Rights Act. In July 1973 the affirmative action plan for NC State was rejected because it was vague. Millions of dollars in federal funds were in jeopardy, and a revised plan was informally accepted in 1974.

The OCR did not readily accept the North Carolina plan, and activists, including the Legal Defense Fund, remained displeased. They encouraged the formation of a lobbying group composed of alumni of the traditionally black institutions. Consequently, the North Carolina Alumni and Friends Coalition (NCAFC) was established in late 1973 as a support group for the state's minority institutions, namely, NC A&T and North Carolina Central University (NCCU). The coalition made statements to the press and before the Board of Governors against locating the SVM at NCSU.

The OCR sent a memorandum critical of the UNC system plan to Presidents Friday and Ben Fountain of the North Carolina Community College System. The OCR wanted the elimination of duplicate curricular programs, which they felt impacted desegregation, and an assurance that the traditionally black and traditionally white campuses would receive the

same level of state funds by 1976. The memorandum required impact studies and reports on the effects of new academic programs, facilities, and policies contemplated by the UNC system. The *North Carolina State Plan* recommended a process of long-range planning to identify and eliminate unnecessary and costly duplication of programs and to determine if the duplication was racially motivated or sustained. The OCR amplified the curricular issue and distinguished between “basic” and “specialized” courses that would perpetuate duplication among predominantly black and white institutions.

The HEW and OCR staffs involved with the North Carolina plan seemed to understand little about higher education and suggested that UNC system administrators move faculty between the traditionally black and traditionally white institutions to effect a new proportionality between the races. In late 1973, after failing to reach an agreement with OCR Director Peter Holmes, Friday instructed John Sanders to prepare a new plan. Sanders delivered the revised plan to Washington in February 1974.

President Friday and OCR viewed desegregation differently. To Friday, desegregation was not easily defined and involved an incremental and a progressive process. Officials at OCR, on the other hand, seemed to think desegregation could be achieved quickly. They insisted on both integration and the maintenance of the historical character of the black institutions. On May 6, 1974, Friday agreed to modify the UNC plan and to include greater specificity of implementation and timing. *The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems* was submitted to OCR in June 1974.

Holmes received pressure from the LDF, the black campuses, and hard line staff within OCR to press for their perspective against the UNC plan, but the Nixon White House had little enthusiasm for this controversy. Friday believed that Holmes was acting under duress and that he would eventually accept the plan. On June 14 Holmes requested a summary statement of the commitments offered in the revised plan from Governor Holshouser. The statement was prepared, and Holmes accepted the North Carolina plan on June 21, 1974.

Almost immediately after the North Carolina General Assembly ratified Resolution 171 on April 19, 1974, the veterinary school became an issue for the Board of Governors, which soon was drawn into local civil rights issues. A Subcommittee on Veterinary Medicine was formed within the Board of Governors Committee on Educational Planning, Policies and Programs. On June 14 the subcommittee scheduled an open hearing at which about twenty persons spoke in favor of establishing a veterinary school. Board member E. B. Turner of Lumberton expressed disappointment that Burleigh Webb of NC A&T had not been invited to speak at the hearing. Webb was the only person to address the board on veterinary medicine at their next meeting on September 13, 1974. He said the school “should most definitely be at A&T.”

As early as August 1974, rumors surfaced that NC A&T would launch an effort to get the SVM located there. Members of the NCAFC supposedly boasted they would use the university’s affirmative action compliance effort as the method to gain the advantage and win the decision. They asserted that the next new program(s) started in the UNC system should be established on the NC A&T campus. This argument took on new meaning for the Board of Governors during August and September 1974. When Sanders and his committee met with

the NC A&T dean of agriculture in Greensboro, the breadth of the effort to locate the school on their campus was evident. According to Dean Webb, "the new school, or at least a major component of it, should be located at A&T."<sup>35</sup>

As it became obvious that the civil rights issue was basic to a decision about the location of the SVM, the Board of Governors engaged consultants Clarence R. Cole and LaVerne D. Knezek of the College of Veterinary Medicine at Ohio State University. They were to consider, from an educational perspective, where the proposed school should be located within the University of North Carolina. After an in-depth analysis of relevant matters, the Cole Report was presented on April 29, 1974. Based upon strengths in the sciences, the report recommended "placement of the proposed School of Veterinary Medicine at North Carolina State University at Raleigh" and predicted that the racial impact would be "about the same."<sup>36</sup>

On October 24, 1974, the board was ready to make a decision to start a veterinary school in North Carolina. Chancellor Louis C. Dowdy of NC A&T requested a delay in the decision on the school's location until a study could be done to reveal the impact of minority enrollment on the campuses of the two universities. Chancellor Caldwell responded that the "alternative plea was based predominantly on North Carolina's obligation toward removing the characteristic of racial duality from its system of higher education." He said he continued with his commitment to accomplish that goal but questioned whether it should be the dominant consideration in every planning and program decision of the university system.<sup>37</sup> Dowdy's request was honored, and this delayed any veterinary school appropriation from the Advisory Budget Commission. At the time we considered the delay to be a disadvantage, but in reality it worked to our advantage by prolonging the time available for planning for construction, curriculum, and recruitment.

On November 9, 1974, headlines in Raleigh's *News and Observer* stated "NC State Endorsed for Vet Med Facility." The paper reported that the subcommittee had reviewed proposals from both NC A&T and NC State and that their recommendation would be submitted to the entire board on November 15. The Greensboro *Daily News* of November 14 quoted Chancellor Dowdy as being displeased with the Cole Report.

The Board of Governors had to consider both the veterinary school and a medical school at ECU at the same time. On November 15, 1974, the board authorized development of a School of Medicine at ECU as an early item of business. As the meeting continued, Vice Chairman William A. Johnson of Lillington reported that the Committee on Educational Planning, Policies and Programs had received a proposal from the Subcommittee on Veterinary Medicine and had considered it with the Committee on Budget and Finance. Johnson moved that the board should authorize NC State to establish a veterinary school, dependent upon an appropriation. Jake Froelich Jr. made a substitute motion, "That the Board authorize the creation of a degree-granting School of Veterinary Medicine within the State University, and postpone its decision on location until the December 18, 1974, meeting of the Board." The substitute motion was seconded by E. B. Turner of Lumberton and adopted that day. That motion was another benchmark in our history.

William H. Thomas, director of OCR's Atlanta office, appeared at the November 15 Board of Governors meeting. In a statement before the board, he said he had learned from newspaper articles supplied by the Legal Defense Fund of deliberations by the Board of Governors on the

veterinary school. He declared that the veterinary school issue was a test of the North Carolina revised desegregation plan, and that locating the school on a black campus would attract white students and enhance state support there. He was critical because no racial impact study had been done to support the decision, and he proceeded to read a lengthy letter that he had delivered to President Friday earlier in the day. Thomas conceded that locating the school at NC State would not necessarily impede the elimination of racial duality, but he complained that an impact study had not been done.

In response to his statements, Friday asked Thomas why OCR was interested in the veterinary school and not in the proposed medical school at ECU. Friday continued that it seemed a basic contradiction for OCR not to question the location of an expensive medical school program on a white campus that presumably could have been located on a black campus. Thomas seemed surprised by and unprepared for the question; his response was evasive. He said the ECU program was in place and established, whereas the veterinary school decision was not yet completed. Friday reminded him that the ECU medical school was only one year old, while the DVS had existed at NC State for some time. Thomas's response was vague, and Friday relented. John Sanders received instructions to do an impact study before the next meeting.

Officials of the UNC system believed that the OCR saw a challenge to the medical school location as a lost proposition and instead seized on the veterinary school as one issue they could forestall. The OCR pointed out that racial impact was an important condition of the revised plan and that no evaluation had been done on the impact of locating the veterinary school at NC State. They indicated that locating the school at NC State had little effect on relieving the problem of racial imbalances. Thomas insisted that these impact effects should be built into such a decision-making process, and in this instance those studies must be conducted before the board reached a decision.

The Board of Governors Subcommittee on Veterinary Medicine met on December 6, 1974, with the chancellors from the two campuses. That morning Glazener and I picked up Chancellor Caldwell at the NCSU Student Center. En route to Chapel Hill, we agreed on the need to offer "something" related to the veterinary school as a compromise for an agreement to locate the school in Raleigh. That "something" was undefined except as a "related activity." Chancellor Dowdy and Dean Webb arrived soon after us. During the meeting, the compromise was proposed but misstated; the term "facility" was unintentionally used instead of "activity." Dowdy immediately accepted. We recognized the danger of the term "facility." The Cole Report identified that greater basic science strengths existed on the NC State campus, and I feared that with "facility," NC A&T would rationalize that NC State could have the basic science (preclinical) portion of the curriculum and that NC A&T could have the teaching hospital. Caldwell attempted to correct the mistake. President Friday, wanting to avoid reopening the debate at that time, said aside to him, "maybe later." The compromise was agreed upon. When the press interviewed Dowdy immediately afterwards, he said he interpreted "related facility" to mean at least a "teaching clinic."

Before the meeting of the entire board on December 18, 1974, its Subcommittee on Veterinary Medicine met with Caldwell, Dowdy, Glazener, and myself. After board member E. B. Turner supported the terminology change, the subcommittee reached agreement that construction would occur for a "facility" at NC A&T to house the "activity." It was then

presented to the entire board as "activity." When the matter of location was introduced to the board later in the day, a representative of the North Carolina Alumni and Friends Coalition spoke in favor of locating the SVM on the NC A&T campus. They charged that the "Cole Report was an illustration of continued discrimination," and asked for an immediate vote on the issue. The board voted and approved NC State as the location for the School of Veterinary Medicine.

At the full Board of Governors meeting, Hugh S. Daniel Jr., chairman of the Committee on Educational Planning, Policies and Programs, reported that after the last meeting additional information had been received from both chancellors, who had appeared and made statements before the committee. In response to the General Assembly's Resolution 171, the committee voted unanimously to recommend adoption of the report, dated December 18, 1974, entitled *Veterinary Medical Education in North Carolina: A Special Report to the General Assembly by the Board of Governors of the University of North Carolina*. The report proposed establishing the veterinary school at NC State, subject to an appropriation of funds. Julius Chambers presented a substitute motion "that the Board postpone consideration of the main motion until further studies could be conducted." Frank H. Brown Jr. seconded his motion, which failed to carry. Board members Brown, Chambers, and Louis T. Randolph asked to be recorded as voting "No" to Daniel's motion. Copies of the report to the General Assembly were sent to Governor Holshouser, Lieutenant Governor Hunt, and Speaker of the House Green.

The debate persisted. On December 19, 1974, the *Raleigh News and Observer* reported that J. Alston Atkins filed an order on behalf of NCAFC for an injunction to prevent development of the veterinary school at NC State. It was added to a desegregation suit filed against the University of North Carolina in 1970. William Thomas of OCR's Atlanta office continued to question the location of the school and to threaten enforcement proceedings against the UNC system. He requested and received additional documentation in January 1975 and again in April of that year. The OCR kept the matter an open issue.

In March 1975 Thomas criticized the handling of the veterinary school issue by the UNC system as a serious violation of the Revised North Carolina State Plan and demanded a response to the charge in thirty days. His complaint seemed to expand OCR's role considerably and prompted greater pressure from the Washington office. Friday responded in late April, but about the same time Peter Holmes took medical leave and Martin Gerry became acting director in his absence.

Gerry was less moderate toward desegregation and shifted control of the North Carolina and Maryland desegregation issues from the Atlanta Regional Office to Washington. He treated the decision to locate the veterinary school as a violation of the *Revised North Carolina Plan* and seemed to view the situation as an opportunity for a high-profile test case in court. On July 31, 1975, Gerry charged in a letter that the intended location of the veterinary school at NC State was "in non-compliance of Title VI of the Civil Rights Act," and he threatened to initiate proceedings to terminate federal funds to North Carolina.<sup>38</sup>

The veterinary school remained prominent in the debates between HEW and UNC system officials. The OCR continued to increase pressure on President Friday and the Board of Governors. They threatened to remove federal funds from the UNC system if it proceeded

with plans to locate the veterinary school at NC State. Headlines in the *Technician* read "HEW Threat—Vet School at State May Mean Fund Cutoff." The federal government asked for the establishment of policies within the UNC system that its administrators thought were unreasonable and not in the best interests of either the system or desegregation. The basic question, President Friday said, was whether a federal agency such as HEW could interfere in the decision-making processes of a state university system.<sup>39</sup>

The OCR continued to churn out plans that would locate the veterinary school at NC A&T. While HEW had made the veterinary school a highly symbolic issue in the *Revised North Carolina Plan* "to reduce racial duality in the system," the medical school at ECU had not become a serious issue. As an impasse seemed to have developed, President Friday devoted personal efforts for a response to OCR, HEW, and the LDF. He appealed directly to David Matthews, recently appointed HEW secretary and former president of the University of Alabama, and responded to Gerry and Holmes with data and answers to their questions.

The OCR exerted further pressure during August 1975. In response to questions raised at a news conference on August 6, President Friday defended the North Carolina position and stated that the UNC system was in compliance with the *Revised North Carolina State Plan*. He supported the decision to locate the veterinary school at NC State and accused OCR of acting before it had received the *UNC Compliance Report* sent on July 31. Holmes returned to his duties in September 1975 and worked out an agreement with Matthews on the matter. Holmes also sought to reach an agreement with Friday on the "symbolic" issue of the veterinary school. On October 2 Matthews withdrew previously expressed objections to the location of the school at NC State. Friday went to Washington, met with Holmes, and reached an acceptable compromise on October 3, 1975.

Yet, in June 1978, David S. Tatel, who replaced Holmes as director of OCR, questioned the decision to locate the veterinary school at NC State in a letter to President Friday. On June 26 President Friday responded "that the matter is closed," with a copy of his letter to Governor James B. Hunt.<sup>40</sup> Tatel was not satisfied and wrote to Friday again on July 10. The following day HEW Secretary Joseph A. Califano Jr., who had been receiving copies of the correspondence, put an end to the exchange with a letter to Governor Hunt. He stated that HEW would stand behind the commitment made by Peter Holmes, former OCR director, with respect to the veterinary school being located at NC State at Raleigh.

Fears remained on both sides that President Carter would intervene and upset the progress already made toward a settlement. If he reopened debate, an outcome to settle the matter would undoubtedly be delayed. Finally, in 1981 the UNC system agreed to increase its black enrollment on the predominantly white campuses to 10.6 percent over five years. The Reagan White House was anxious to settle the matter; Reagan's Attorney General William French Smith accepted the proposed 10.6 percent goal and arranged for the Justice Department to file the consent decree in the federal district court in Raleigh.

On July 17, 1981, Judge Franklin Dupree's eight-page opinion approved the decree as "fair, reasonable and adequate." The UNC system would implement a wide-ranging program that included better publicity to prospective students, recruitment efforts for minorities, and scholarships to attract a larger number of minority students to its sixteen-campus system. Veterinary medicine was mentioned in the *Consent Decree* with a commitment to increase

minority enrollment. This made the veterinary school eligible to participate in the Minority Presence Grant Program in 1982/1983. Even though the veterinary school was not specifically mentioned in Section VI under "Graduate and First Degree Professional Degree Recruitment," we were advised by UNC Vice President Raymond Dawson and NC State Counsel Clauston Jenkins to meet the same requirements as the other medical programs.

The School of Veterinary Medicine began as all things of consequence begin. It had no certainty and no guarantees—just a choice, an intention, a promise, and a hope . . . a commencement. The SVM developed amid a complex mixture of interrelated issues, almost any of which could have scuttled the school had fate gone a different way. During the veterinary manpower disputes, leaders in the national veterinary medical associations attempted to prevent the establishment of new veterinary schools with the contention that the country had a surplus of veterinarians and that more schools would add to the "problem." The school's supporters had to deal with civil rights and political issues and lukewarm support by the Board of Governors. Eventually, political pressures generated from outside the UNC system and the support of Governor Scott, agricultural interests, and veterinarians in the state kept the dream alive. Most of the Board of Governors had other priorities and believed the school was unnecessary and expensive, but a political necessity. To a lesser degree that might have been partially true for the ECU medical school as well, but the "vet school" was an example of powerful political interest groups that brought irresistible forces to bear on the university. We had achieved a department. Now we needed a school.

CHAPTER II

1975–1977

## The Promise



*“Life consists not of holding good cards, but in playing well the cards you do hold.”* - JOSH BILLINGS<sup>41</sup>

In addition to civil rights issues, a debate over manpower needs posed an unexpected threat to our efforts to establish a veterinary school. The profession had felt the effects of the evolution to a more mechanized society, and memories of hard times remained close to the surface. During the first quarter of the twentieth century, the combustion engine and expansion of the railroad system displaced the horse’s importance on the farm and as man’s primary means of transportation. Letters to the editors of veterinary publications predicted the demise of the horse and the subsequent demise of the veterinary profession. For the most part, the public and the profession itself viewed veterinarians as “horse doctors.” As a personal recollection, I remember my maternal grandfather seriously asking our local veterinary practitioner, “Do you know anything about sick cows?” My “Grandpa John” was broadly knowledgeable about most things, but that question causes me to wonder (now) if he understood the breadth of veterinary medicine.

The depression of the 1930s further depressed the numbers of practicing veterinarians. Many sought employment or contracts with disease-control programs sponsored by the USDA. Few stayed in private practice, because most animal owners had no money to pay them. For a while our local veterinarian attached a chicken crate to the rear bumper of his car and often accepted live chickens from farmers for payment of his fees. With World War II opportuni-

ties for veterinarians grew from an expanded livestock economy, available livestock markets, and new positions with the Army Veterinary Corps. At the end of the war, eleven veterinary schools and colleges could be found throughout the United States and two in Canada. The increased demand for veterinary education stimulated interest in new schools, and the expansion cycle began (see Appendix III).

Strong diverse opinions on the adequacy of veterinary manpower in the United States prompted national, regional, state, and local meetings and symposia, most in opposition to expanding the number of veterinarians. The AVMA supported a nation-wide study and published a series of economic analyses on the profession. Spokesmen for the AVMA vocally opposed establishing more veterinary schools in the United States. Veterinary manpower was part of a health manpower study published by the National Institutes of Health. The Southern Regional Education Board (SREB) joined the manpower debates on the side of the AVMA and lobbied state legislatures in several southeastern states, including North Carolina, in opposition to new schools.

In 1961 the United States Senate Committee on Government Operations issued the "Humphrey Report," *Veterinary Medicine and Human Health*. Subsequent legislation sponsored by Senator Hubert Humphrey provided funding to expand veterinary academics. The next decade saw the publication of several studies of veterinary education, including *Veterinarians in the South: A Report on Veterinary Medical Education* (SREB, 1971); *New Horizons for Veterinary Medicine* (National Academy of Sciences, 1972); and *Veterinarians in the South; A Further Appraisal* by Wilfred S. Bailey (SREB, 1973). Veterinary associations and other states gave serious consideration to the subject, and many began their own studies (Iowa, Minnesota, Pennsylvania) during the 1960s and 1970s. Most authors and committees recognized expanding public demands for veterinary services but recommended conservatism in seeking solutions.

By early 1975 NC State's efforts had attracted enough attention so that those opposed to national expansion of the profession were targeting North Carolina. North Carolina veterinarians were active on both sides of the issue, but most fell into the "silent majority." In 1976 the Indiana Veterinary Medical Association acted on their Resolution 20, calling for the AVMA to begin a comprehensive investigation of veterinary medical manpower needs. This, plus discussions of new veterinary schools in several states, was probably the impetus that prompted the AVMA to approach the Arthur D. Little Company (ADL) about doing a manpower study. Several members of the AVMA Executive Board favored restricting entry into the profession, because they feared there were already too many veterinarians. It was widely believed the ADL study was undertaken to confirm their beliefs, to justify forestalling the development of more veterinary schools, and to reduce the perceived additional competition among practitioners. Battle lines were established and sabers drawn.

Preparations for the ADL study attracted much publicity in veterinary journals. The Manpower Oversight Committee was formed to outline the methods to be followed, and consultants were selected to counsel, guide, and participate in the study. Its leaders stated they "surveyed about 2,200 veterinarians." However, they did not interview anyone at NC State or seek our opinions. In late 1977 and early 1978 we received questionnaires that contained only questions about projected faculty numbers in the department. We were not questioned about

the needs for additional veterinary services in North Carolina. We believed we were ignored because of NC State's efforts to start a school and because our views would be contrary to the intended purposes of the study.

Our peers in other academic veterinary departments interested in expansion reported experiences similar to ours, so we viewed the survey as more of an opinion poll than a rigorous study. An untold number of symposia, panels, and discussion groups on the subject occurred throughout the latter half of the 1970s and through the mid-1980s. Unfortunately, opinions remained bipolar; tempers flared, accusations abounded, and personal feelings were bruised. Inferences that academic veterinarians ignored all of the signs became outright indictments by those predicting surpluses.

Although most of the studies were used to document the economic disadvantages of an expected surplus of veterinarians, they did have some beneficial effects. The veterinary profession underwent varied levels of self-examination, and as a result veterinarians adjusted their goals and considered the clientele they served. The profession grew and matured, adopted technical advances, and improved service to the public. We learned about the distribution of veterinary professionals, what the public wanted, and what they were willing to purchase from us. The arguments did not abate until the late 1980s and early 1990s. By that time, it was obvious that an excessive number of veterinarians had not materialized. The clinical practice of veterinary medicine had broadened in private, public, and institutional practices. In addition, the demand for veterinarians in public service, research, government, and allied health services had opened opportunities beyond those envisioned by many during the years of the manpower debates. Public and private veterinary practice continued to change, and the absorption of new graduates and mid-career changes calmed the concerns on both sides of the argument.

The long-term future of the veterinary profession and its services to the public would have been jeopardized if the expansion of the profession had been restricted. Some practitioners feared that increased numbers of veterinarians would compete in their personal practice areas, and they opposed it for that reason. Others experienced a loss of clientele as family farms gave way to urban sprawl and large corporate ownership of animals became the pattern in their practice areas. Some academicians opposed expansion because they feared faculty would seek "greener pastures." After a few years all of these arguments lost their effectiveness. It became my personal position that if we did all of the kinds of things veterinarians are best trained to do, I would not live long enough to see the projected surplus. Based on that opinion, I was committed to expansion.

### ***Internal and External Forces in the North Carolina Debate***

Off campus, the movement for a veterinary school in North Carolina continued to strengthen. In one respect, it was unfortunate that many people outside of the university believed that those within it were playing games with them. This aura of suspicion seemed to feed the university administrators' reluctance to act and fueled the negative attitudes toward them. Yet, to their credit, the upper levels of university administrators continued to meet their responsibilities and moved to achieve the steps required for a school. That same belief

strengthened the resolve from off campus to move the project through the legislative process. Both groups contributed toward the establishment of a veterinary school, but more independently than cooperatively.

On the NC State campus, parochialism promoted strong opposition to establishing a veterinary school. The most active local opposition was seen among some members of NC State's faculty. I made a real effort to understand the positions and beliefs of certain individuals, to try to think from their perspective, to imagine the personal threat they perceived, and to communicate a common vision of the issue. On many campuses, a regrettable rivalry exists between veterinary medicine and organized agriculture, fueled by mutual misunderstandings, myths, and different cultural mind-sets, with each side casting blame and fanning the flames. We were confronted with that adversarial relationship at NC State in 1974. The condition predated my arrival and, in my experience, was often reflected among some local personnel in the USDA and NCDA.

Many faculty members of SALS were apprehensive about the proposed school. Some of their biases stemmed from listening to their peers and from observing competitive attitudes on other campuses where both programs existed. A few were reluctant to have the department established in the early 1970s, and they subsequently sought to prevent the development of a veterinary school. As an alternative to a program in veterinary "medicine," they preferred to strengthen the veterinary "science" program in the Agricultural Experiment Station, in order to add stature and budget to their programs.

Notable exceptions could be found within SALS, and Edward W. Glazener was most notable among the exceptions. Because of his position as associate dean for academic programs in SALS, Glazener regularly visited veterinary schools at which North Carolina students were enrolled under SREB contracts. He understood that those schools were strengths for their respective campuses and that a school would complement, and even strengthen, many existing programs throughout NC State. He was actively involved in planning sessions for the new veterinary school, both in meetings at administrative levels on our campus and with the Board of Governors. His insights, previous experiences, and familiarity with many of the players on both sides of the issue made his counsel extremely valuable for us. He accepted that the school would be established and was not threatened by that prospect.

Although the debates fueled controversy, they had positive effects on the program. I am convinced that all the players acted honorably. In the long run local contention benefited the developing veterinary school. It forced many to choose sides in the debate. It prompted active support, or opposition, from leaders in the university, the legislature, and the veterinary profession. Consequently, those of us who supported the concept of a school gave extreme attention to details and to the validity of our plans. We watched for responses and reactions and proposed alternative options when necessary. Coordination of supportive efforts was somewhat like driving an unbridled twenty-mule team, not all of whom were headed in the right direction. Fortunately, those central to the veterinary school effort were relatively few in number. This simplified internal communications and made it easier for us to be familiar with all the issues and how they should be addressed.

In all probability, the movement for a veterinary school would have been destined for failure if its supporters had worked only through the university system. A veterinary school

threatened to encroach on several long-standing campus “empires” that were politically positioned to defeat internal movement by their initial use of passive resistance. If necessary, they would not have hesitated to offer active resistance to stymie the movement. The impetus to appeal directly to the legislature, where many members were receptive to the plan, was broadly based and centered off campus. That off-campus movement, which sprung from various sectors and various interests, circumvented the internal opposition.

Established powers generally do not like things with which they must compete. They do not like “boat rockers,” and I had every reason to believe that was true in this environment. Until strong support emerged, planning was primarily an exercise in keeping a low profile and quietly laying out one or more routes to travel. Resistance to the SVM seemed ubiquitous. The movement to establish a school was both a contest of character decided by will, desire, courage, and commitment, and a battle against indifference, prejudice, and self-interest. In retrospect, it now seems obvious that institutions are not hard to create. Persistence overcame most resistance to our efforts, and most barriers finally gave way.

### *Planning Funds for a School*

John Tyler Caldwell made a profound impact on NC State during his tenure as chancellor. Many of the buildings existing on campus at the end of his term were constructed during his administration. In 1974/1975, as the veterinary school issue heated up, he was winding down his administration. Even though he supported the school, he seemed to give greater priority to other issues. Most formative decisions about the veterinary school occurred after his retirement.

At Caldwell’s retirement reception in the NCSU coliseum on May 2, 1975, I visited with Homer Sink and several others as we waited in the reception line. They asked, “How do you feel about the SVM now?” Of course I was optimistic. But as we approached the Caldwells, I sensed something had happened. “You may not like what John said this morning,” Carol Caldwell observed. Chancellor Caldwell winked at me and said, “He knows what I meant.” No one told me, and I did not know what he had said until I had a chance to read the paper late in the day. The evening edition of the *Raleigh Times* reported that he had urged a “delay” of the school, and the text of what he said was in the *News and Observer* the next morning. At first I felt let down. But after I thought about and reread the statement, Caldwell seemed to be saying only that new programs should mean new money and should not be developed at the expense of existing NCSU budgets. That was a premise he had espoused throughout his support of the school, and one that was often distorted by campus opponents of the program. It was also a premise I had insisted upon from our earliest involvement.

In spite of that seeming setback, our spirits and enthusiasm about probable success remained high at the time of the NCVMA summer meeting in Greensboro from June 13 through 15, 1975. Support and endorsements by many members at that meeting were heartening. Attendees received information to share with key legislators before the General Assembly adjourned. On June 26 the General Assembly ratified House Bill 102 and appropriated \$500,000 for fiscal year 1976/1977, “for the purpose of planning and developing a School of Veterinary Medicine at North Carolina State University and such related activity at North

Carolina Agriculture and Technical State University as the Board of Governors may deem appropriate and complementary.”

The Board of Governors did approve the school’s development, and we worked hard at planning the program and facilities. Yet, we were in limbo. Until the campus administration sanctioned the school, gave it some form of recognition, and appointed a dean, it remained a bastard child. Two conflicting perspectives about developing a school confronted those of us active in planning. Attitudes toward a veterinary school were different in the University of North Carolina system from those common among the Research Triangle communities and most other areas of the state. We knew that within the system many viewed us as having been conceived without license and borne out of wedlock; we were an illegitimate and unwanted child, or a “woods colt.” We were like a “red headed step-child at a family reunion.”<sup>62</sup> We needed legitimacy and wanted adoption with full rights of the family. We had encouragement from the biomedical component of the RTP community, but we had no real bed in which to sleep.

Besides the hurdles experienced within the system, we faced a disconcerting division among North Carolina veterinarians. Many strongly and actively supported the school, some strongly and actively opposed the school, but many seemed indifferent. Those in opposition were the most difficult for us to rationalize. Some who seemed insecure feared competition from our graduates. Others followed the lead of their alumni groups, especially those from schools that wanted to preserve the revenue they received from SREB contracts for North Carolina students. Some accepted the lead of the AVMA Manpower Committee, and some just did not like NC State or member(s) of its faculty. We successfully reversed the attitudes of many and worked hard to win acceptance from the others. The net effect was positive; responding to their arguments and criticisms made us familiar with both the obvious and trivial aspects of developing a school. It gave credence to the adage that the best way to learn a subject is to have to teach it.

Caldwell’s statement about the need for planning funds and the potential for a funded program stimulated both proponents and opponents of the veterinary school. While I attended the AVMA meeting in Anaheim, California, from July 13 through 16, my car was parked in a cul de sac adjacent to our home in Raleigh. On July 15 two of the car’s windows that faced the street were shattered. Raleigh police said they were shot with a 22-caliber weapon. It could have been an act of vandalism; it could have been related to the SVM dispute; it could have been motivated by the OCR intervention or my involvement on a minority recruitment committee of the Association of American Veterinary Colleges (AAVMC). Whatever the motivation, the incident gave us reason for caution.

We continued to attend regional veterinary meetings throughout North Carolina that summer to answer questions and bolster support. On August 22 the UNC system received official notice from Oklahoma State University that changed the admission of North Carolina residents to its veterinary school. Effective fall semester 1976, Oklahoma would restrict the admission of nonresident veterinary students to residents of contiguous states. While that policy was an immediate disappointment, it added urgency to our efforts.

Once the Board of Governors had decided to establish a veterinary school at North Carolina State University, planning intensity increased. The SVM needed a dean with full author-

ity to lend active leadership for the process. The announcement of Caldwell's retirement plans precluded the appointment of a search committee. Jackson Rigney, formerly NCSU dean for research, was appointed as interim chancellor. Although he was an active supporter of the veterinary school, he considered the appointment of a search committee for a veterinary school dean to be the prerogative of the next permanent chancellor. A draft list of members for a tentative search committee existed before Caldwell's resignation. Rigney stated that as interim chancellor he did not have the authority to initiate a search at the level of a dean. He added that a new chancellor would want to appoint his own deans, and that an incoming dean would surely want to know to whom he would be reporting.

Rigney was decisive and action oriented, and he moved to activate planning for the school as soon as possible. He invited me to a breakfast meeting on September 22 to discuss the status of the veterinary school and to consider actions to continue its development. Attendees included Trustees Grover A. Gore and W. W. "Dub" Dickson, Vice Chancellor for Finance John Wright, President Friday's Legislative Liaison R. D. McMillan, Vice President for Planning John Sanders, Director of NCSU Foundations Rudy Pate, and Raleigh veterinarian Martin Litwack. The group favored continued planning, and all agreed with Rigney that the SVM should be part of the NCSU campus rather than being located in the RTP or elsewhere. Sanders reported that the Board of Governors' support for developing the school had increased over its earlier position. Several of its members felt the board's continued effectiveness would be jeopardized if the decision about the school's location was decided by an outside agency (the legislature), and they were anxious to protect the board's authority.

Rigney wanted to accelerate planning and urged that we seek an advance on the planning appropriation during the 1975/1976 academic year. After the group adjourned, he arranged a meeting with President Friday, Vice President for Finance Felix Joyner, Sanders, and McMillan to make our request. On October 25 Rigney, Glazener, Dean Legates, and I went to Chapel Hill to seek an advance on the \$500,000 that the legislature had approved for the next fiscal year. We met with Joyner because Sanders and Friday had been called away before we arrived.

Joyner listened to our request. During the meeting he observed that "the next few months could be the worst the university has known on the racial issue." He did not explain that Friday and Sanders had been called to meet with OCR personnel on the racial duality issue. We learned that later. However, the NCSU group was aware of the NC A&T "move" on the SVM and assumed Joyner was referring to that. I was not fully cognizant of the degree to which the veterinary school was an issue in the racial duality debates, and I did not learn of the depth of our involvement until several years later.

Joyner advised that if we petitioned the Board of Governors for an advance on the funds, it would prompt an injunction from the "A&T friends." As an alternative, he suggested that we ask Friday to approve a small advance from a university contingency fund. Such an advance did not need board approval and probably would not be interpreted as an expansion of the veterinary program. We agreed to limit the request to about \$30,000 during that current fiscal year (1975/1976).

Joyner proposed we should have a plan ready to submit for the use of the appropriated planning funds in the next year. He suggested dividing the \$500,000, with one-half to be

used for renovating the Grinnells building, \$150,000 for new personnel, and \$100,000 for the architect and continued facilities planning. I was extremely uneasy with that proposal for two reasons. First, we had promised Representative Falls that this money would be earmarked for use in planning. Falls was adamant that it should not be used for capital when he was preparing the bill for submission to the Appropriations Committee. The proposed use of funds for the GAHL seemed like “capital” to me. I also believed that once the veterinary school occupied its permanent facilities, it would not benefit from a major renovation of the GAHL. Second, the division proposed by Joyner was the same as that suggested to me the previous week by Dean Legates. The Legates proposal had either originated with Joyner or had been shared with him before the meeting. I never learned which. When it seemed as though my reluctance to agree to use the planning money for a capital improvement project would jeopardize an advance in the current year, I acquiesced with the belief that the agreement made that day could be salvaged in or before the next year.

As planning progressed, it became obvious that most of our supporters were unrealistic about the resources, size of faculty and facilities, and commitment necessary to develop and operate the SVM. The amount of continuing resources necessary to operate a school seemed to be underestimated at all levels of the university, throughout the legislature, and even by supportive veterinarians in North Carolina. Until a suitable system of planning could be organized and initiated, we downplayed the subject of resources; much of our effort was spent reshaping the concepts of people in positions of authority. We just kept circling and watching like the new dog in a pack. It was an exercise in hastening slowly and carefully.

To solidify momentum for the school, several active supporters suggested it would be advantageous to admit students as soon as possible. Other new schools—the University of Tennessee, Louisiana State University, Virginia Polytechnic Institute, and Mississippi State University—had admitted a small, first class in temporary facilities. Once students were selected, internal and external pressures on those universities and their legislatures prompted appropriations and budgets for the building of facilities and the operation of the programs. Several influential North Carolina veterinarians viewed such an action as politically expedient. They believed it would be a relatively high trump in the game of keeping things moving. However, I worried that committing ourselves to that gamble was like leading from an unprotected king; we could be set. If construction was delayed once, it could be delayed twice; and if delayed twice, it could be stopped. Nevertheless, in early 1975 we reluctantly endorsed the idea and seriously began to plan for the early admission of students, while being alert and watchful for an opportunity to substitute a more suitable plan.

I targeted the fall semester 1977 to admit our first students and started to identify areas suitable for teaching them. The GAHL was considered as one possibility for temporary classrooms and laboratories, but by itself it was inadequate. We gave attention to other nearby locations as well, even space vacated by Winn Dixie at the South Hills Shopping Center. That building had all the necessary utilities and support: heat, air-conditioning, sewer and water, and ample parking. A small two-story laboratory building on Varsity Drive behind the McKimmon Center occupied by the Department of Poultry Science offered another possibility. It, along with “Unit One” structures at Gorman and Fawcett Streets, was located sufficiently near to the GAHL to be managed as a unit. After reviewing the logistics of such an opera-

tion and the building modifications necessary to accommodate an instructional program for veterinary students, we rejected all of these sites as impractical.

Sam Johnson, a Raleigh attorney, and several legislators suggested another possibility, a large clear-span building nearing completion on the North Carolina State Fair Grounds. Dedicated and named for Commissioner of Agriculture James A. Graham, the building had potential as temporary quarters for the veterinary school until our own facilities were built. When we examined the building, minor modifications seemed feasible. Installation of utility services under false floors could provide for laboratories; partitions would separate teaching and other activities; and everything could be easily removed afterward to restore the building to its original purposes. But, multiple disadvantages to the location also prompted its rejection as a temporary site.

Although partisans from outside the university continued to urge the early admission of students, circumstances made it impractical and impossible. The time and expense required to prepare temporary facilities to accommodate the first two years of the curriculum offered neither a reasonable benefit for the costs involved nor a completion date early enough to permit accepting a class of students in the fall 1977 semester. Even if those problems were overcome, the civil rights debate had delayed budget requests for the veterinary school, and other funds were not available to outfit temporary quarters. Each of the temporary facilities we considered required extensive expenditures, none of which would remain as a permanent part of the veterinary school facilities. Each would be vacated when permanent facilities were completed, and several would need additional modifications after we left to make them usable for other university programs. But, pressures to admit students as soon as possible probably proved advantageous in several aspects. It eliminated a prolonged period for making justifications, internal and external, for every aspect of the planning proposals. Accelerating planning for early admission of students added the dimension of urgency and gave us a sense of reality that we were going to have a school.

The veterinary school funding reflected an agreement among sectional interests within the legislature. The eastern Carolina coalition agreed earlier to support the veterinary school if funding for the medical school at East Carolina could be assured first. When planning funds were appropriated in 1975, we had no assurance they would be continued or that any unspent residue would be available in a subsequent fiscal year. The planning funds were received without instructions on how they were to be administered or who was to be responsible for their expenditure. Chancellor Caldwell named me director of veterinary medical programs, and I was responsible directly to him for planning. Thus, planning funds for the school were administered through the Office of the Chancellor, while funds for the department were administered through the dean of SALS.

While we planned for the future, we were reminded of past contributions when a funeral service was held in Raleigh for Claude D. Grinnells on November 25, 1975. He joined the NCSU faculty as an associate professor in 1932, focusing on dairy husbandry. A native of Minnesota, he earned baccalaureate and master's degrees from the University of Minnesota and his DVM. from Cornell in 1918. Before joining the faculty of North Carolina State, he held appointments at both North Dakota and South Dakota State Colleges. He instituted a "Winter Conference" at NCSU for veterinarians, which he oversaw and controlled closely. He

was reputed to have kept many of his faculty interactions to a minimum and often worked alone. The NCVMA honored him as Veterinarian of the Year in 1956, and he served as its president from 1943 to 1944. The Grinnells Animal Health Laboratory on campus was named in his honor.

After retirement, Grinnells lived with his daughter in the Fayetteville area. Even though his reputation, both on campus and with NCVMA, was that of a man uncompromising in his convictions, our several interactions during his visits to Raleigh had been upbeat and very cordial. I was surprised at how few veterinarians and former colleagues from the faculty attended the funeral. Since he had retired almost ten years earlier and lived away from Raleigh, they were probably unaware of his death. I was reminded of the “out of sight, out of mind” effects on human response and was saddened that the lives of men are disposed of so simply.

### *Spreading the Word*

Joab Thomas began his duties as NC State’s chancellor in early 1976. His interest in the proposed school may have been heightened by any one, or all, of a combination of things: early involvement in the budgeting process, the General Assembly’s interest in the school, the trustees’ Committee on Veterinary Medicine, the architect selection process, or a campus wide seminar in early April conducted by University of Georgia President Fred C. Davison, who was also a veterinarian. No doubt, the controversy on campus over the school also gained his attention, but Thomas did not take a lead as its champion as we had hoped he would. He did attend the January 1976 NCVMA meeting as a luncheon speaker. Even though he did not mention a veterinary school in his address, he effectively introduced himself to North Carolina veterinarians and undoubtedly improved the attitudes of some of those in attendance toward NCSU.

Chancellor Caldwell had established an informal arrangement within which the allotted planning funds were administered through his office with me as director. Thomas expressed a desire to formalize this direct line of responsibility. We met to discuss it on May 31, and on June 3 he called to tell me that President Friday had approved and reconfirmed my line of responsibility. Thus, reporting the uses of the planning funds still went directly to the chancellor’s office. I hoped that we were ready to make a bold move.

In an effort to maintain momentum, stimulate interest, and enlist new supporters, we took advantage of every opportunity for exposure. We wanted our peers on campus to accept us, and it was important, at least to our egos, to have support from those within the veterinary profession. While external friends directed their efforts to other off-campus interests, we sought appointments, served on campus committees, and sponsored several highly visible events on campus and within the veterinary profession.

Leaders and many others within the North Carolina veterinary community were supportive, but Joseph Grimes, NCVMA executive secretary, provided an unequalled number of speaking opportunities. He invited us as guest speakers to NCVMA and academy luncheons, as well as to other meetings, to provide information on the progress of the SVM. He maintained a strong cohesiveness within the association and proved to be a true friend to me. Grimes was a doer. In June 1976 I was the banquet speaker at the NCVMA annual meet-

ing in Greensboro. At the 1977 NCVMA winter meeting, Charles E. Cornelius, dean of the University of Florida, was the luncheon speaker. He gave a brief review of the University of Florida's new veterinary college and encouraged the association to give "unconditional support" to establishing the SVM at NC State. The kinds of questions directed at him and the discussions that followed could not have been better planned to emphasize and add credence to his statements. I felt we were winning.

We invited University of Georgia President Frederick C. Davison, himself a veterinarian, to give a lecture at NC State. The Biological Sciences Advisory Board sponsored his special seminar. He and his wife Dianne Davison, also a veterinarian, came to NC State on April 6, 1976. Chancellor Thomas hosted a luncheon attended by guests from the UNC General Administration, SALS department heads, and University of Georgia alumni who were on the DVS faculty. Davidson's lecture in Stewart Theater, "What a Veterinary School Will Mean to the Campus," calmed some nerves and raised new questions among administrators and faculty. He recounted advantages and warned the price of a good program would be high, but he also explained that it would complement existing university programs in ways they would not have imagined. He cautioned that there were activities in which a professional school would participate and others in which it could not do so, and that a professional school at NC State would change some things on campus because its base standards would be dictated by outside agencies.

Regional veterinary association meetings throughout the state provided another opportunity to tell our story. The last two weeks in April 1976 I spoke at meetings in Greensboro, Fayetteville, Durham, Rockingham, Goldsboro, and Asheville. Morris "Mac" McGough, executive director of the Western North Carolina Development Association, provided numerous opportunities for me to speak to its membership from 1976 through 1979. Whenever I was in western North Carolina, he always had appointments established for me with editors of local newspapers, district legislators, and members of the Board of Governors whose homes and offices were nearby. Even though veterinarians in western North Carolina were geographically closer to veterinary colleges at the universities of Georgia and Tennessee, most staunchly supported establishing a veterinary school at NC State.

I had no shortage of opportunities to tell our story. Lack of exposure to animal owners and consumers through traditional agricultural extension meetings bothered me, however, because that had been the area in which I had functioned at both the University of Missouri and Purdue University. It was a void that I recognized, but one which was deliberately not available to us.

### ***Architect Selection and Facilities Visits***

The Buildings and Property Committee of the NCSU trustees selected architects for campus building projects. In 1976 that committee was chaired by Grover Gore and had Walter Smith, Fred Wilson, Philip Pitts, and Lexie Ray as members. After we received approval and planning funds for the SVM, the committee began the selection process. Architectural firms with a North Carolina connection were invited to submit materials for review. The firms also had to have national reputations for the quality of their building

designs or be associated with firms with such reputations.<sup>43</sup>

On April 12, 1976, the committee reviewed thirteen applications that met their criteria. Application summaries included the age and size of the firm, prior building experiences on the NCSU campus (if any), a listing of other major buildings, and the record of their affiliated design architect(s) along with their honors and awards. They convened again on April 22 and narrowed the contenders to seven firms, which were asked to appear before the committee on May 27 and 28 to expand their presentations. These ranged from simple to elaborate, from one to two hours in length, and from one to six persons per firm.

The applicants had experience with medical, institutional, or educational facilities, and several had designed laboratory animal wings. None of the firms, though, were familiar with the complexity of a veterinary teaching facility. The building would have areas for people, for animals, and for both people and animals. Each animal species, including humans, has varying but specific "climate space" environmental requirements and limitations, and having them intermixed in the same building complicated its design. In addition, the facility would contain a medical clinic area. The committee invited five of the presenters to return for more in-depth interviews on June 17. The high quality and the relative merits of each firm made the decision difficult, but the committee selected Ferebee, Walters and Associates (FWA) of Charlotte. F. Scott Ferebee, principal in the firm, agreed to serve personally as the project architect. To reinforce their design strengths, FWA had associated with Gerald McCue of MTB Associates of San Francisco. McCue's firm was nationally recognized for its design of prominent buildings in California. The final location of the building site remained undetermined.

That evening Gore's "Combined Committee" of the Board of Trustees reconvened to complete an unfinished agenda. During that meeting, they established a list of recommended schedules related to the veterinary school: early appointment of a director of NC State's veterinary medical programs (upon which Chancellor Thomas had already acted), a formal search for a dean to initiate faculty recruitment, completion of facility plans and submission of a construction budget request to the General Assembly by January 1979, start of construction, and admission of the first class of students in temporary facilities during the fall 1979 semester. Of significance, the suggested target date for admitting the first class of students was moved from 1977 to 1979 at that meeting. That decision greatly improved the window of time for planning and effectively relieved (somewhat) my "watch dog" position not to use the appropriated planning funds for capital development. At a regularly scheduled meeting the next day, Gore presented the schedule to the full Board of Trustees. The board approved the proposal, and President Friday took the committee's report and recommendations back to the Board of Governors.

We met the first time with the architects on July 27, 1976, and provided them with a general overview of the program as their introduction to the project. Thus began an intensive and productive working relationship that continued over the next several years. Even though no capital funds had been approved to pay an architect, we agreed to limited payments to complement our academic planning. It was a legitimate expenditure, because the construction and the developing program were interdependent.

At a meeting of the "Combined Committee" during the third week of January 1976, it became obvious that most of the members and none of the university's administrators had

ever visited a veterinary school. They had no first-hand experience with, or concept of, exactly what they wanted to bring to the NCSU campus. University Architect Edwin "Abie" Harris suggested that some of the planning money could be used to visit campuses with veterinary colleges. It was a great idea and the committee immediately agreed. I contacted and scheduled visits to about a dozen schools, all of which had made relatively recent additions and/or renovations to their facilities.

Between early May and late November 1976, and again in 1978, we made several trips to look at veterinary school facilities. Margie Black, Office of Facilities Planning, chartered flights for Harris, herself, members of the Committee on Veterinary Medicine, principals from the architectural firm, various NCSU administrators, and me to visit the campuses. The eleven campuses included the University of Georgia, University of Florida, Auburn University, Tuskegee Institute, Louisiana State University, Texas A&M University, Kansas State University, Iowa State University, the University of Illinois, Purdue University, and the University of Tennessee. We visited three to five schools each trip. In addition, I observed new and recently renovated veterinary facilities when I traveled to other campuses for unrelated reasons: Ohio State University, Oklahoma State University, and the University of Pennsylvania.

On subsequent trips, we revisited several institutions to indoctrinate "new travelers" or to reexamine some aspect of a facility that was especially appealing to us. At about the second or third stop each time, we would overhear a new traveler remark, "I didn't know veterinary medicine was involved in all of these things." When we heard that, we knew it had been worth the effort of bringing that person on the trip. Chancellor Thomas was unable to schedule a trip with us, but we met him later for a special tour at the University of Georgia.

These trips filled another important purpose. We got to know each other "out of the office," and new degrees of bonding occurred among and between us. On one of the earlier trips, we spent the first day at the University of Georgia and had hotel reservations for the night at Auburn, Alabama. With a short air trip and a change in time zone, it was still afternoon when we arrived at Auburn. Sometimes our hotel accommodations were such that two persons were assigned to a double room. This time, Gore and Phil Pitts shared a room. Gore was scanning the newspaper after they arrived in their room, and something in the Ann Landers column caught his eye. That day's column had several responses to a letter from a traveling salesman's wife who suspected infidelity. One woman explained that when she packed her husband's suitcase, she inserted notes in his socks, underwear, and shirts saying how she often thought of him while he was away, how she loved him, and similar messages. When Pitts opened his suitcase, he found a note from his wife on top of the clothing saying that she would miss him while he was away. The similarity between that and the Ann Landers column amused Gore. Great fun was had at Phil Pitt's expense the rest of the trip.

Often Gore brought a cooler filled with "crab fingers," which we consumed on the first evening in someone's room before we went to dinner. One evening in Baton Rouge, Louisiana, my room served as the assembly room for the eight people on the trip. The discarded claws, crab-soaked napkins, and other trash ended up in the wastebaskets, where they remained during dinner and a tour of the Baton Rouge campus. When we returned several hours later to a closed and heated room, the fishy smell was overpowering. I learned my lesson that night, and I never again volunteered to use my room as the center for the crab claw ritual.

Another memorable event happened in Urbana, Illinois. W. W. Dickson went to bed after the evening's activities. The phone woke him and a voice said, "This is the front desk, it's time to get up." He got up, turned on the television, and went into the bathroom to shave and shower. He put on a clean shirt, finished dressing, and sat on the edge of the bed to put on his shoes. When the television started playing the Star Spangled Banner in preparation for signing off for the night, he realized the clock then read 1:00 A.M. He always blamed someone from the group for the phone call.

### *The Consultant Teams and the Academic Plan*

The DVS faculty, already loaded with regular duties and short in breadth, depth, and experience, turned to outside consultants to expedite the planning processes. Wide interest in this new school throughout the country made it easy to find willing consultants, but it was harder to find visionaries—people who saw the future as different from what existed in veterinary medicine at that time. Veterinary medicine was coming of age,<sup>44</sup> and our goal was to build a progressive school upon the base that had evolved in academic veterinary medicine. We did not want just another veterinary school. We wanted not only to maintain basic veterinary instruction, but also to eliminate the weaknesses of a system that had developed over time through carefully imposed conservatism. We wanted to be open and receptive to advances and to new and different opportunities. We wanted to be ready to lead when that responsibility was thrust upon us.

Each group and individual seemed to have a perspective on what was best for them with little interest in, or understanding for, other aspects of veterinary medicine. In fact, some commodity groups and even some veterinary practitioners suggested that we develop a curriculum that would specifically exclude certain species and activities. We dealt with their personal myopic interests, while striving to maintain their enthusiasm and support. Most of the help we needed would come from leading veterinary educators and practitioners who understood that the field was changing rapidly and that comparative medicine was the basis from which our graduates could adapt to the unknown future.

We regarded many who were in positions of responsibility in U.S. veterinary schools at that time as "company men." They had achieved their positions through hard work and by supporting "the system," and they probably would not jeopardize the status quo by taking new and different perspectives for our benefit. If we used them as consultants, I feared they would recommend programs just like the ones at their schools. We needed a team of people with special skills and varied experiences who could interact productively toward our goals. Unfortunately, several of those we first considered to be ideal were deeply committed in leadership roles within their own colleges and were unable to devote the necessary time to our program. We wanted the "movers and shakers," the "young Turks," the visionaries with new perspectives and open minds who would make our program outstanding. We needed individuals to provide multiple perspectives from which we could choose and modify to build the programs upon which our graduates would base their careers.

I had been active on various committees of the American Society of Veterinary Physiologists and Pharmacologists (ASVPP) and the Conference of Research Workers in Animal

Diseases (CRWAD), and I was chairman of the Council of Chairmen within the Association of American Veterinary Medical Colleges (AAVMC). Through these opportunities, I had visited most veterinary campuses and observed many of their faculties. I had listened to enough opinions to know the kinds of people who could help assemble lists of people for a series of committees to advise us on the project. I wanted people with thought processes that might not follow the usual patterns. Together, they would have to understand the ramifications and set realistic expectations for a program that would have recognizable differences from the consultants' programs.

When we began to prepare materials for the academic consultants, we wrote a guide to define the programmatic areas for which we wanted their input. Veterinary medicine is a multifaceted profession with multiple clientele groups. Its academic programs are taught in segments of basic sciences and clinical applications. Consequently, the matrix of issues to be addressed by the consultants focused on that pattern. The consultants were selected to fit that design and were asked to address the issues from the perspectives of both their own disciplines and the best interests of veterinary medicine.

Influenced by Napoleon's "Rule of Five,"<sup>65</sup> I tried to limit major areas of focus and the number of committees to that magical number. Napoleon is reputed to have said he could communicate most effectively to five subordinates, and consequently he preferred units of five: five armies, each with five battalions, each with five divisions, etc. Our consultants were grouped by scientific disciplines to advise on a system to be built around the following broad areas of focus:

- Morphology—disciplines and specialists related to physical structure. This area included gross and microscopic anatomists, surgeons, radiologists, and an electron microscopist.
- Microbiology—disciplines related to infectious agents. This area included a bacteriologist, parasitologist, mycologist, virologist, epidemiologist, and public health veterinarian.
- Pathology—laboratory diagnosticians, gross and microscopic pathologists, an electron microscopist specializing in bone metabolism and catabolism, and a clinical pathologist.
- Physiological Sciences—persons active in academic biochemistry, physiology, pharmacology and general nutrition.
- Medicine—clinicians, practitioners, and a limited number of basic scientists who provided support services to medical specialties. As much for political as for academic reasons, this group was subdivided into large animal, companion animal, and special species committees. Subdividing this area was in violation of the "Rule of Five," but sometimes exceptions are necessary.

The list of veterinary educators considered sufficiently progressive to fit the committee pattern was completed. Within ten days, through mail and telephone contacts, we received enough commitments to begin to schedule times when the consultants could come to Raleigh to undertake the mission. The teams were six in number instead of my goal of five: morphology, microbiology, pathology, physiological sciences, companion animal medicine, and large animal medicine. Unable to apply Napoleon's Rule of Five, I thought it appropriate to adopt Kipling's "six honest serving men."<sup>66</sup> Each of the six teams had clinicians and practitioners

from appropriate species and areas of specialization. Each team had approximately six consultants, but no one served on more than one committee (see Appendix V for a list of the consultants on each team).

Each member received a three-part document (see Appendix VI) before arriving on campus. Part I reviewed the background and the status of the program. Part II presented a written definition of the concepts and the parameters that defined the desired program direction. Part III provided an integrated outline of the goals, philosophies, and objectives as a set of questions to guide the committees' deliberations, and this was the section from which they would work. Developing a format for Part III proved harder than identifying its topics. No matter how it was assembled, Part III was difficult and confusing. In 1970 Calvin Schwabe had prepared his report for the Board of Higher Education with a structured numbering system that had multiple subsets.<sup>47</sup> We adapted his system for the complex classification of issues to be addressed in the question set of Part III: organization, curriculum, space and facilities, personnel, special needs, and other miscellaneous items.

Each of the six teams met in Raleigh for two days between the last week in August and the end of September 1976. The teams arrived in time for an evening orientation session, during which we repeated the charge: "Answer the questions from the perspective of your own respective discipline(s) in a manner you believe to be in the best interests of your discipline(s) and in the best interests of veterinary medicine." Discussion sessions over the next two days sequentially followed the Part III numbered question sets. Team members departed for home on the afternoon and evening of the third day.

We invited selected faculty from related SALS departments to participate: Robert E. Cook, J. Ray Harris, Carmen R. Parkhurst, and Paul Thaxton from the Department of Poultry Science; and Robert F. Behlow, J. W. Patterson, Ira Porterfield, and D. G. Spruill from the Department of Animal Science. In addition, we extended an open invitation through the respective heads to other interested members of both departments. Cook, Harris, Patterson, and Porterfield did not attend; Parkhurst stayed briefly; and Spruill and Thaxton stayed a half day. Behlow was the only member of either department who remained throughout the sessions and contributed to the discussions.

Faculty from DVS made hand-written transcripts during the discussions and relayed them back to the department's administrative area to be typed. Several times each day an updated typed transcript of almost everything that had been said was available to participants. After the conclusion of the meetings, the chairs wrote their reports, using the transcripts and the Part III numbering system as a referenced format. The committee chairs responded admirably, and they returned all reports within two weeks after the last meeting. The six chairs received copies of all the committee reports, and they examined the responses of the other groups and compared them to the answers of their committees. The chairs returned to Raleigh about a month later to repeat the exercise. Parts I and II were reviewed, and the same discussion process was repeated for Part III. I served as the chairman for the Committee of Chairpersons.

It was soon obvious that important medical, clinical, and species differences existed between the medical management of laboratory animal medicine, special species and zoo medicine, and the companion animal medicine commonly practiced by veterinarians. The Committee of Chairs recommended that additional consultants be used to advise us for those areas.

We accepted their recommendation and identified a special team, each of whom supervised laboratory animals at their respective locations: James R. Pick (UNC—Chapel Hill), Joseph L. Wagner (Duke University), and A. W. Macklin (Burroughs—Wellcome Company). Additional participants included Alfred Edwards and Gene McConnell, both from the National Institute of Environmental Health Sciences (NIEHS); James F. Wright of the Environmental Protection Agency; and Edward J. Gralla with the Chemical Industries Institute of Toxicology.

When the DVS faculty met with the special team of laboratory animal facilities consultants, Pick and Wagner came late to the meeting. We did not determine if they were incensed at finding other representatives of their specialty in attendance, or if something else disturbed them. They were vocal, authoritative, and not very receptive either to laboratory animals being used at NC State or to a veterinary school being located there. Wagner announced his intention to open a companion animal clinic at Duke University for faculty and related persons employed there. McConnell and Wright were very objective and negated the effects of Pick and Wagner, who remained sufficiently argumentative to cause the meeting to be adjourned early. That special committee did not reconvene as a group. We conducted further planning in the areas of laboratory animals and zoo animal medicine directly with veterinarians located in RTP.

After the session of the chairs and the laboratory animal meetings were completed, I assembled a working file of the individual committee reports, a set of daily notes taken during the committee sessions, and personal notes that I had made over fifteen years of being in academia. During the next six months, I repeatedly read, studied, excerpted, added to, arranged, and rearranged these items, and then organized and reorganized the resultant notes until an operational pattern developed. With that as a basis, I more casually revisited the file until an academic plan was pretty well shaped in my mind. I “let it cook” several weeks before I began the task of preparing our first accreditation document for the AVMA Council on Education (COE).

### ***Black Thursday and Site Selection***

At a Buildings and Property Committee meeting on September 23, 1976, Trustees Chairman Walter Smith stated that “the administration no longer supports” further planning. Chancellor Thomas was present but made no comment or explanation. It seemed an impasse had been reached. After a short response by Committee Chair Grover Gore, Smith continued the meeting with a scheduled agenda.

The end of that day, “Black Thursday,” was a time for us to “stop and gather.” Naturally, we were disheartened. But, by the next day we had decided to continue our efforts in spite of the chancellor’s position. The movement had enough support throughout the state and in the legislature to make it probable that a school would be established someplace in North Carolina, if not at NC State then in the RTP. If the school were located there, we would seek a status for it similar to that of the North Carolina School of the Arts. Backers in the veterinary community and the NCDA realized that a school located elsewhere would develop into a program different from what they wanted and envisioned. Members of Gore’s combined committees remained committed to locating the veterinary school at NC State. At this point,

several key supporters decided to work directly with the legislature for funding, rather than working through the university system. Planning continued. It was like Jim Graham's earlier statement, "We're gonna do it with or without you."

The final selection of the construction site remained undetermined. The only site-related restriction established by the Board of Governors was that the school must be located on property already owned by the university. In addition to that restriction, several other issues affected the site selection process. First was the impact of the community locale on the school. Neighboring activities had to be compatible with the activities of the school; conversely, the school's environmental influence had to be compatible with the neighborhood. The potential threat of encroachment by real estate developers or by the university and other state agencies was studied. Second, the infrastructure had to be feasible; utilities, roads, and approaches could be created anywhere, but the cost of their development was an important issue.

We gave serious consideration to Caldwell's "gateway to the campus" site between Fawcett and Sullivan Drives off Western Boulevard. Predictably, other programs on campus had their eyes on the Western Boulevard gateway. Additional building sites included the University Dairy Center on Hillsborough Street, Beef Cattle Units 3 and 4 off Reedy Creek Road, the Sheep and Swine Units off Trenton Road at I-40, and an area between Carter Stadium and Wade Avenue. With the exception of the Dairy Center site, all had major problems that limited their use as a site for the veterinary school. Sites west of Blue Ridge Road would require a waste-pumping station to access Raleigh sewers and might be bisected by a new thoroughfare. The North Carolina Department of Transportation planned to connect Highway 70 and Wade Avenue in that area as the Edwards Mill Extension.

During August and September 1976, each of the six teams of consultants had visited Raleigh to advise on the academic program. Each team toured and discussed the proposed sites as one of its tasks. At about the same time, the Buildings and Properties Committee of the NCSU Trustees toured the sites to help solidify its decision. Each group eliminated the sites near Carter Stadium and one of the Sheep and Swine Units off Trenton Road. The other sites remained under active consideration, but without exception the trustees and the consultants heavily favored the University Dairy Center site.

In the weeks following their selection as the project architects, FWA made an independent analysis of five of the potential building sites and eliminated two others as unsuitable. They looked at the sites from a topographic perspective, comparing sizes, locations, county and municipal zoning, impacts of the school and community locale on each other, and encroachments by other facilities and programs upon the school. They considered flood plains and drainage, soil types, traffic patterns, seasonal variations in sun paths, vegetation, wind directions, temperatures, and precipitation. These were all included in a bound publication, "Analysis on Available Sites," which they submitted to the Buildings and Properties Committee on September 23, 1976. It was a valuable asset to the committee during its deliberations of construction sites on October 1.

On November 4 the Buildings and Properties Committee made its final selection for the SVM site. That morning they revisited the sites and unanimously agreed upon the University Dairy Research and Teaching Center as the best location. With more than 180 acres of rolling pastures, clusters of mature trees, and a five-acre lake near its center, the entire site was

surrounded by easily accessible highways and streets. Arriving and departing traffic from any direction could enter and exit the property by making right turns, and it offered maximum flexibility for expansion. Several years earlier, the School of Agriculture's Land Use Committee had recommended the relocation of the dairy program to the "Findley Farm" on Lake Wheeler Road in their long-range plans. Consequently, the school had conducted only necessary maintenance at the Hillsborough Street dairy site for several years.

Others had expressed interest in the Hillsborough Street site. One group of faculty had wanted to expand the Faculty Club and convert the property into an eighteen-hole golf course. Chancellor Caldwell had disagreed with that proposal because of the visibility of the property along Wade Avenue, Hillsborough Street, and the "beltline." He feared a negative reaction from the public, who would see faculty using their "private course" during the work week. One or more state agencies and at least one influential Raleigh residential developer had targeted the dairy site for their own purposes. Members of the Building and Property Committee were committed to keeping the property for university use, and their approval of the site for SVM marked another important benchmark in the development process.

As soon as the Dairy Center site had been selected, FWA began to design the basic utility services, equipment, roads, parking, and other infrastructure needed to support a veterinary school program. McCue was pleased with the location, because he envisioned that an attractive facility could be designed to complement the contours of the location. Using information gained on visits to the other veterinary schools, the architects prepared several alternate concepts of general building "foot prints" for use in developing a working facility at that location.

Prior to leaving his position, Caldwell had asked Dean Legates to plan and schedule the relocation of the dairy, but differences of opinion prompted discussions on the allocation and sources of funds for planning the move to the expanded dairy facilities on Lake Wheeler Road. After several weeks of negotiation, proposals, counter offers, and disagreements, Legates determined that \$20,000 to \$30,000 would be needed to prepare for the move and that additional funds would be needed to make the move. It was then that Chancellor Caldwell allocated \$27,000 of our planning funds to cover both phases of their move. Vice Chancellor for Finance and Business George Worsley established a subaccount within the planning funds from which SALS could spend for the project. It was not clear to me why that amount was chosen, but it proved to be adequate and no additional funds were requested.

### ***Highs, Lows, and First Steps Toward Accreditation***

By early 1977, the department was active and visible in campus activities. In that year, a campus wide symposium on "The Survival of Man" was scheduled for February 21 and 22, and we were invited to sponsor a speaker. Calvin Schwabe's recently published *Cattle, Priests, and Modern Medicine*<sup>18</sup> had received complimentary reviews in biomedical, medical, and veterinary journals. As a consultant, Schwabe had recommended the establishment of a veterinary school to the North Carolina Board of Higher Education in 1970. We invited him to return and speak at the symposium, and he agreed to come. Veterinary medicine was still not understood on campus, and we needed to illustrate its role in the welfare of humans as well as

of animals. His presentation, "Availability of Animal Protein for Human Consumption," was well attended and received a positive review in the evening *Raleigh Times*. After his presentation, we sponsored an open reception in his honor. These events were described in the *Raleigh News and Observer*, and Rob Christensen interviewed me the next day for a feature story that was published on March 13.

At an NCSU Trustees breakfast meeting on February 25, 1977, I urged them either to make the school one of their highest priorities or to forget it; we should play a winning game or no game at all. Without a major effort, I was afraid the school was dead in the water, and I knew that those who stand in place the longest are the most vulnerable. That evening a strategy meeting was held, and another breakfast meeting was scheduled with Governor Hunt and Budget Director Marvin Dorman. The governor's schedule necessitated cancellation, but I went to his office on March 17 with Gore and Ned Huffman. We met with Hunt alone in his office. He recited for us all the other needs in the state and the other items of higher priority he was supporting. After much discussion his objections eased a little, but he made no firm commitment. Finally, he assured us he would give serious consideration for a way to include the veterinary school in the budget. We were not hopeful that he would support it.

Our optimism improved with the North Carolina Association of Professions (NCAP), which was established to promote communication among and between the professional associations. Its membership included North Carolina associations of medicine, veterinary medicine, dentistry, pharmacy, law, and engineering. Martin Litwack strongly promoted the organization and served on its board of directors. He kept them apprised of our efforts to establish a veterinary school, and on March 24 we made a detailed presentation at a meeting of representatives from the participating associations at the Governor's Inn in the RTP. They reaffirmed the resolution they had made in 1975 to support the development of a veterinary school at NC State. Representatives of the member organizations agreed to make contacts on our behalf within the legislature. We were "on a roll."

On April 2 Chancellor Thomas called with a proposal that I wished had been an April Fool's joke. He said he had received several informal contacts from legislators who claimed to have "inside information" that it would cost \$38 million to build a veterinary school to educate classes of forty students. I restated my belief that the architect's estimate of \$32 million would build a school to accept classes of seventy-two students and would provide facilities into which to relocate the dairy program. He suggested that we consider building in segments and start with "an animal science research unit." I cited an earlier consideration of a step-wise approach for which we had separately considered a research unit or a teaching unit as the first stage. I said that if we had to do it piece-meal, we preferred to start with a teaching hospital. However, we still intended to seek funding for a complete school at the \$32 million level. He did not seem to like the teaching hospital proposal. At the next DVS faculty meeting, I shared those options with the faculty, and most of them supported my position. I made a note to myself that said, "I'd rather lose than give up."

On April 15 State Senator Robert W. Wynne III scheduled a hearing on Robert Z. Fall's bill with Akers Moore (RTP) and other members of the Wake County delegation. On April 22 the NCVMA hosted a breakfast for agricultural leaders at the Velvet Cloak Inn in Raleigh. Both meetings were well attended by legislators, university administrators, agricultural leaders,

and veterinarians. Commissioner Graham, Representative Falls, Senator Vernon White, Martin Litwack, Grover Gore, and W. W. Dickson made many positive statements at the breakfast. The North Carolina Agribusiness Council met on April 21, and the NCSU Trustees met on April 22. I felt we were gaining ground and were closer to our goal, yet I had a lingering deep-seated fear that Murphy's Law was ready to strike.

In addition to the political arena, I had to remain focused on our accreditation goals. The COE met at AVMA headquarters in Schaumburg, Illinois, on April 26, 1977, and I was asked to review the status of our planning for them. I took copies of the booklets prepared by FWA for their perusal and their files. I reviewed our use of consultants, informed them of the \$500,000 of appropriated planning funds, and explained our intent to apply for the "Letter of Reasonable Assurance" as the first step in accreditation within the next few months. They asked several questions about regional schools and whether we had considered that possibility. I left that meeting with the feeling that the council had been thoroughly indoctrinated with the regional school philosophy by one of its members who was personally and actively involved with trying to establish a new regional school in his own state.

In 1974 prospective students and other supporters of the program favored ninety-six students per class. Designing facilities to accommodate classes of that size was not the major concern. I was apprehensive about the medical management of sufficient patients to provide learning experiences for that many students. The teaching hospital and its related clinics would have to be large, and they would have to be staffed to handle patients with a broad spectrum of disease conditions to provide the required learning experiences for students. The teams of consultants agreed.

Most NC State administrators were unaccustomed to an academic unit staffed to operate twenty-four hours every day of the year. A student-to-faculty ratio of 3.5:1 was average among the accredited veterinary schools in the United States, and we used those numbers in planning models. With that ratio and four classes of ninety-six students in session, we would need a minimum of 110 teaching faculty irrespective of the administrative and supportive staff. In addition to the numbers and cost of personnel, the teaching hospital was a major concern. Care was taken to ensure that the teaching hospital would not become just another large multiperson practice or a treatment mill. That charge had been leveled at several other veterinary schools, but North Carolina State planned to avoid even the appearance of that impropriety. Teaching was to be the first responsibility in our hospital, and clinical research would be its second most important function. Eventually, we determined seventy-two students per class to be an ideal for the facilities and the number of faculty and staff we planned. That number could be divided by two, three, four, or any multiple of those numbers for class sections and demonstrations. We also reached a general consensus that we should start with smaller classes for the first year or two.

The academic consultant team reports were invaluable resources in preparing early accreditation documents for submission to the AVMA Council on Education. I left Raleigh on April 27, 1977, with those reports and my accumulated notes, a portable electric typewriter, several reams of used paper to recycle (clean on one side), a bicycle, groceries, and a small charcoal grill. I was uncertain where to go, but I wanted a quiet place to work undisturbed. I sequestered myself for ten days at Holden Beach, North Carolina, and prepared a draft docu-

ment for submission to the council. I organized the document to correspond to its eleven “essentials.” After returning to Raleigh, I distributed draft copies to the DVS faculty. Following departmental discussions of the draft, a final document<sup>49</sup> was prepared and submitted to the COE as the first step toward the Letter of Reasonable Assurance. If the COE granted the letter, it would offer “every reasonable assurance of accreditation” if the program developed as outlined in the document.

The document, including its appendices, was 253 pages long with eleven chapters corresponding to the COE’s eleven “Essentials of a Veterinary College.” Sufficient copies were printed and bound to supply a copy to each COE member, the DVS faculty, and NCSU administrators. One copy, erroneously bound on the wrong margin, was disassembled and rebound with a red cover and a plastic spiral binding. That copy served throughout the early formative years as a working guide for SVM administration. Its margins and the backs of its pages were filled with notes. References and supplements were added, taped, and stapled throughout its length. Because of its use and the color of its cover, it became known as the “The Red Book” and served as our “bible.”

Meanwhile, faculty members in the department made several pleas for me to make peace with the poultry industry. They pointed out its political strength and noted that “nothing is done” in agriculture without its blessing. They advised me to “make friends” with them. I knew they were right but believed they were motivated for the wrong reason. They feared the leadership of the Poultry Federation. I did not see the poultry industry as an enemy, but I was offended by the personal power, demands, attitudes, and egos of some of its leaders. The Poultry Federation injured my sensibilities because I had actively supported the growth and well being of the poultry industry from the time I was a veterinary student. I believed in the importance of the poultry industry but held a wider view of veterinary medicine. I knew and understood the value of the faculty’s urging, but I opposed elevating one interest group.

We were in a big crunch to complete and submit the documents to COE before the end of January 1978, and I was called to serve three days of jury duty in Wake County during the week of January 23. Preparing the accreditation materials was a higher priority for me than appeasing the poultry industry. We sent the documents to the printers on January 26 and shipped copies to the AVMA on January 30. The next day, Dean Legates advised Chancellor Thomas that the COE’s site visit should be delayed until the next cycle (October 1978) instead of the February schedule. He objected to some of the titles the DVS had used in naming experiment station administrators and to our aspirations for the Reproductive Physiology Unit, veterinary extension, and Nickels-For-Know-How. He also wanted SALS to have greater representation on the proposed advisory boards. I was never able to determine what was wrong with the titles and believed we had listed them as they were found in the campus directory. Fortunately, we were on the brink of no return, and stopping the process was like trying to stop a sneeze already in progress.

I believed that if we received the Letter of Reasonable Assurance from COE, we would have turned the corner. Due either to naivety, ignorance, or inexperience, we prepared and shipped a copy of our document for each of the seventeen COE members instead of the site-visit team only. Leland West, the staff member serving the council, related his impression when the large packing box of booklets from NC State arrived at AVMA headquarters. He

said he groaned because he expected all the copies were for the three-person site-visit team; if so, they would be filled with “lots of verbiage and little substance.” After West realized we had shipped copies of the document for the entire council, he was impressed with its clarity. The document was complete, concise, and easy to read. He acknowledged their receipt and said the council would schedule a visit to NC State, probably early in 1978.

### ***Committees in Action***

On the evening of May 3, 1977, the NCVMA Executive Board had a regular meeting scheduled. The NCVMA president invited several people to meet with him in the conference room of the RADDL in the late afternoon for “serious talk about the veterinary school” before the evening meeting. I attended. It was a confused meeting with both positive and negative statements, sometimes by the same person, and the meeting ended with most having strengthened the same convictions with which they arrived. The same half dozen persons plus several influential legislators and university officers convened for the evening meeting at the Raleigh Hilton. The discussion about the school in the evening was a contrast to that in the afternoon session; it was action oriented. All the represented interests volunteered to work toward a school. Several legislators in attendance served on committees that were necessary and critical to funding and had supported us earlier.

After those meetings, I reflected on the uncertainty expressed in the afternoon. A number of obvious factors contributed to the discussion’s tone, and undoubtedly others about which I had no knowledge. The perspectives of veterinary medicine that were expressed were centered in, and probably limited to, the individual veterinarians’ own daily practice activities and the things they saw and did every day. They showed little understanding of the breadth of the profession and obviously had little inkling of how a school and its curriculum would be organized to achieve that unknown breadth. On several times, and in several ways, they had said that once the first money was appropriated, “It will be out of our hands. It will be in the hands of the educators.” They feared they had lost control yet did not understand what to control. I concluded the uncertainties expressed reflected the things they did not understand. I was patient and tolerant as I tried to clarify where we were headed and hoped to go.

Ted James of Salisbury was the NCVMA president-elect in 1977, and he had attended both the afternoon and evening meetings. He called the next day convinced we needed to do something about the “uncertainties and mixed messages” that were expressed on the previous day. I sent him a packet of information that several people had found helpful. He used them to make an appeal directly to Governor Jim Hunt, who responded positively to the concepts presented about a veterinary school in North Carolina.

On May 18 the North Carolina House of Representatives Subcommittee on Education held a hearing on the Falls bill. John Sanders called on May 23 to tell me that Senator Joe Palmer wanted information on the impact of the proposed school on industry in North Carolina. When I called Palmer, he was upset that I had responded instead of Sanders and said so. The next day I attended a breakfast meeting of the appropriations committee, and on May 31 I had breakfast with Senators Palmer and Vernon White and Representative Vernon James. I learned that Palmer was unhappy because they felt President Friday was the “only” voice of

the university. They interpreted a response coming from me to mean that the university gave the veterinary school a low priority. Palmer said, "The Wake delegation has some strong voices in opposition . . . we need a good boost from industry . . . doubt they will give anyone a chance to talk again at the hearings . . . it seemed dead until Ned Huffman made his statement, but now it seems dead again. . . ." For the first time in months I felt we were losing the battle. It was clear from their perspective that the future of veterinary medicine in North Carolina, and in the university system, was dependent upon a building instead of a program. The situation was the embodiment of Rosinski's rule in medical education,<sup>50</sup> which says that if it is a matter of coat hooks or program, coat hooks will win. In our case, even the coat hooks were not coming.

Grover Gore worked tirelessly as a member of the NCSU Board of Trustees to promote the establishment of a veterinary school. He was chairman of the Trustees Committee on Veterinary Medicine. As such, he took a deep interest in all aspects of the project ranging from construction to personnel. Months after Joab Thomas became chancellor, Gore became impatient with his apparent reluctance to seek a dean for the new school and attempted to precipitate the action. Gore outlined the potential composition of the proposed search committee for a dean with representatives from various interested and affected groups: NCSU administrators, trustees, Faculty Senate, student body, NCVMA, NCDA, DVS, and SALS. It seemed a large and unruly group to serve on such a committee. On June 14, 1977, he scheduled a breakfast meeting of his Joint Committee (Committee on Veterinary Medicine combined with Committee on Buildings and Property) at the Velvet Cloak Inn. He had two main objectives for the agenda: to get a search committee for the dean appointed and to erect a sign at the entrance of the construction site that identified the project as the School of Veterinary Medicine. In addition to the members of his Joint Committee on Facilities and Veterinary Medicine, he invited Chancellor Thomas and Vice Chancellor Worsley. Several others who had not been invited came to the breakfast, and an additional table was set up to accommodate the extra people.

The Office of Facilities Planning had prepared the printed agenda for the meeting for Gore. Gore had not specifically requested that Thomas be given a copy before the meeting, and when Thomas arrived and saw the agenda he said, "What the hell is this?" His reaction forestalled the search committee issue, and the meeting went on to several other issues, some of which were not on Gore's agenda. The meeting adjourned without the appointment of a search committee for a dean. Thomas clearly intended to control the timing and composition of the search committee. However, an agreement was reached for the placement of a sign at the entrance on Hillsborough Street. It would be another year before Thomas appointed a search committee.

When the NCVMA held its summer meeting in the Hyatt House in Winston-Salem from June 17 through 20, our optimism was somewhat renewed. Senator Vernon White had informed us earlier that week that there was \$2 million in the 1977/1978 capital budget for the veterinary school, but no capital appropriation identified for the 1978/1979 fiscal year. Fortunately, the capital funds would carry forward and be added to any subsequent capital appropriations. Each of those fiscal years had \$500,000 in the operation budget for planning. Calls from legislators left the impression that things were not settled, and that something

must be done to demonstrate to the industry that progress was being made toward a veterinary school in North Carolina. "No campus commitment and no dean" left unspoken messages they wanted corrected. Meetings with Chancellor Thomas did not relieve the anxiety. His response of "we're not going to do what Virginia has done" was a reference to approval of planning funds by their state board of higher education without the university's authorization of a program planning proposal. I believed we had addressed those issues and had been given those authorizations in proper sequence, but I was in no position to argue the issue publicly with him.

Thomas called me in mid-July 1977 and after a warm greeting said, "We need to think of our next move." He proposed an "Internal School of Veterinary Medicine Committee" to review, assist, and give reality to the academic aspects of the program. Until then, veterinary medicine committees could be found on the Board of Trustees and within the Board of Governors, but not on campus. At first, I was suspicious of his motives and thought he was trying to supplant the role of Gore's committee. Within a few days, we talked about his proposal again in greater depth and reviewed its tentative membership. After I understood his purpose, I was supportive of the idea and pleased with his effort to have the campus involved. The appointment was timely, because there had been nothing official on campus related to a veterinary school program except the one-on-one relationship between the chancellor and me.

Early that fall, a campus-based committee was established with Vivian Stannett as chairman. Other members included Earl G. Droessler, Glazener, Legates, Paul H. Shulz, Nash N. Winstead, and Worsley. Its stated purpose was to maximize interactions between existing programs and the veterinary school. Interactions with SALS programs, the D. H. Hill Library, and NC A&T seemed to be the biggest concerns of the members, and I was anxious to ensure interactions with all schools and administrative offices on campus. The committee became known as the Stannett Committee.

When the legislature adjourned, \$2 million of capital funds had been placed in escrow and \$500,000 was allotted for planning during each year of the 1977/1979 biennium. That in itself was positive, but the remaining months of 1977 were charged with mixed signals, contradictions, uncertainties, denials, behavioral discrepancies, and changed authorizations on campus and within the university system. I sensed I was being treated as a threat to the "system" and was accused openly of draining funds away from other programs.

During those same months, I received several off-campus invitations to apply for other interesting positions, all of which were professional advancements: three other veterinary deanships (one of which was later offered to me), a corporate vice presidency, and directorship of a teaching hospital at one of the older established veterinary colleges. Those multiple opportunities boosted my ego. I wondered about subtle "writing on the wall," and I did respond to a couple. I feared that if I left NC State, though, the veterinary school movement would die, and the school would never be established. I was tempted to give serious consideration to a couple of those opportunities, but I had given too much of myself to abandon this project. Even though those were the most anxious and unhappy months I spent at NC State, I had to see it through. I'd rather lose than quit.

The Stannett Committee met the first time on October 11, 1977. I had assembled an armload of documents for each member, and I reviewed the implications of each: copies of legisla-

tive bills, newsletters, minutes of various meetings, correspondence from the COE, and drafts of program plans. I shared my schedule of pending meetings and visits with persons, groups, and organizations outside of the committee. The depth of preparation that had already taken place surprised many of the committee members.

The committee identified four items for action by members before the next meeting: clarify a solution to the NC A&T issue, ensure that the \$2 million capital reserve appropriated by the legislature was secure, take action on appointment of a search committee for a dean, and accept the NCVRF facilities at Southern Pines. The Stannett Committee met the second time on December 1. The meeting was positive with the exception of a late SALS claim on the Reproductive Physiology property and on the extent and location of what was theirs. There seemed to be an overabundance of unpleasant events relating to SALS occurring that month, a dark period.

On December 2 Donald Simmons received a notification from the Department of Poultry Science that he must vacate his isolation spaces in the Dearstynne Facility before February 1, 1978. Consequently, he was unable to complete the ongoing phase of his research project and was eventually forced to abandon it. We wondered if the eviction was due to pressures being brought by the North Carolina Poultry Federation. That same month, federation officers made visits to Chancellor Thomas and sent an extended letter to Governor Hunt telling him how poorly the poultry industry was being treated at NC State and by the DVS. They sought preferential treatment and a strong voice on how the veterinary school would be developed. Before the month was over, I met with federation officers twice, both times ending in an impasse.

### ***Consultants and the Facilities Plan***

Because the committees of academic consultants had been so helpful to us, we selected another committee of consultants to advise on the design and construction of facilities for the veterinary school. Members of this committee had been building coordinators for recent veterinary construction renovations on other southeastern campuses. They included Robert E. Lewis, University of Georgia; Maurice Morrisette, Louisiana State University; James W. Ticer, University of Florida; E. Dean Gage, University of Tennessee; and Roger E. Brown, University of Missouri-Columbia. They were veterinarians who had represented the needs of their own faculties to their respective architects and contractors, and collectively they represented a composite of veterinary facilities. On December 6 and 7, 1977, they met for the first time with the DVS faculty and architects (FWA) in Raleigh. This committee met several times, and their counsel was invaluable.

Working with the planning documents gave me many insights into our goals and objectives that were critical during the accreditation process. On December 8 I arrived in Chicago during a near blizzard to meet with the COE in Schaumburg. When I presented a summary report before their regular meeting, I was prepared to lead the discussion and respond to any questions about our program. The council agreed to schedule a site visit to NC State for a detailed review preliminary to its action on a Letter of Reasonable Assurance during its April 1978 meeting. Flights were being canceled out of Chicago, but I was able to

return to Raleigh that evening in spite of delays.

On December 9 I read in the *News and Observer* that Speaker of the North Carolina House of Representatives Carl Stewart planned to have SREB study veterinary medical education in North Carolina. A *News and Observer* reporter told me that President Friday and Governor Hunt were surprised by that same news release, which came from a SREB meeting in New Orleans. By December 15 Stewart responded to their inquiries and denied that he had requested a study. He said that following a report at the SREB meeting on three proposed new veterinary schools by an HEW representative, he had innocently said, "That is helpful, keep it updated," which was misinterpreted and reported by a member of the press in attendance.

Preparation of construction documents began in October 1977. Because of his strong interest in the poultry industry, Max Colwell was asked to develop the needs for poultry medicine. Eventually, he gave me a couple of rough drawings on specialized postmortem tables, but little else. I later learned that during that time he had written a series of white papers, which were circulated within the Department of Poultry Science and then distributed to the poultry industry throughout the state. I had been unaware of this attempt to align a political coalition to force a poultry medicine department until I finally received copies of these papers from a person off-campus, a "closet friend," in mid-December 1977. It was almost like the Watergate affair's "Deep Throat," who did not approve of the action but asked to remain anonymous.

When Robert Cook of NC State's poultry science department asked me to meet with the federation officers, I was apprehensive but agreed to the meeting. We met briefly at the Velvet Cloak on December 6 and agreed to meet again at the GAHL during the next week. Even though in the long run it proved to be simply an unpleasant experience, December 13, 1977, was one of the worst days in a month of bad days. That was the day of the "shoot out" with the North Carolina Poultry Federation. The second meeting started cordially, but soon they became impatient and proceeded to scarify me because we had not planned a separate poultry medicine department in the veterinary school.

I carefully and courteously outlined the plans with emphasis on avian medicine wherever it was applicable. I was careful not to challenge anyone in the room directly. In the discussion, I related that we planned a small building in the Teaching Animal Unit (TAU) facilities in which we could alternate between the production of several hundred broilers and a similar number of turkeys. At that point one of them jumped up and said, "S---, if you just wanna feel feathers, I'll bring you a crate of chickens every week!" That ended any probability of further rational discussion and effectively closed the meeting. They left the meeting threatening to oppose the development of a school openly if we did not change our position. I was aware that the federation was actively lobbying at all levels to bring pressure on us and in opposition to me.

Colwell seemed to be determined to have a department of avian medicine "just like at Georgia." The North Carolina Poultry Federation supported or possibly even prompted him in that position. The academic consultants had advised against species-oriented departments, and the concept was rejected again at planning sessions held during October 1977. Colwell attended those planning sessions. We listened to his arguments in favor of a separate department, he heard the arguments against, and he witnessed the decision's development. Basically, Colwell's proposal would have set a precedent for departments centered around species and

could have fractured the program into special interest groups with competitive political interests "just like at Georgia." It had the potential of creating many departments within the school, which conflicted with the desire for a simplified administrative structure that avoided as many internal divisions as possible. After I had received copies of Colwell's papers and confronted him about them, he seemed even more motivated and continued to add fuel to the dispute. Then he gave me copies of the papers he had written earlier in the year. He continued to advocate for an avian medicine department at subsequent planning meetings. Beyond hearing his arguments, planning groups gave him little support.

On December 22, 1977, Dean Richard Talbot and H. Fred Troutt visited our campus to urge me to give up our quest and to join the proposed regional school being established at Virginia Polytechnic Institute and State University. I found it difficult to get into the holiday mood at the end of December 1977.

Even when things seemed bleak Martin Litwack, a veterinary practitioner in Raleigh, continued to be an extremely dedicated supporter for the establishment of a veterinary school. He was truly a patron saint of our program. He worked hard at his role as a professional and promoted his profession with marked enthusiasm. A true scholar, he sought to improve his skills and experience through constant reading and attendance at workshops and conferences. He had many friends and acquaintances among the faculty, and he frequently audited or enrolled in courses such as nutrition, genetics, and biochemistry that enhanced his medical competence. Litwack believed a veterinary school on the NCSU campus would amplify the veterinary profession throughout North Carolina, strengthen the livestock and poultry industries, and provide tertiary care for the referral of companion animals and horses. Litwack evangelized the idea of a veterinary school to his contacts within the NCVMA, NCAP, his practice clientele, and others he encountered through scholarly and political activities. Throughout the early 1970s, he had held several elected offices in the NCVMA, and he used those positions to further activities toward a veterinary school. After I was appointed department head, Litwack immediately made himself available to do everything possible to help promote the program.

To interact with practicing veterinarians, I met regularly on Thursdays for lunch with local practitioners. Others attended the "Thursday Club" intermittently, but Litwack was always there and soon became the only one to attend regularly. Thus, we became very close friends and frequently developed strategies to be used with legislators and others. He provided numerous opportunities for me to address service clubs, kennel clubs, horse councils, veterinary groups, and almost every kind of interest and professional meeting about veterinary medicine to outline the advantages of a veterinary school in North Carolina. I came to understand what entertainers must expect from their agents; he filled that role for me. No matter how much I was doing, he crowded me to do just a little more with his dedication to this project.

Litwack died of cancer in 1979. Even though he knew before he died that we had been successful in establishing the school, he never saw it. As a tribute to him, an annual Litwack Lecture was held in conjunction with a veterinary conference sponsored by the college. After that conference was combined with support from the NCVMA into the North Carolina Veterinary Conference (NCVC), the Litwack Lecture became part of an annual CVM Research Day. Nationally prominent speakers are brought in for the occasion. The NCVMA gives an

annual award, the Litwack Award, to persons making past or present major efforts on behalf of the college or the promotion of veterinary medicine in North Carolina. Family and friends helped make both of these events possible.

### *The Veterinary Equine Research Center*

The early development of the Veterinary Equine Research Center (VERC) near Southern Pines, which we received as a gift in 1979, represents another interesting and important chapter in the veterinary history of North Carolina. Progressive North Carolina veterinarians such as Milton Leonard, Martin Litwack, Clifton McLean, and others recognized research as an important function of existing schools. A veterinary research center would be a positive step toward their goal of establishing a veterinary school in North Carolina, and it was something tangible around which to rally the support of the veterinary community. In addition, the center provided a common interface between the profession and an important group of horse owners.

In 1958 the Executive Board of the NCVMA established and chartered the North Carolina Veterinary Research Foundation (NCVRF). Mr. and Mrs. William O. Moss contributed thirty-nine acres of beautiful pine-covered land along Highway 1, north of Southern Pines. Gay Haskell Duncan served as director of the campaign to coordinate fund-raising. A facility to support research and limited services was planned and built with contributions and funds borrowed on the property. When the facility was completed in January 1972, Fred B. McCashin became its director. Initially, the facility operated more as an equine surgical referral center than as a research center. An adjacent building, which contained several stalls and a cage room, was intended for both patients and research subjects.

At a meeting held in conjunction with the 1975 NCVMA winter meeting, the NCVRF membership approved the recommendation of its executive board to transfer the land and facilities, "unencumbered by debts or conditions," to the proposed veterinary school at an appropriate time. On February 5, 1975, Rudy Pate, director of foundations, and I attended an NCVRF board meeting at the home of William Plummer in Goldsboro. Others present included Duncan, Garland McPherson, McLean, and McCashin, all from the Southern Pines area. Pate explained that the property would be accepted by the North Carolina State University Foundation, rather than by the veterinary school, but would be received for the exclusive use of the veterinary school. That manner of acceptance avoided certain legal restrictions and requirements imposed on gifts to state agencies.

At this meeting I realized that members of the NCVRF board, and some of its patrons, expected the proposed veterinary school to have an active equine hospital near Southern Pines. They advocated the development of a satellite equine clinic on the site. They envisioned a clinic "like the New Bolton Center at the University of Pennsylvania." On June 30 Edward Glazener accompanied me to meet with Mr. and Mrs. Moss and their accountant, Garland McPherson, at the center. State Representative T. Clyde Auman was with them when we arrived. They came to discuss an additional gift of land and wanted to hear about "the large-animal veterinary clinic that would be located there." I explained that at that point in our planning, we had considered, but not yet confirmed, locating several "outpost" regional clinical centers in the

state: swine and poultry in an east-central area, horses and beef at Southern Pines, dairy near Asheville, and possibly another satellite center in one more location. McPherson used surveyors' maps to show us the 3,500-acre Mile-Away-Farm. After the meeting, William Moss gave us a tour of the farm, explained his management of the timber, and showed us his modified fire truck used to quell lightning-strike fires in the pine woods.

The Mosses proposed giving an additional 100 acres of land to the center in two transactions three to five years apart. During the day they continued to talk about the "large-animal clinic" that would be built there. I did not want to have to "build a foot to fit the shoe" and pleaded for flexibility. They indicated they were ready to grant the gift as soon as we were ready to accept it. This prompted Chancellor Rigney to write President Friday requesting the Board of Governors' action to create the school so the property could be received in good faith. The Moss transfer was initiated on October 14, 1975, even before the original NCVRF property was conveyed. It consisted of 50.12 acres exclusive of the Highway Number 1 right-of-way, and 3.89 acres in the right-of-way, for a total of 54.01 acres. A ceremony at the center celebrated the transfer on December 19, 1975, with a small delegation from UNC General Administration, Chancellor Rigney, Vice Chancellor Worsley, Dean Legates, Glazener, NCVRF and NCVMA leaders, and many interested people from the Southern Pines area in attendance. The next proposed Moss transfer never occurred.

In 1977 McCashin left the center and opened his own equine practice clinic in Southern Pines. The NCVRF board advertised the director's position as open. Among the applicants was Thomas Bello, a parasitologist at Louisiana State University. He was hired to develop the research potential of the center, and he remained in the position until the center was transferred to the university. At the time of the 1977 NCVMA summer meeting, we were planning for the school in earnest, and it was highly probable that a veterinary school would be developed. Charles Speegle, retired Fayetteville veterinarian and NCVRF board member, assumed leadership in raising the funds necessary to pay the foundation's outstanding accounts. Once the school was established and the other conditions met, the property could be transferred. An astute manager, he examined all aspects of the center's operations and various potentials for satisfying its liabilities so the transfer could be completed.

By the end of 1977, Speegle identified resources sufficient to satisfy the outstanding NCVRF obligations, which included several thousand dollars of unpaid pledges. The NCVRF board, many of whom became members of the first board of directors of the new veterinary school foundation, was anxious to transfer the property. To expedite a "mortgage burning," Speegle made a short-term personal loan to the NCVRF until outstanding pledges were received. That ceremony was held January 18, 1978, at the NCVMA winter meeting, where members and guests Lieutenant Governor Green, Commissioner Graham, Vice President Sanders, Assistant Vice Chancellor John Kanipe Jr., and Associate Dean Glazener witnessed Leonard light the mortgage papers held by Speegle.

At that ceremony, several NCVMA officers and other veterinary leaders made positive statements about establishing a school. Events at that meeting helped our cause among North Carolina veterinarians. The ceremony solidified our ranks and may have changed the positions of a few who were in opposition, but mostly it brought the fence-sitters, the ones who were undecided and indifferent, closer to being supporters. Most outstanding pledges were

paid that day, satisfying NCVRF's promissory note to Speegle.

The center continued to operate under Speegle's guidance until the university and the veterinary school could receive it. In May 1978 Speegle recommended to the NCVRF Board of Directors that Bello's contract not be renewed after it ended on August 31, and he urged Bello to complete the research projects for which funding had been secured. The DVS did not have an unfilled position into which it could absorb Bello, nor did it need another parasitologist at that time. Bello made arrangements to enter private practice at the end of his NCVRF contract.

North Carolina State needed to establish a new foundation affiliated with the veterinary school to meet the requirements of the university. The North Carolina Veterinary Sciences Foundation, Inc., was chartered under the Non-Profit Corporations Act on May 18, 1978. The department preferred to have it named the North Carolina Veterinary Medical Foundation, but Chancellor Thomas insisted on "sciences" in the title until a veterinary "medical" school was established. The North Carolina State University Foundation could accept the Moss property, and we now had a mechanism to accept the research center and other gifts. The new foundation was chartered with a forty-member Board of Directors, of which not more than ten could be veterinarians. When it was chartered, many NCVRF contributors and former NCVRF board members were named to the board. Speegle, and others, were anxious to complete the transfer of the "Research Foundation" to us. He said they had developed a lame duck complex.

On August 4 I accompanied Worsley to Southern Pines, where we met Speegle and McPherson to review the center's financial records. The long-term obligations were satisfied, and we discussed several short-term obligations. For example, Bello's research funds were almost depleted and significant portions of several contracts remained. Speegle assured us he would reimburse the sponsors for unfinished research at the end of Bello's employment period with the NCVRF. In addition, several support staff employed at the center had to be considered. June Noble, a technician, had a contract through December 1978. We continued her support until that time with available trust funds. Technicians Barbara J. Dugger and Debra K. Luckwitz were without contracts, and we considered alternative sources of funding to continue their employment. The other employees paid from Bello's research contracts would be terminated when the research contracts ended.

The following Monday we held a DVS meeting to consider what to do with the center when it was transferred to NC State. We did not have the staff, the operating budget, or a prepared operating plan for it, but all agreed that we must not close the facility even for a short time and that it was wise to satisfy the patrons from nearby Southern Pines. It was a good session with a myriad of alternatives presented and discussed. We decided to continue its operation through the fiscal year and established the departmental faculty as a "Standing Operational Committee" with Clay Hodgkin as chairman to act for the director of veterinary medical programs or the dean.

On the afternoon of August 9, I met with Worsley, and later we joined the NCVRF attorney to review any obligations before meeting with their executive committee. Under rules established by the Board of Governors in response to a law enacted by the 1977 General Assembly, either the university or the new foundation could accept the NCVRF Center. Advi-

sory Budget Commission approval, however, would be required before any state funds could be expended on the NCVRF. Because the university was a state agency, receiving it directly would require several appraisals and other steps in the process. Acceptance of the property by the NCSU Foundation, a nonprofit organization, circumvented the letter, but not the intention, of the rule.

The next week I was invited to address the Sand Hills Kiwanis Club. When I arrived, rumors concerning our intentions about the NCVRF Center filled the air: we would be closing the center; at least three local veterinary practitioners would be building equine surgeries to replace the void we were creating by closing the center; veterinary practices would be established or expanded before we developed a New Bolton-like clinic in the area; and a local veterinarian had purchased the center and would be relocating his practice to the site. I reviewed and confirmed our intention to operate the unit, but probably as a research center and not as a public clinic. I emphasized that we were not in competition with private practitioners, nor did we desire to create any competitive problems for them. Instead, we wanted to cooperate with and facilitate their practices.

When it was time to repay research sponsors for unfinished work, Speegle arranged with the NCVRF directors to sell eighty acres that the foundation had received as a donation at its inception from the McLean family. The land was near the McLean family home in western Moore County. After the outstanding debts were satisfied, residue from that sale was invested in securities owned by the NCVRF. It was agreed that income from those securities would be given annually to the new NCVMF, Inc.<sup>51</sup> Several years later, the NCVRF signed over all its assets to the NCVMF.

Because the NCVRF continued to exist as a holding agent for its securities after we accepted the center in 1979, it became necessary to rename the facility. Speegle suggested we use "Sand Hills" in the title as a tribute to the area and some of our patrons. We briefly called it the Sand Hills Equine Center, but we soon changed that name because of potential confusion with Sand Hills Community College. We wanted "veterinary" to be prominent in the title and "equine" to satisfy local patrons. Veterinary Equine Research Center (VERC) was chosen and approved by the Board of Governors. By that time we had decided that we could not operate regional clinics effectively and that VERC would not serve as a regional clinic. "Research" was included in the title to make that distinction.

When we first assumed responsibility for the center, we had no professional personnel to staff it. We retained the three technicians, and privileges were extended to local veterinarians to use the surgical facilities and/or submit laboratory samples for analysis on a fee-for-use basis. Under Hodgkin's supervision, we purchased various equipment and a used pickup truck from State Surplus for the center. In July 1979 Hodgkin accepted a position at Michigan State University, and the standing committee continued its supervision. William M. Adams, who joined us from the University of Saskatchewan as associate dean for services on January 1, 1980, accepted temporary supervisory responsibility until the center could become an active component of our programs. Later that same year, C. Edward Stevens of Cornell University joined us as associate dean for research and graduate studies. A research function began to develop at VERC, he became its supervisor, and the standing committee ceased to function.

Clifton McLean of Southern Pines was among the prime movers responsible for develop-

ing the concept of the Veterinary Research Foundation. He maintained a strong interest in its growth after his retirement from active veterinary practice. Because of the center's remoteness from the veterinary school campus and the numerous program development responsibilities, Adams and Stevens were able to focus only partially on VERC. McLean was appointed visiting professor on April 15, 1983, and accepted responsibility for the daily management of the center under Stevens's overview. McLean remained in that position until he retired June 30, 1993. Under his direction, the center continued to grow and improve.

### *Plans for the Future*

Planning was our access to the future. At that period in time, we were not bound by constraints that seem to plague established faculties. We could plan what we wanted to be and what we wanted to become. It required focused "imagineering" to envision a viable veterinary school program that would get us from a mixed idea to an accredited institutional program. When we started, our primary resources were dreams and enthusiasm, but we determined the route(s) to make those dreams real.

When planning started, tangible resources were limited. We had a long way to go. Veterinary faculties, like all faculties, are made up of busy people. Faculty members typically tend to visualize current resources, how they might be used, and how to protect their own interests. They rarely seek the ideal or project where their interests might intersect and complement those of others. I appealed to them to forget all limits in considering the kind of program we wanted to become.

Understandably, some of the faculty had not completely made the transition from reality to that imagined ideal. They had not experienced the kind of creativity and opportunity that we needed. With the exception of Richard Dillman, members of the DVS faculty had participated only peripherally in veterinary curricula after their own graduations. Dillman was a service-oriented, diagnostic pathologist, who had taught veterinary students within a postmortem laboratory. Batte, Colwell, Moncol, and Simmons may have given a few selected lectures to veterinary students as graduate students, but at NC State they taught only service courses to undergraduate students in agriculture.

Other than Batte, NCAES sponsored most of the department's research activities, and the majority of service activities involved advising livestock and poultry producers on current production problems. My own experience as a veterinary school faculty member in Missouri and at Purdue was unique among members of the department. My experiences teaching veterinary students and serving on faculty curriculum committees at two veterinary schools represented the primary perspective on elements of a successful program. I repeatedly stimulated their thinking into new dimensions by posing a persistent challenge to them: "What do we want to be?"

Even though they lacked recent experience in veterinary curricula, the faculty members were willing participants and enthusiastically accepted the "grunt work" that went into developing the veterinary school. Moncol knew the physical plant personnel and the system within which they operated; Colwell and Simmons were familiar with commodity group interactions and graduate student training; and Batte faithfully recorded the construction process on

film. They actively participated in the recruitment process and worked with the academic and facilities consultant teams. Individually we could not have achieved the degree of finesse and success we achieved as a team.

A similar lack of experience with veterinary curricula existed among the state's veterinary practitioners and regulatory veterinarians. Wide and divergent ideas about veterinary medicine existed, both inside and outside the profession, except that the inside opinions were often much stronger. Many of those perspectives reflected a limited concept of the full breadth of a veterinary teaching program. Such interests were markedly skewed toward creating a school that gave support and service to their own activities. To most veterinary practitioners, research was filled with ambiguity, and they did not think about it often. Mostly, they viewed research as primarily developing and "testing" biologicals, vermicides, and pharmaceuticals. Because they did not understand research, they gave it little credence. If they had been asked, they would have supported research in principle, but they might have opposed it as a recommended function in the veterinary school program. While all of the above attitudes were strongest in the extremes, most veterinarians held more moderate views; the many loyalties and viewpoints they expressed had been learned from former teachers and mentors.

Nor did the general public clearly understand the veterinary profession; their perspectives often depended upon personal experiences. To horse owners, veterinarians were "horse doctors" who "floated" teeth and treated sick and lame horses. To dairy farmers, veterinarians were "cow doctors" who treated sick cattle, mastitis, reproductive problems, and calf "scours." To owners of companion animals, we "doctored" pets; to merchants of consumable animal products, we were regulatory personnel; to the pharmaceutical industry, we either cared for laboratory animals or were "researchers." On the campus of NC State University we were considered a subset of agriculture, more particularly a subset of animal husbandry.

Veterinary medicine, a small profession with a large constituency and a broad spectrum of responsibilities, is a comparative medical science directly responsible for the health of all animals. Veterinary responsibilities have increased and spread throughout the animal kingdom of vertebrates and invertebrates, including poikilotherms ("cold blooded"). Even though veterinarians are not regularly involved in the diagnosis and treatment of diseases in humans, they are secondarily responsible for human health and welfare through the food chain and the control of zoonotic diseases. Veterinary medicine provides a service seldom viewed by the public in its true perspective as essential to the well-being of mankind. If veterinary medicine had been a large profession with direct societal impacts, as with human medicine or law, the approach to establishing the veterinary school could have been more aggressive.

It was important that the concept of dealing with whole animals and with whole organ systems be presented in our teaching program. We needed to define a curriculum that would enable our graduates to adjust to whatever changing demands they would encounter throughout their careers. We needed to train professionals to meet and protect society and to contribute to the well-being of humans. Veterinary medicine is a broad and diverse profession, and our curriculum would include the basics of a broad, science-based comparative medicine approach. I believed that most veterinary students lacked the vernacular of experience to make a lifelong career choice to the exclusion of all others during their formative years. We hoped to offer a comparative medicine curriculum based upon the basic medical sciences. That kind of

background would ensure a professional lifetime for our students that would allow for adaptation to a wide variety of challenges and opportunities in the future.

During the planning process we devoted much attention to the departmental structure. A department is the basic and fundamental unit of the university. It is the working interface between the administrative organization of the university and the consumers of the products of the university. It accommodates the faculty, teaches the students, and conducts the research and service programs of the university. We favored a traditional departmental structure, although the trend among some other veterinary schools at that time was to decentralize efforts, to encourage interdisciplinary programs, and to assign catchy names to departments. In some schools, those actions were well founded and were based upon redefined responsibilities to meet changing missions and goals. In others, the changes were done to gain cost savings that could be reapplied to achieve purposes or to stimulate faculty. Too often, reorganizations were done for the wrong reasons and were often not beneficial.

Our assumption that we would have limited faculty numbers proved realistic; we knew that some older well-established departments on the NCSU campus had more faculty members than we would have in our entire school. At one point in the planning, we gave serious consideration to having only a single department. That was discounted for several reasons, primarily because mental comfort and the feeling of security is reinforced by being part of something definable. The diverse responsibilities of the school would have caused sectioning a single department into smaller groups and disciplines, some of which would not have had a critical mass sufficient to be administratively effective.

I was pleased when the university administration approved three associate deans, four department heads, and a director of animal resources as the administrative structure for our school. My greatest personal concern had been the need for three associate deans, one for each of our primary missions of teaching, research, and service. I had observed other schools with only one associate dean and recognized weaknesses in their programs. I feared that no single person could possess all the knowledge, skills, energy, and styles of personality to deal effectively with the breadth and depth of developing a brand new program. Individuals have greater interests in some areas and disciplines than in others, and being human we tend to focus our attentions there. I believed it was possible, though, to find three compatible persons who could deal constructively with the range of our commitments.

Based upon the counsel of our teams of consultants and on some personal choices, we decided four departments would be adequate to meet the obligations of the SVM in its early years: Anatomy, Physiological Sciences, and Radiology (APR); Companion Animal and Special Species Medicine (CASS); Food Animal and Equine Medicine (FAE); and Microbiology, Parasitology, and Pathology (MPP). The disciplines and services within them gave rise to their names. We were complimented repeatedly on having selected names that defined the content of the departments instead of ambiguous names that were beginning to gain favor in other institutions.

Each department had approximately twenty faculty (EPA)<sup>52</sup> positions. The disciplines contained in each department reflected related activities and shared interests; more importantly, each contained elements that supported the teaching hospital. Collectively, they were complementary in the presentation of the veterinary curriculum. Beyond the traditional divi-

sion between large and small animals, the departmental structure was not assigned on the basis of species. Doing so would have established a precedent that could have led to an undesired and uncontrolled proliferation of departments. Even though some aspects of veterinary medicine were less well known and developed, I wanted to avoid an appearance that any aspect of our activities was of greater or lesser importance or quality than another. Later in the school's history, faculty attempted to form species-oriented departments several times through outside pressures. Each time, we resisted the change.

All of our departments contained one or more disciplines that functioned as a medical service. The teaching hospital was programmed to be the responsibility of all four departments. The three associate deans, the four department heads, and the six service chiefs served on the hospital board, its "governing board." Each was responsible for ensuring that the teaching hospital operated effectively and that it met its obligations under each of its functions: instruction, service, and research. Guidelines used in determining our departmental organization included the following: (1) Comparative medicine was the basis for the curriculum. Even though medicine unique to a species was taught, it was organized and presented on a comparative basis. (2) The number of departments should be a few as possible to provide for maximal inter- and intra-departmental communication. The departments should not be so large or diverse that information failed to reach each member within a reasonable time. (3) Recruitment and retention of faculty were most successful in departments that were clearly defined and based on historically familiar descriptions. The departmental structure we planned and implemented proved to be very effective for conducting our academic program during the early years of SVM operation.

By its broadest definition, veterinary medicine is comparative medicine. We developed our curriculum within the guidelines established by the Council on Education of the AVMA and the AAVMC. Schools and colleges of veterinary medicine are national assets; they are the only portal of entry into the veterinary profession. As the schools and colleges go, so goes the future of veterinary medicine. We established our school to train veterinarians as medical scientists who could join private clinical practice or enter specialty training for research, teaching, or public service. We charged the faculty to conduct original research and to be supportive of research organizations and agencies in the RTP. We intended the school to provide public service to the people of North Carolina, the Southeast, and the United States. Within those broad charges, we knew we could not be all things to everybody. The school's challenge would involve developing definable strengths and anticipating the advances, opportunities, and demands that could affect the profession in the foreseeable future.

THE DIE IS CAST, 1978–1979

Let the Games Begin



*“To every thing there is a season, and a time to every purpose under the heaven: a time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted.”* - ECCLESIASTES 3:1-2

The past is filled with logical explanations for what happened. And so it is with how and why events occurred, and with how and why things were done that led to a veterinary school at North Carolina State University. In retrospect, after the Department of Veterinary Science was established, many of its activities were applicable to planning for a veterinary school. The policies, practices, and committees related to the department continued and expanded when the school started. The interactions with other departments in SALS, commodity groups, and veterinary associations continued and expanded as the department and then the school developed. Yet, the transition from department to school was far from seamless, as illustrated by events at the start of 1978.

On January 8 of that year we were surprised to learn that the Raleigh Board of Adjustment had informed NC State that the Dairy Center site was zoned “Agricultural Productive,” a classification that did not allow for classrooms, laboratories, or a veterinary teaching hospital. George Worsley formally requested that the board rezone the property to accommodate our use. The

Zoning Commission approved his petition on January 18, and the City Council zoned the site as "Office and Institutional" on January 22. We continued planning but soon met another roadblock. On February 2 HEW rejected the UNC system's desegregation plan and identified the Board of Governors' decision on the location of the veterinary school as a major point of contention.

Individuals within the North Carolina Poultry Federation added to the setbacks by increasing their pressures on the department during the first weeks of February. On February 3 I received a copy of letter from Ken May of Holly Farms Corporation addressed to Chancellor Thomas. In it, May announced the federation's active opposition to the school. During the first week in February, I met twice with faculty member Max Colwell about his "white papers" supporting an avian medicine department and his failure to give us usable input on avian medicine for the AVMA Council on Education (COE) documents, information eventually supplied by David Anderson of the University of Georgia. Colwell continued to advocate for an avian medicine department at subsequent planning meetings, but he received little support for his position. A compromise statement was written into the plans stating that additional departments might develop as the school grew, provided such growth kept departments of a manageable size.

On February 14 Colwell brought Gordon Miller, a veterinarian from Holly Farms, to my office to press the issue. At the same time, another chapter in the Poultry Federation games was unfolding. William "Bill" Prestage may have been our only friend with influence within the Poultry Federation. He invited Martin Litwack, John Weeks, and Joe Grimes to visit his office at Carroll's of Warsaw on February 20. Prestage told them that he was going to accompany May and others from the federation for another visit with Chancellor Thomas the next day. Later, I learned they left Thomas's office agreeing to support the concept of a school but committed to "get Curtin."

Prestage visited me on February 24. Ed Woodhouse, the federation's executive secretary, accompanied him at the request of the federation officers. Prestage was receptive to my position, as well as perceptive about reasons for the federation's stand. He said I had made two political mistakes. First, I should have shared Colwell's papers with the public earlier, and second, I should have ousted their author.<sup>53</sup> I had done the former, but Colwell was protected by the university's tenure system. I had distributed copies of Colwell's papers soon after I received them to departmental faculty, Chancellor Caldwell, President Friday, several trustees, and the NCVMA officers. They responded positively in my support. On June 1 the matter was partially resolved when Colwell submitted his letter of resignation. He accepted a position as director of veterinary research and technical services at Holly Farms and left the department on June 30, 1978.

### *Preparing for Accreditation*

The rigors of preparing for accreditation reviews represented a more positive experience than dealing with contentious issues and individuals. The AVMA Council on Education arrived in Raleigh for a site visit during a snowstorm on February 20, 1978, and retired to the Crabtree Valley Howard Johnson Motor Lodge. Members of the site visit team included

Robert Kirk, Cornell University (chair); Dennis Goetsch, University of Georgia; William R. Strieber, USDA, Bethesda, Maryland; John I. Freeman, NCVMA representative; and R. Leland West, AVMA staff.

Raleigh received between four and five inches of snow during the night. Fortunately, I had tire chains for my car, and I had to use them to take the committee to the Grinnells Animal Health Laboratory at 7:30 A.M. Interviews and reviews of the program and facility plans with DVS faculty occupied most of the morning. Our lunch reservations at the Faculty Club were canceled because of the snow, and the interviews continued in the afternoon with NCVMA President Ted James of Salisbury joining the team. That evening West invited me to join the team for dinner before they went back into an executive session. During dinner I was seated opposite Kirk. Midway through the meal he excused himself and left the table to administer CPR to an elderly man who had collapsed at the back of the room. Kirk was able to revive him and stayed with the man until the rescue squad arrived.

The team spent the second day with the Stannett Committee, which included me, followed by visits with Chancellor Thomas, Provost Winstead, and UNC Vice President John Sanders. My exit interview was very positive, but candid. The team conducted its exit interview with the chancellor and provost on the morning of February 23. After the committee had departed, members of the department were optimistic and enthused to "get on with the job." We were pleased with the experience and felt the committee was satisfied with our plans. The committee made helpful suggestions during their stay and in effect served as advisors to the department and university administrators.

Travels throughout the spring proved satisfying as well. The USDA assigned me to a three-person Cooperative States Research Service (CSRS) review of the Veterinary Science Department at the University of Arizona at Tucson from March 1 through 3. The review seemed more educational for me than helpful to them. The next week the AAVMC held a scheduled business meeting March 6 through 9 at the Western States Veterinary Conference in Las Vegas, Nevada. I attended as chairman of its Council of Chairmen, one of three councils in AAVMC as it was structured then. After the AAVMC sessions, I stayed to attend the scientific portion of the Western States meeting and was asked to preside at an afternoon session. During that session, one of the Western States officers came into the room and interrupted the presenter to say I had a call from North Carolina Governor Hunt in the conference office. The purpose of the call was relatively unimportant, but it impressed everyone, including me, that Governor Hunt should call me at an out-of-state meeting. From April 2 through 5 I was a member of a Southern Association of Colleges and Schools (SACS) Reaffirmation/Accreditation Committee for Tuskegee Institute in Alabama. Like the CSRS committee experience, it was a great learning opportunity for me. I returned to Raleigh from the three trips feeling a new breadth of experience and commitment to academic excellence.

On April 19 the COE notified Ernest L. Boyer, Office of Education (HEW), that it had "determined that if the school follows the plans presented for its development there is reasonable assurance that it will qualify for full accreditation." Our reward was receipt of the Letter of Reasonable Assurance dated April 18, 1978, accompanied by a letter of congratulations from Leland West of the American Veterinary Medical Association. The letter strengthened our belief that we were on a solid course in our quest to develop a school of veterinary medicine.

## *Planning the School's Space*

Space planning also made the possibility of a school seem more tangible. The facilities consultants returned for a second visit on March 13 and 14 to review drawings prepared by FWA. We met in the State Room at the Sheraton Crabtree Hotel, where the drawings were pinned to cork walls and displayed on conference tables. It was a "high gain" session, during which some portions of the plans were redrawn because of function cost. Grover Gore, an NCSU trustee, attended that session and insisted that the dean's office be large with "suitable appointments."

The consultants became involved after early plans had begun to shape the program and its buildings. Their role was to ensure that the facilities met program needs, and that the logistics of its operation were possible. The veterinary faculty and the consultants worked closely with the architects. Our purpose was to design a facility that would work for the program, whereas the architect's responsibility was to build a functioning building that met our needs. In the early planning period, we had no time to wonder how it might have been done differently. We had to do it right the first time. It was "go for it and change later if necessary." It was planning and doing, integrated thinking and action. The advantage we had was that the same people who did the early planning were also the ones who took the actions. We made small internal adjustments constantly to keep things moving in the right direction.

Robert E. Lewis, a member of the facilities consultants committee, had recently coordinated a renovation and addition to the Veterinary Teaching Hospital at the University of Georgia. We retained him on a regular basis to assist in the preparation and writing of the building program for SVM. During the next few months, Lewis made multiple trips to Raleigh, working and planning with the veterinary faculty. We also spent much time with F. Scott Ferebee concentrating on the building program. The program described each room and area of the proposed building, including size, function, occupancy, and relationships to other rooms. Those were, in effect, the parts of the puzzle, and FWA assembled them into architectural drawings. The building program was followed by selection of a general design and production of early architectural drawings. The facilities consultants returned twice to review drawings and to recommend alterations or additions before construction bids went out. The architects prepared and printed several additional bound, working documents that included specifications, schedules, and projected budgets. Those documents were extremely valuable as reference sources to keep concepts and needs foremost during construction.

Between April 24 and 27, 1978, I accompanied several NC State trustees and members of the architectural firm on a second trip to visit veterinary schools at the universities of Georgia, Florida, and Tennessee, and at Louisiana State University. The main purpose of these trips was to see their facilities in operation, and especially the engineering plans, before the facility design became firm beyond correction. Other travelers included Grover Gore and Marcus Crofts (NCSU trustees); Abie Harris and Margie Black (NCSU facilities planning); Charles Braswell (NCSU physical plant director); and Scott Ferebee, Bruce Brodt, and Edgar Jones (FWA). It was a learning experience for most of the group. Jones was fun to have along, ever ready with a story told in an accomplished Cajun dialect. One of the first rules of beekkeeping is "a little smoke goes a long way," and I wondered if he knowingly used funny stories

told in dialect as his smoke to create useful diversions.

Other specialists advised us in areas such as the library and radiology. Library Director I. T. Littleton and Associate Director Donald S. Keener reviewed the library and educational resources portions of the plans. Ann Kerker, professor emeritus from Purdue University, advised us on the collection. She was Purdue's original veterinary librarian and had built their collection when their veterinary school was established. She prepared the original list of suggested periodicals and references as the basis for the reference collection of the planned veterinary medical branch library.

As university architect, Abie Harris participated only minimally in the preparation and writing of the building program. During the construction phases he seemed ready to make decisions relating to facilities design with only peripheral knowledge and little understanding of how they would affect the delivery of our program, often without consultation with us. Because NC State was legally the "client" of both the architectural firm and the construction contractors, he maintained that he represented the university as university architect, and that it was his responsibility to interface with them. We maintained that as the "users" of the facility, we should have been involved deeply in those decisions that would affect the academic program delivery. Often during the construction phases FWA communicated directly with him and decisions were reached without our input or knowledge. In several instances, costly change orders had to be initiated to correct some of the decisions that had been made.

In Harris's defense, the SVM was only one of several projects being coordinated simultaneously through his office, and at times the other projects must have demanded his undivided attention. We knew that architects, engineers, and contractors could not respond well to multiple sources of instructions, especially sources with divergent perspectives. We could accept that we should work through him. The general contractor suggested that we should be responsible for design changes and the university for administrative decisions. As a person, Harris was amiable and available to us, but he unfailingly made decisions that affected us without consulting us. Nonetheless, I personally viewed him as a friend.

The large "state dairy" barns and silos had been built on property north of Hillsborough Street with Works Progress Administration labor in the 1930s,<sup>54</sup> and they were landmarks in west Raleigh. Fire burned the hip roof off the small "bull barn," and a flat roof replaced it. The silos and dairy barns had been allowed to deteriorate for several years before we occupied them. The barns remained structurally sound, but the silos were in danger of collapse. The architects marked the bull barn and the milking parlor for demolition. I knew that we would need buildings in which to house our teaching herds, and I wanted to keep the dairy barns, the bull barn, and the milking parlor for that purpose.

I decided to take a gamble when the subject of animal housing was discussed at an early FWA construction conference. I really wanted to restore the old barns, and we needed the animal quarters. To put the others in a position of having to defend their value, I proposed we should demolish the old barns along with the bull barn and the milking parlor. I said I believed we could replace them with new buildings more cheaply than we could repair and adapt the barns to SVM needs. Gerald McCue, Scott Ferebee, Grover Gore, Abie Harris, and others reacted immediately. McCue, a member of the FWA team, said he had designed the SVM building to fit the hills and barns, and he cited a principle of architecture and urban

renewal in which the old fits the new and not vice versa. Gore said that as an NC State student he had helped with the morning milking, and he pointed to where he often fell asleep early in the morning leaning against a cow. Harris recounted that the barns were landmarks and should to be saved for that reason.

I asked for a comparison of the cost to repair the barns compared to replacement with new structures. They agreed, but I was never given those comparison costs. Little did they know that they would have had to fight me to tear down the barns. I had spent my "two of trump" effectively. The barns were saved as valuable assets. They became the seat of the teaching animal herds, and the architects used their roof profiles to complement the roof patterns chosen for the main building. The west barn was within 125 feet of the main building, and I envisioned it as our earliest expansion space when the program outgrew the available newly constructed space. In fact, we included funds in a later change budget request to renovate the west barn, but the request was denied.

The main building was designed to accommodate the majority of the veterinary school programs within the immediate foreseeable future. A concerted effort was made to keep as much of the program as possible under one roof. To do so, it was important to understand and give attention to the integrated nature of the training (teaching) program and its relationships to research and service. We wanted faculty and students to intermix as they conducted their daily activities.

When we visited other schools, the main entrances of their buildings were often not evident. We frequently entered the buildings and found ourselves in corridors far from where we expected to meet our guides. Gore charged FWA to design our building so the main entrance would be obvious, and they did. They designed the entrance to be conspicuous with a wide bridge connecting the main entrance in Section A with William Moore Drive and the 400-car parking lot.

Describing the building's design requires a fast-forward overview of its layout, uses, and philosophy of organization. The building had five sections defined by offsets. Section A, the southernmost section, had two stories with the front clearly evident as the main entrance of the building. A receptionist station was built in the main foyer lobby at the entrance level. It provided one line of security and performed an important public relations function, a live communicator for visitors and phone callers. That station was intended to serve as a central telephone information and distribution center, but a suitable communication system was never identified and installed. The wing also contained the administrative offices and a few faculty offices.

A wide stairway led from the main foyer to the lower level of Section A, giving access to the Veterinary Medical Library and to a commons area. At the main entrance level, the foyer gave direct access to the offices above the library stacks in Section A, Sections B and departmental offices, and the rest of the building. Sections B, C, and D each had three stories on the east side and one or two stories in front forming the facade of the school.

Departmental offices were placed together in one suite along the east side of Section B on the main level. The department heads and the director of animal resources, with their secretaries, were in a single suite adjacent to one another. Even though they frequently asked to have it changed, this proved to be a highly effective administrative arrangement. Once it was

occupied, the department head suite evolved into the most effective internal communication arrangement of the school, because the department heads saw and interacted with each other almost continuously. In later years, planning committees from other schools complimented us on the desirability of that arrangement and made extensive notes on its design. I believe the approach worked because we started with that design. One could not have uprooted department heads from previously existing departmental areas to combine them in a single area, at least not in academia where territories are staked out and defended energetically.

Multidisciplinary teaching laboratories were in Section B on each of the first two levels. These were patterned after a Kansas State University concept we observed on one of the trustee visits to other veterinary schools. The multipurpose laboratories were intended to be home base for two classes throughout an entire school year, with twenty-four-hour access by students using computerized identification cards for after-hours entry. We planned their location to promote interaction and peer instruction among the four classes of veterinary students by the manner classes were assigned to them. The upper laboratory, which was adjacent to the entrance to the teaching hospital, was for second-year students (sophomores). The sophomores often mingled with the fourth-year students (seniors) coming from the teaching hospital, where most of the fourth-year instruction occurred. The laboratory on the lower level was assigned to third-year students (juniors), and its entrance to the Section C commons was near an open stairway. That stairway descended from the hospital and the Section B teaching laboratory, and it passed access points to the anatomy laboratory in Section C, occupied by first-year students, and the first-year student lockers opposite the theater classroom in Section B. The arrangement intermixed all four classes and gave direct access to the cafeteria and both theater classrooms.

Before the first class graduated, space within the building became a limiting factor in the growth of our programs. A space utilization study showed that the multidisciplinary laboratories had a lower occupancy and use rate than other areas of the building. The lower laboratory was renovated into a traditional teaching laboratory space that could be rotated among laboratory class sessions. With funds provided by Raymond and Jane Firestone, the upper laboratory was converted into a suite of research laboratories and named the Jane and Raymond Firestone Research Laboratory. The renovation provided fourteen laboratories for faculty or functions. Ten-foot partitions separated the areas but were open above to provide continuity for the existing air handling system. Fortunately, we were able to utilize all of the existing furniture from both laboratories.

The commons areas on the lower level became known by their predominating color. A large theater-type classroom designed to seat 118 persons stood near the Green Commons. Off the Blue Commons of Section C could be found a theater seating eighty people, electron microscope suites, biomedical communications, and the anatomy dissection laboratory. The cafeteria, opened in 1984, occupied the commons area of Section D. The remainder of lower Section D was devoted to hospital supply and a laboratory suite. Sections B, C, and D had three levels. The uppermost levels of all three sections consisted of faculty offices and research laboratories. Section F contained a two-level animal resources area, which was completed in 1986.

The Veterinary Teaching Hospital (VTH) occupied the largest area (28.6 percent of the net assignable space) within the college. The companion animal clinic, most hospital services,

and diagnostic laboratories covered much of the second-level extension off the commons of Sections B, C, and D at ground level toward William Moore Drive. The hospital was centrally located to almost all functions of the college, with teaching, research, and services being conducted in, over, under, and around the hospital. Two "flat-floored" classrooms were located on the second level of Section D. The radiology suite and locker rooms stood between the companion animal and large-animal clinics of the hospital.

Almost all faculty offices were housed along the east side of the second and third levels of Sections B, C, and D. The only planned exceptions were a small number of offices located on the south and west sides in the upper level of Section A. However, the number of faculty offices and research laboratories in the main building became inadequate as the faculty increased in size. Several years later, the Pylon Park facilities, the annex, and the temporary building at 1212 Blue Ridge Road provided expansion space. The Pylon facilities (laboratories) were easily accessible by car, and both the Annex Building and the temporary building at 1212 Blue Ridge Road were readily accessible by foot from the main building.

The plans called for elevator shafts on the north side of Sections A through D, but elevators were installed only in Sections A and D. The Section A elevator, intended primarily for personnel, went between the two levels. The freight elevator in Section D connected all three levels. The elevator shafts in Sections B and C were sealed for future use. Service elevators were installed in the hospital and animal resources area. One operated between Hospital Supply in the lower level and the hospital, and another between the levels of the animal resources facility.

Brightly colored stairwells connected the three levels of Sections B, C, and D. We seriously considered drawing stylized sketches on the stairwell walls to depict various anatomic, physiologic, pharmacologic, and clinical structures, formulas, and materials basic to the veterinary curriculum and applications of veterinary medicine. Faculty believed repeated exposure to those illustrations would result in subliminal learning that would be recalled and used during the students' later professional lives. In the crush to initiate the program, hire the faculty, and outfit the building, that plan "fell through the cracks" and never happened. Several other items and systems planned for the building were never purchased, more from lack of commitment from several quarters than from technical quality of equipment.

Security at the veterinary school emerged as a major concern. The building contained highly technical and expensive equipment; desktop and laptop computers; biohazards; privately owned animals, with some valued at over \$1 million; pharmaceuticals, biologicals, and chemicals; and personnel, research, and private records. In other parts of the country animal rights activists were destroying property, and identity thieves were targeting information on personal computers and credit cards. Without adequate security, the school would be vulnerable.

A computer-based security system that would have restricted entrance to authorized persons was installed in many areas of the building. The system was designed to recognize faculty, staff, and students through an identification badge. The card displayed the owner's photograph and contained encrypted data to allow access to authorized areas, including laboratories and offices. Computers would have tracked individuals' use of the cards for times and locations. Planning this system turned out to be an expensive exercise, since it was not implemented for reasons that were never made clear to us. We were surprised to learn during the building's construction that expensive keyed locks had been purchased and were being

stored in the west barn. The card-reader security system was circumvented, and security has remained a big problem.

Storage spaces in the main building were grossly underestimated during the planning stages. Storage is not very glamorous and is often unappealing to funders. I learned by accident that an excavation in the middle of the building was being planned for a deep, reinforced foundation footing under a portion of the hospital in Section C. The plan called for partially refilling it with soil to provide a crawlspace to give access to plumbing and other utility services for the floor about it. The architects assured me that the footings would provide the same supportive strength with or without the soil replacement. We pleaded to leave the area unfilled and to use contingency funds to install a concrete floor while it was still accessible. The area was left unfilled, but Abie Harris did not approve my request to use contingency funds. I appealed to Worsley, who supported Harris's choice not to use contingency funds. Upon my second appeal, he allowed us to use "Gift and Grant" funds carried over from the Department of Veterinary Science to pour concrete on the floor.

Saving the area for storage turned out to be serendipitous. The space's location and size (approximately 800 square feet) proved ideal to meet storage needs, and most of it was assigned to Hospital Supply. In addition, it provided a small physical plant room, space for in-house electronics equipment maintenance and repair, and office (desk) areas for clinical residents and interns. The storage area enjoyed easy access from two main corridors, from the hospital's Sterile Supply, and from a service elevator that supplied the hospital. In retrospect, one can rationalize why people who had little understanding of our needs made certain decisions. Nonetheless, it is hard to understand why we were not asked for our opinions.

A leaking problem with window design was addressed soon after occupancy, but the engineering systems within the building remained its weakest part. Controls, security systems, ventilation, and safety systems posed consistent problems. Due to faulty sensors, we had multiple false fire alarms, sometimes as many as a half dozen per day. In two instances, campus Public Safety officers demanded that faculty interrupt on-going surgical procedures to evacuate the building. Told to leave anaesthetized patients "on the table," the faculty were threatened with arrest when they objected.

Another memorable instance occurred several years later on the first day of the North Carolina State Fair. A false alarm sounded in a third-floor laboratory area in which hazardous chemicals were used. We left the building. Many of us were milling around on the entrance walk near the flagpole when an officious fire marshal announced that because hazardous chemicals were involved, we *must* vacate and stay one-half mile from the building. Many had left car keys in their lockers and had no transportation to go that far. Technical personnel from the laboratory where the alarm sounded reassured us that there was neither a fire nor a chemical spill in the area. The fire marshal refused to discuss it and insisted that we "move out of the area." When he would not listen to the people who worked in the laboratory, I argued that he would also have to evacuate the fairgrounds within the half-mile radius, and that action would have emptied half of the fairgrounds. He refused and threatened us with arrest unless we left. I guess we were saved in spite of ourselves.

In later years, I often contemplated and marveled at how well the facility met the needs of the program, especially since so few of us had been involved in its planning. Naturally, as the

program matured and changed, so did the demands on the spaces in the building. Renovations became necessary to adjust the space to the program. Ferebee, Walters & Associates received recognition for their design of the facility on several occasions. The North Carolina Chapter of the American Institute of Architects and the North Carolina Chapter of Landscape Architects formally recognized the quality of the facility design in 1985 and 1988, respectively.

### *Playing Politics*

The Articles of Incorporation for the North Carolina Veterinary Science Foundation were filed May 17, 1978, and an organizational meeting was held May 18 at the Faculty Club. Thirty of the forty-member Board of Directors attended, plus the three *ex officio* members: the commissioner of agriculture, the president of the North Carolina Farm Bureau, and the master of the North Carolina Grange. After the school was established, the name of the foundation was changed to the North Carolina Veterinary Medical Foundation, Inc., on November 8, 1978.

I met with board members John Freeman, Martin Litwack, and Grover Gore after the foundation's initial meeting to discuss plans for the 1979 session of the General Assembly. Litwack proposed an orientation breakfast for the Wake County delegation; two of its members were opposed to the school, three were supportive, one was "wishy-washy," and three were unknowns. Subsequently, Representative Robert Falls and Senator Vernon White advised us that it would be unwise to provide a forum for the opposition. White consistently advised us not to give negative editorial writers something to write about. They suggested that we instead contact other key persons in the legislature, and we concentrated on methods to accomplish that goal. White said that \$7.28 million had been included in the budget for the veterinary school and that President Friday had either asked the Advisory Budget Committee or sent word to them that they would be doing him a favor if the veterinary school was fully funded.

The NCSU Board of Trustees met the next day on May 19. At a Buildings and Properties Committee meeting, Scott Ferebee presented an overview of the latest design for the main building. Overt opposition toward the program still seemed to exist within the university administration and among the trustees. Chancellor Thomas's remarks remained guarded, and he noted that he "didn't hear the word chicken or turkey mentioned in the design." Perhaps this was an oblique reference to the pressures of the North Carolina Poultry Federation, but I hoped his comment was supposed to be humorous. Lexie Ray, who consistently failed to support the school, noted that it would only be "window dressing, if it was mentioned." I tried to keep attention focused on the program concept.

Walter Smith recognized my dilemma and brought the discussion back to the central issue. He asked George Wood if the veterinary school was where he would bring a load of sick hogs to find out what was wrong with them. I explained that disease diagnosis was a service function of the NCDA Animal Disease Diagnostic Laboratory (ADDL) system, and that we would give them supportive assistance if they requested it. Our purpose was clinical instruction of students, and in that process we would operate a fee-for-service hospital for treatment. If Wood, or anyone else, came just for diagnosis, we would refer them to the Rollins Laboratory. Wood was silent on the subject of support for the school.

When the Board of Governors submitted the 1977/1979 capital improvements budget request, it gave the SVM a higher priority than in previous years. We were elated and felt this was a big step toward legitimacy within the university system. We ranked fifth behind two priorities of Occupational Safety and Health Administration compliance, an ECU medical school “bed tower” at Pitt County Memorial Hospital, and a classroom building at UNC-Charlotte. By approving that budget request and placing \$2 million in reserve, the 1977 General Assembly confirmed that a School of Veterinary Medicine (SVM) would be located at North Carolina State University.

However, when the Board of Governors submitted adjustments to the university budget in early 1978 for the second year of the biennium, the school received a lower priority. My first knowledge of this was when Pat Stith, a *News and Observer* (N&O) reporter, called my office and asked how I felt about the lower priority ranking. After he explained the situation, I responded to the effect that I was surprised. As I tried to understand what might have happened, I said something like, “because of their positions, the president and chancellor are privileged to information which I am not . . . other priorities to which I am not privileged must have arisen.”

On June 1 Lynn Griffin of Governor Hunt’s press staff gave me a SREB report dated “June 1978.” She said the general press had not yet seen the report, and the governor wanted to be ready with answers for the questions it raised. I read the report and recognized that it was not a “study,” but a hastily written paper perfectly timed to coincide with the North Carolina General Assembly’s review of budgets. The report contained errors of fact, conjecture, misinformation, omissions, and calculations without valid basis.

The next morning the *Greensboro Daily News* carried a front-page story headlined “Report Raises Second Thoughts.” At an earlier meeting, North Carolina’s House Speaker Carl Stewart was reported to have asked for a further study before putting the \$7.3 million into “reserve.” In the news report Wake County Representative Al Adams was described as a proponent of a “rational program.” I called Griffin, who said they were on another phone line with an *N&O* reporter, and that the *Raleigh Times* was publishing a story with a headline, “Vet School Not Needed Now.” She asked me to call and explain the situation to the United Press International (UPI) and Associated Press (AP). When I hung up, Rob Christensen of the *N&O* had already called and was holding on another line. He seemed only passively interested in my responses to his questions. In contrast, UPI reporter Craig West was interested and suggested that SREB seemed to be “self-serving” considering the contents and release date of the report.

I called John Sanders for his reaction. Since he had not seen the report and was completely unaware of it, I sent him a copy by courier. When he called SREB, Winfred Godwin told him that the report was not scheduled for release until the following week and that copies had been sent only to the Executive Committee. If a “leak” had occurred, it must have been from an Executive Committee member. Because the *Greensboro Daily News* and the *Raleigh Times* seemed to have copies, it should have been easy to figure out which Executive Committee member “leaked” it. I told Sanders that in my conversations with UPI and AP, I had corrected the misstated “related facility”<sup>55</sup> of the report to “related activity.” He was quick to react. He said everyone understands that “facility” means “bricks and mortar.” That was one of my first insights into how directly SVM might have been involved as a key issue in the UNC-HEW negotiations.

That night I did a lot of serious thinking about the events of those couple of days and kept returning to several disturbing and unanswered questions. It was not my place to be the sole defender of the concept of a veterinary school. The school was not my idea originally. I was hired into it, worked hard at it, and believed I had done a creditable job. The more I rationalized, the more it seemed I should not have had sole responsibility for defending the school with AP and UPI when it was attacked. It had been an upstream swim almost from my first day here. Before we finally reached calmer water, I had been made visible and vulnerable. I even wondered if I was being sacrificed.

Early on June 3 I had a call from Commissioner Graham assuring me that he had turned "all his forces loose" in our favor. I met him at the Ridgewood Shopping Center with a copy of my annotated report. He said the major newspapers in the state had variations of the news story. He cautioned me not to do battle with Carl Stewart because "he's under a lot of pressure." Senator Vernon White called and wanted a "marked" copy. I delivered one to him and one to Representative Robert Falls before 8:00 A.M. Rob Christensen's story gave credence to opponents of the SREB report. It cited Stewart as having said there was a "need for study," and Al Adams as having said it was "devastating." By mid-morning I had received calls from Senators Kenneth Royall Jr. and Harold Hardison, and from Representatives Betty Thomas, Margaret Tennelle, Liston Ramsey, Billy Watkins, and Betty Holt, all of whom were supporters of the program.

At an afternoon Senate hearing on June 6 Senator Katherine H. "Kathy" Sebo of Greensboro flagged the entire capital budget of the Board of Governors, presumably because of the SREB story. That put not only our project on hold, but also the capital requests of the entire sixteen-campus system. I met with her in the foyer of the Duke University Law School to review our position on the matter and to identify some of the errors in the SREB report. I left with the feeling that she may have been more of an instrument in the action than its originator. Needless to say, I felt under pressure.

The following morning, Senator White called around 9:00 A.M. and read aloud the portion of the appropriations bill that dealt with the \$7.28 million for the veterinary school as it "stood" at that time. He said if the \$7.28 million were passed, the action would release the \$2 million appropriated in the previous year that was being held in reserve. Thus, the entire \$9.28 million would be available to us during 1978/1979. Chancellor Thomas called about 9:30 A.M. and said, "Don't think we're gonna get it. Stewart put it on ice." He suggested the fallback position should be to build a research unit as "we planned earlier." We had been through that exercise in April 1977, and I had rejected it then with the resolve, "I'd rather lose than give up." I went on record again as opposing that position, which I felt would have been a concession to the opposition on campus. Thomas did not pursue it further, and I changed the subject to an upcoming visit to the University of Georgia where we planned to meet him.

At about 10:30 A.M. Senator White's secretary called with his message. "The School of Veterinary Medicine is back in (the budget), and by an overwhelming majority. Only one or two opposed it." I asked what was next, and she said, "It is part of a budget package and will go to both houses for action later this week or next. Several items are still flagged." I wondered if the flags related to us but chose not to ask. Good news! John Freeman

called later in the day to say he knew it must be all right because he had seen "White and Falls sitting together patting each other on the back."

On June 14 Representative Falls called to say all possibility of "reserve" was lifted from the SVM funds. Within days, the Advisory Budget Commission recommended and the General Assembly appropriated the funds exactly as requested for the second year of the biennium, just as it had been requested for the veterinary school in the previous year. As Senator White had predicted, the \$7.28 million was appropriated and added to the \$2 million placed in reserve at the end of the previous year's session. The entire \$9.28 million was available to NC State to use during the 1978/1979 fiscal year for construction of the SVM. The 1977/1979 budget preparation and appropriation cycle had been an exciting and confusing adventure for me. It was fun to win, but the process had involved a lot of burned adrenalin!!

Tensions continued at the NCVMA summer meeting, held in Charlotte from June 16 through 19, 1978. Ten days before the meeting, I received a call from Dean Tom Vaughan of Auburn University saying, "forewarned is forearmed." A Greensboro veterinary practitioner alumnus of their school, who was an opposition leader among North Carolina veterinarians, had visited him and revealed his intent to drop a "bomb" in opposition to the school at the "Charlotte meeting." Vaughan called another practitioner alumnus from Charlotte and gave both of us permission to make his disclaimer if he, or Auburn University, was cited as being against the school at NC State. As it was, the passage of the SVM appropriation defused the bomb, and we did not have to exercise the disclaimer. Instead, we received many tributes, and numerous old and new supporters made oral commitments to help the cause.

For some unknown reason, publication of an interview I had done with *NCO* reporter Stith earlier during the week of June 11 was delayed for several days. When it was printed, the article became central to an experience that occurred in Charlotte. On June 18 Martin Hines, a public health veterinarian in the State Department of Health, was reading the Sunday paper a few feet from where I entered the hotel lobby. Hines called to me and showed me the newspaper article reporting my response about the budgetary priorities. The headline to the article was "Curtin Irked," and the article cited me as saying I was disturbed that President Friday and Chancellor Caldwell had other priorities.

Hines was a member of the original Feasibility Committee appointed by Governor Bob Scott and a former member of the COE. I had been told that his viewpoint on education and politics was very conservative, class oriented, and undebatable.<sup>56</sup> In my experience, he passively favored establishing a veterinary school at NC State. According to the rumor mill, Hines preferred the school to be associated with the medical faculty at UNC-Chapel Hill and possibly located in the RTP.<sup>57</sup> The news story seemed to change his opinion about the school. Several people later told me that after reading the article, he said, "If Curtin has guts enough to stand up to Friday, I support his efforts." Hines was supportive from that day and has been so ever since. I consider him a close personal friend.

The news story did not go unnoticed in other quarters. I returned to Raleigh on Sunday afternoon, and at 8:00 A.M. Monday morning the phone was ringing in my office. President Friday was on the line. He opened the conversation with, "I damned well support that school, or it would not have gone this far." I explained what I had said in the interview and that the portion about other priorities had been reported somewhat out of context. He accepted my

explanation and said he had experience with out-of-context quotes. The conversation changed topics and ended cordially.

Chancellor Thomas had not been available to accompany us on earlier visits to veterinary campuses with the trustees' committee. We felt that it was important for him to understand what we were doing, and that he should visit a veterinary school to see the breadth of their programs. We took advantage of a conference of university administrators held at the University of Georgia on June 23 and 24, 1978, to further that cause. On the morning of June 23 I met the chancellor and Joe Pou at the University of Georgia College of Veterinary Medicine. Pou was an NCSU trustee, formerly with Wachovia Bank, who had recently filled a position in the University of Georgia administration. Dr. Robert Lewis led us through the veterinary hospital and some basic science areas.

Lewis began by reviewing the directory at the front door of the administrative area. The directory illustrated the departmental structure of their veterinary college and listed departmental faculties. Before we left the directory, Thomas asked about interrelationships with other departments on campus, about their Veterinary Medical Experiment Station, and about the college's graduate programs. The directory gave him a visual overview of the numbers of faculty and senior technical personnel in each department. Lewis and Pou had ready answers for his questions, and he seemed genuinely interested as he continued with questions throughout the tour of the facility.

Before leaving for the NCVMA meeting in Charlotte, I had called Abie Harris about seeking permission to authorize FWA to proceed with preparation of a construction document. He seemed relieved and agreed fully when I favored submitting only the "fast track" plan for construction that he had suggested earlier. Because "fast track" was a term that seemed to frighten some people, especially those in the State Office of Construction, Harris suggested that we call it "phased construction" in our meetings with Chancellor Thomas and members of the University Finance and Business Office. They accepted our proposal and made an appointment for us to meet with L. Felix Joyner, UNC vice president for finance, on June 26, 1978. Joyner was responsible for giving final authorization at the level of the General Administration for our capital funds, and he advised us to come prepared with recommendations that the General Administration could submit to the Board of Governors.

On June 26 I accompanied Abie Harris and several people from the NCSU Finance and Business Office to meet Joyner, John Sanders, Raymond Dawson, Alan Waters, and R. D. McMillan in the General Administration Building in Chapel Hill. Joyner led a positive meeting, and we had four recommendations for which we hoped to receive authorization: 1) to relocate SALS activities to the Lake Wheeler Road dairy center; 2) to initiate site development to include grading, storm sewers, and utilities; 3) to instruct FWA to continue with a construction document; and 4) to proceed with "phased construction." They agreed on the first three objectives but did not agree to proceed with construction. They recited the "legalism" associated with a "fast track" approach. The meeting ended with an agreement that Chancellor Thomas would make a proposal directly to President Friday for guidance on the last issue. His appeal must have been successful, because construction did occur in the "phased" mode.

The university's capital budget for fiscal year 1978/1979 also included \$100,000 for planning and \$5.7 million for construction of a building at NC A&T University to house the

"related activity." In our sphere of activities the matter of the "related activity" did not become an issue again until 1978, when Chancellor Thomas invited the A&T administration to "discuss the related activity" at a Faculty Club luncheon. We seriously wanted to encourage development of a valid activity on their campus that would complement our program. Ideally, the activity should be something that was really theirs. We did not want the activity to be a subset of our program, and we were anxious to cooperate and promote a credible activity on the NC A&T campus. To keep the matter moving, I resurrected an unused plan for training laboratory animal colony supervisors that I had originally outlined when I was at the University of Missouri. I made several revisions to fit the circumstances in North Carolina and expanded portions of the outline to propose it as an option within their existing animal science curriculum. I prepared multiple discussion copies to use at the meeting if necessary.

Chancellor Thomas scheduled a luncheon meeting on July 13. Attendees from NC A&T included Chancellor Louis C. Dowdy, Vice Chancellor G. F. Rankin, Dean Burleigh Webb, and Alfreda Webb; from NCSU, Chancellor Thomas, Provost Winstead, Edward W. Glazener, and myself. The meal was spent in pleasant conversation and as the dessert was being served, Chancellor Thomas asked about their "related activity" plans. Chancellor Dowdy deferred the question to Dean Webb, whose answer indicated that their related activity was not yet very well defined. Seizing the opportunity, I distributed the outline on laboratory animal colony managers.

I emphasized my belief in the uniqueness of the plan and explained its potential advantages to NC A&T. We were at an important crossroad in the United States as the size and numbers of research animal colonies increased throughout the country. I was unaware of an existing program to train laboratory animal colony managers anywhere. The importance of available trained people had increased correspondingly. Most were trained on the job and gained experience and skills through trial and error. I suggested that they could develop a laboratory animal technology *option* within the NC A&T animal science baccalaureate program. As an option in an established program, the tedious and prolonged process of seeking approval for a new degree through the university system would be avoided, and the option would be just as effective and advantageous to students as a separate degree program.

I assured them that I believed it could be a popular curriculum and that its graduates would be highly marketable. As an added benefit, that degree option could serve as a "feeder" program to attract minority students into veterinary medicine. I truly believed each of those points, especially the need for persons trained in colony management. The proposal was really an independent related activity to our developing veterinary medicine program. The A&T representatives showed obvious enthusiasm for the suggestion. When the meeting adjourned, everyone from both institutions seemed pleased with the outcome. Burleigh and Alfreda Webb would assume the lead in preparing the new option in the animal science curriculum at NC A&T. They held a subsequent meeting at NC A&T on August 29 to expand and develop the proposal further. They established the curricular option and housed it in a building constructed with the \$5.7 million appropriated for A&T's "related activity."

The American Society of Veterinary Physiologists and Pharmacologists (ASVPP) met at Texas A&M University on July 15, just preceding the AVMA Convention in Dallas from July 16 through 20. The AVMA had commissioned the Arthur D. Little Company to do a study to look at the need for more veterinarians in the United States. The executive summary of the

report, which had been scheduled to be released in Dallas, was printed in the first issue of the *Convention News* on July 16. The report received much attention, but it generated little action from either side of the issue. Its effects were potentially too far-reaching to chance making serious errors by sudden responses. During the next few years both sides devoted considerable ingenuity, creativity, effort, and adrenalin to analyzing and reacting to the report.

Charges, countercharges, accusations, and even occasional name-calling were common after the report's publication. I was told by two reliable independent sources that AVMA President Al Hopkins Jr., who seemed particularly committed to preventing additional veterinary schools, referred to me as the "Darth Vader of Veterinary Medicine" at a regional veterinary meeting being held in one of the northwestern states.<sup>58</sup> He disagreed with my opposition to several points in the Arthur D. Little (ADL) Report, my actions within the AAVMC, and my efforts at NC State. While the profession debated issues related to veterinary education and economics over the next several years, we forged ahead.

In July Chancellor Thomas received a call from the secretary of education in Virginia, who stated that their governor wanted to examine the possibilities of a joint program with North Carolina. Thomas asked me to prepare a response, which I drafted and sent him. It stated that we would consider two alternatives: 1) that each state develop a veterinary school, but that student and faculty exchanges would occur within specialty groups; and 2) that only North Carolina develop a school with reserved places for Virginia students. Chancellor Thomas shared those possibilities with the secretary in a letter dated July 31, 1978. I was not privileged to its response, but obviously the proposal was not accepted.

We included funds for continuing and completing the SVM in our 1979/1981 capital budget request. At our change budget review on August 9 Chancellor Thomas suggested a limit of \$10 million on our capital request for the veterinary school, because "they never appropriate over \$10 million at a time for anything." It took considerable effort to avoid the temptation of the short-term payoff and agree with him, but my response was, "Let's go for broke and ask for the \$22,000,000 necessary to complete the project." There were times when this project had seemed almost "dead in the water." If it was delayed much longer, I planned to follow professional options being offered to me elsewhere. I think Thomas concluded it would *not* be funded at the \$22 million level; if it failed, that could be the end of the project and might shut me up. "All right, go ahead," he said.

The change budget request submitted from campus to General Administration included our full request. It remained unchanged when the university's budget request was submitted to the Advisory Budget Commission. Wake County Representative Al Adams made unsuccessful attempts to delete it during that year's Budget Committee deliberations. The request survived his attempt, "came out of the committee" intact, and was submitted for consideration by the General Assembly. The 1979/1981 university budget forwarded to the Advisory Budget Commission included more than \$22 million in the first year to complete the construction of the SVM. The total cost of the veterinary school construction and its movable equipment was calculated to be \$31,632,800. That amount included \$1,030,800 to replace and build a new Dairy Center for SALS on Lake Wheeler Road.

The Reproductive Laboratory on Blue Ridge Road became a point of contention early after the dairy farm on Hillsborough Street was assigned as the SVM building site, and it

became a contentious issue again during September 1978. When the *Master Development Plan* (1977) was published, the veterinary school site included all the university-owned land bounded by Hillsborough Street, Blue Ridge Road, Wade Avenue, and the Highway 1-64 Beltline with the exception of the Faculty Club property and a turf-grass plot on the southeast corner. The wording "relocate SALS activities" was used in the trustees' assignment of the site. The research program of Professor Lester C. Uhlberg was centered in the Reproductive Laboratory, which was located on several acres on the northwestern side of the dairy farm site.

We were told Uhlberg met with Dean Legates and threatened to contact NIH to accuse the university of misuse of resources if those facilities were included in the transfer to the veterinary school. After that, the decision was made to defer the transfer of the facility until after Uhlberg's retirement. With compassion we understood Uhlberg's position and accepted that condition. However, we soon began to hear about relocation of the "Dairy Unit" instead of relocation of "SALS activities." That was one of a series of seemingly arbitrary decisions about our program that was not shared with us, and about which we learned only when our plans and programs intersected with others' plans and programs.

At a department heads meeting in early September 1978, Charles A. Lassiter asked me if the entrance driveway to the veterinary school from Blue Ridge Road was "set in concrete." I shared that I had reviewed that location with Dean Legates on September 1. Lassiter answered, "Well, I'm giving notice that we are gonna act as a roadblock." He claimed all the area around the Reproductive Laboratory was theirs, and that the location of the planned entrance drive route would deprive them of access to "their pasture."

Even though we now had funding, this latest affront seemed to confirm that 1978 had been an extremely difficult year filled with a series confrontational experiences for me. It needed to be understood by SALS, and especially by Lassiter and others like him, that it was not "my" school. I was given the responsibility to develop it, and most of the trustees and Chancellors Caldwell and Thomas had assured me that they did not want it to be a "piece-meal, patched-up program." Throughout the planning processes we were careful not to raise any red flags by intentionally usurping or destroying any part of anyone's program. Although we did not have written confirmation, it was our firm belief and understanding that the \$1,030,800 to relocate "SALS activities" to Lake Wheeler Road included the programs of the "repro" laboratory.

I visited Legates about it and was surprised to hear him defend retention of the laboratory by stating that we would destroy their program. He said that the lab must be accessible to graduate students and that they needed pastures to conduct their research. My dad once advised me, "Never play for a tie, go for a win." So, I countered by stating that we wanted to cooperate and not to limit anybody's program, and that we believed a phase-in/phase-out of the reproductive lab and the bull barn could be easily scheduled. I pointed out that when we vacated the GAHL, it contained laboratories, animal quarters, and access to a pasture. The Office of Facilities Planning had assured us that the plans submitted to SALS for the Lake Wheeler Road relocation included replacement of the reproductive laboratory facility at that site. Legates made no response to my references to GAHL or the Lake Wheeler Road replacements.

On September 15, Lassiter visited me again. This time, he came "hat in hand" to modify his earlier decisions that Michael Whitacre, Department of Animal Science, would treat the

animal science herds, and that Dan Moncol would not be able to purchase drugs through the animal sciences account. On two occasions when Whitacre was away, Moncol declined to go to their farms because he had been relieved of that duty. Following Lassiter's visit, the animal science blanket order for drugs was reestablished for Moncol, and he resumed responsibility for the treatment of their animals. I felt someone had admonished Lassiter, probably Legates, and he seemed to have softened in his stance on the "repro lab." He observed that "the less said at present, the better it'd go."

Chancellor Thomas called the same day to tell me that George Watts Hill had asked for more information on the veterinary school at the last Board of Governors Planning Committee meeting. On September 21 I met Martin Litwack and John Jordan Jr., chairman of the Board of Governors Planning Committee, for lunch. Jordan wanted to quiet Hill's criticism, and the next committee meeting scheduled for September 23 would be an opportunity to do so. Otherwise, it might always be charged that the committee had not considered the issue. He quoted Hill as saying "new evidence must be heard." Jordan felt that the recommendations to the full board would be unchanged, and that they would follow the committee's recommendation. He asked me to address his committee on September 23 and to be ready to answer questions on the ADL Report.

The Carolina football traffic was heavy that Saturday, but I arrived in time to make my presentation. To illustrate that surveys were superficial, I took along copies of the questions we had received at the department from both the Fiscal Research Division of the General Assembly and from the Arthur D. Little Study Committee. A few minutes after I began my presentation, Hill interrupted. He said that I had taken unfair advantage of the opportunity, had not stayed on the subject, and had taken more time than allotted. He told me to sit down and then presented his side of the story for several minutes, citing a letter from Jim Pick (UNC-Chapel Hill) asserting that North Carolina veterinarians had not been "canvassed" on the idea, that "only a handful" of NCVMA members wanted the school, that both ADL and SREB had documented existing surpluses of veterinarians, and that there would be more SREB "spaces" available to North Carolina students under new contracts.

After Hill finished, Jordan noted that I was there at his invitation and that my presentation was relevant. He urged me to continue. When I concluded my remarks, several board members defended the concept of establishing the school, and a couple spoke against it. E. B. Turner of Lumberton had the final word. He said he had attended a meeting of "people" from several southeastern counties and was further convinced that legislators wanted a school. He said, "If we want to get the board crosswise with the legislature, just do not recommend establishment of the veterinary school. They're gonna do it anyway." Several members, including the Board Chairman, later complimented me on the information I had provided, but several others expressed continued doubts about the project.

As I returned to Raleigh for a North Carolina Veterinary Research Foundation Board luncheon and an afternoon NCSU trustees meeting, my thoughts were mixed. I wondered whether we were right, or whether the ADL Report, SREB's position, and practitioner objections were more objective than we perceived them to be. Or, was the truth somewhere between our position and theirs? I wondered how we could best use the ADL and SREB reports. I even wondered about the subversive influences of various individuals, organizations, and

agencies toward our program. Our profession was the smallest of the health professions, and it had been divided by the various reports and interests. Had other professions such as law and medicine experienced similar circumstances during periods of growth? Previous suspicions about being "set up" by persons within the system were hard to dispel. My mood remained subdued throughout the subsequent meetings that day.

I was a little apprehensive about attending the Southern Veterinary Medical Federation meeting scheduled at Pine Isle, Georgia, from October 22 through 25, 1978. I was a member of its Board of Directors, and a group of veterinarians well established in their communities regularly attended the meetings. Delegates from state veterinary medical associations in AVMA Districts III and IV usually attended and held an informal caucus. The debates for and against new veterinary schools and discussions about veterinary manpower and the future of the veterinary profession were prominent at that time. Like a moth attracted to light, I had to attend; it was an important meeting for me to witness what happened. Several articles in the most recent issue of *DVM Magazine*, which many attendees had received the previous week, were filled with statements and quotes, primarily in opposition to growth in the profession. Statistics in the magazine emphasized a dire economic outlook. Several veterinary deans were cited as being in agreement with all, or parts of, the ADL Report, whereas most of those who disagreed were at institutions that were either expanding or developing new schools.

Surprisingly, I heard little discussion about the controversy. Several persons expressed their personal support for the ADL Report to me, but there seemed to be little obvious animosity toward NC State's program. The following week, October 30 through November 1, the Council of Deans of the AAVMC met in Washington, D.C. I was invited to attend as an observer; I was not officially a dean, but I served as chairman of the Council of Chairmen (another council within the association). Most of the deans were personal friends. Even though none had much influence on the situation in North Carolina, their opposition would have disheartened me. It was an interesting and informative meeting. It seemed to me that the mother church (AVMA) through the ADL Report was saying "there is no God," and now some of the high priests (deans) were preaching doom. As it happened, the eight to ten deans I most respected expressed criticism of the report. I returned home feeling satisfied at having attended and encouraged by what I had heard.

### ***Searching for a Dean***

Chancellor Thomas delayed action on the appointment of a search committee to select a dean for almost a year from the time of the unsuccessful attempt at Gore's fateful breakfast. On June 20, 1978, Thomas called and shared his intention to appoint a search committee for a veterinary school dean. He thought the time was right, and "we'd better strike while the iron is hot." We talked about the kinds of representation on search committees recommended by NCSU's Faculty Senate for upper-level university administrators. In mid-June the Departments of Veterinary Science, Animal Science, and Poultry Science were asked to elect representatives to serve on the committee.

Kenneth Keller, agriculture experiment station director, conducted an election for two representatives from the DVS faculty in the late afternoon of June 23. After touring the veteri-

nary facilities at the University of Georgia with Chancellor Thomas earlier that day, I returned to Raleigh in time to participate in the search committee election. All regular and associate faculty members were present except Colwell. Richard Dillman and Donald Simmons were elected to represent the department, and Edward Batte was the alternate member. When it was confirmed, the Dean's Search Committee contained nine persons: Robert E. Cook, poultry science; Richard C. Dillman, veterinary science; Earl G. Droessler, NCSU Research Office (chair); Grover A. Gore, NCSU trustee; D. Earl Hightower, NCVMA president; Charles A. Lassiter, animal science; J. Edward Legates, SALS; Donald G. Simmons, veterinary science; and William H. Simpson, NCSU administration (recorder).

The committee first met on August 15 and received its charge from Chancellor Thomas and a report from me on the status of plans and the existing development of the program. After I left, individuals on the committee expressed several philosophies about shaping the character of the veterinary school through the type of person recruited as dean. Some suggested that all research at the SVM should be "commodity oriented" and that its research administration should be "restricted" to the Agricultural Experiment Station. It was also proposed that a closed hearing be held following a public open meeting so individuals could make statements privately before the committee. Fortunately, Gore and Hightower were strong enough personalities to forestall many of the internal games that surfaced within the committee.<sup>59</sup>

The dean's position was advertised internationally, and nominations and applications were accepted through October 15. After the position had been appropriately advertised, an open meeting was held on September 8 at the Faculty Club.<sup>60</sup> Interested persons were invited to make short statements before those in attendance to express their concerns and/or advice to the committee. Between 9:00 A.M. and noon seventeen persons spoke representing a wide collection of interests: veterinarians; livestock, dairy, and poultry producers and processors; representatives from the Triangle universities; pharmaceutical and biological industries; and horse, kennel, and feline clubs. Two persons who requested a private "hearing" were denied, probably more for lack of time than for other reasons.

Both the interests of agriculture and veterinary medicine were represented among the members of the search committee. Each hoped to further its programs through the selection of candidate(s) to recommend to the chancellor. Partisan differences of unsuspected proportions emerged during the search. Many campus faculty viewed veterinary medicine with disfavor, and some who favored the school provided little more than lip service. It was expected that persons opposing the school would seek support for their position from others on campus, but it was unexpected that attempts would be made to enlist and mobilize the livestock and poultry producer groups throughout the state. Many knew that the Department of Animal Science put little dependence on veterinarians, but efforts to expand that rift were surprising. Similar long-standing attitudes were common among personnel of the Agricultural Experiment Station and the NCVMA.

The search committee reviewed the sixteen applicants who met all the published qualifications and narrowed the list to five persons. It turned out that the five remaining candidates were well acquainted. As the search progressed we soon knew about each other's subsequent contacts and conversations with the committee. In the interim, I scheduled a physical examination for myself in early July to ensure that I'd be able to meet the demands of the position

if I were selected. I was declared "healthful" with the only prescription being that I should periodically take four-to-five day rests if I persisted in working long, stressful hours. I envisioned the pattern of my working weeks would continue; even though the prescribed rests were attractive, I could not foresee their reality.

As the year drew to a close, a mix of positive and negative things occurred. On November 27 NCSU placed a public notice for Phase I construction bids to be "let" on December 18 and 19, with construction to begin in January 1979. That was good news, but the games surfacing within the dean's search committee were disconcerting. Litwack called on November 16 to tell me that he had learned that several members of the search committee were going to the Conference of Research Workers in Animal Diseases (CRWAD) to broaden the search for a dean. He was not feeling well and was depressed because "psoratic arthritis" was bothering him. In addition, both his parents were hospitalized in Massachusetts. On December 1 Litwack's receptionist, Virginia King, called to inform me that Litwack was hospitalized; a diagnosis of metastatic multiple myeloma was confirmed later.

The annual meeting of CRWAD was held in Chicago the last week in November. Most of the five candidates for the deanship were members and would be attending the conference. Conflicting information exists about exactly how it happened, but six of the nine members of the search committee also attended. Two of the SALS committee members suggested to Chair Earl Droessler that the committee should go to Chicago to pre-interview any of the candidates in attendance. Even though it was a month past the published closing date of October 15, they argued that their presence at the conference would give visibility to the search and possibly encourage additional applications. The search already had high visibility within the academic veterinary community, and the trip attracted no new applicants. The search committee met with two of the five candidates at the conference hotel and with another at O'Hare Airport.<sup>61</sup>

While these events added some intrigue, the immediate effect was to expedite the process. The candidate interviewed at the airport failed to meet the committee's expectations and was unanimously eliminated. Of the two candidates interviewed informally at the hotel, one withdrew during the interview, and the other withdrew before the conference was over.<sup>62</sup> The latter said his name had been "leaked" at the meeting, and he was not ready to have his candidacy known on his home campus. Thus, only two candidates remained in the pool: Everett A. Corley and myself. We had served together for eight years on the same faculty at the University of Missouri-Columbia, had been department chairs at Missouri at the same time, had lived in the same neighborhood, and had children in the same schools. We were friends. We had shared problems and successes as department chairmen and were comfortable, open, and candid with each other.

Corley was invited to the NCSU campus for a two-day interview beginning on December 11. Droessler met him at the airport and after dinner Corley asked to be dropped off at "Curtin's house." Droessler complied with the request. As the evening progressed, we discussed things at the University of Missouri-Columbia, where Corley was serving as associate dean. Finally, the subject of the NCSU interview was broached. Corley shared his interview schedule and asked for a thumbnail sketch of each person he was to meet. When that was completed, he asked, "What's really going on with this search?" "What did Earl Droessler say?"

I asked, "He didn't. Either he doesn't know or he's not saying."

I hesitated but then interpreted the "games" as I knew them, explaining that I thought they were being played almost entirely within the committee. I understood why Legates wanted his directors to interview Corley and why Cook and Lassiter wanted him to meet their departments. Even though neither of those departments would have a direct role in the operation of the veterinary school, they were giving it up reluctantly. They seemed to want to impress Corley that they *were* going to have a role, and that veterinary medicine is, or would be, primarily an agricultural science on this campus. Corley understood, because he had experienced similar attitudes and competition between those schools at the University of Missouri and at Colorado State University.

I returned Corley to his hotel late in the evening, and we did not meet again until an early breakfast on the second day of his interview. He mentioned "weird games . . . about five at a time." After he returned to Missouri, he called and described the experience as a "hard interview." He was impressed with Chancellor Thomas, but not so much with some of the others with whom he had interviewed. He recognized that the deep-seated and erroneous concept of veterinary medicine as a subsistence of agriculture was basic to the reason SALS had so many representatives on the search committee, whereas other schools on campus lacked representation and were included only peripherally as part of the process.

The search committee was anxious to complete the interviews, have their final meetings, and prepare their report to the chancellor soon after mid-December. Droessler called to arrange my interview, scheduled for December 13 through 15, saying it would be "the same schedule as Corley had." I pleaded against including the "selected department heads from SALS" for two reasons. As head of the Department of Veterinary Science, I had served as one of them and was a known entity to them. I also argued that it seemed to be almost a form of harassment to be required to meet the SALS heads, some of whom were malevolent toward a veterinary school, while at the same time heads or administrators from other schools were not represented. Droessler did not give a good answer except to say, "That's the way it is, and that's the way it's gonna be!"

My interviews were low key except for the one with the "eight selected department heads," some of whom were obviously hostile toward me. I interviewed with Provost Winstead early in the morning and with the NCSU Student Body President Tom Hendrickson in the late afternoon of December 13. I spoke to the Lion's Club in Thomasville, North Carolina, after lunch on December 14, and I met the SALS heads at 4:00 P.M. after a hard 100-mile drive back to campus. Charlie Lassiter introduced and led the "heads" interview. Even as the meeting started, one of the heads was argumentative and hostile, questioning the wisdom of establishing a school, much less having a school with its own dean. The others seemed empathetic and supportive and tried to soften the tone of the interview. The whole exchange was amiable after the initial flare-up. Later, I learned that Lassiter reported back to the search committee that it was a "very strained interview compared to the open and free meeting with Dr. Corley."

I had forgotten that the interview at the Brownstone Hotel on December 15 was a breakfast session, and I had eaten before I arrived. Feeling no small amount of chagrin, I drank coffee and answered their questions posed by Dean Legates and his directors while they ate. Basically, the exchange was pleasant, and none of the attitudes I had experienced from the animal

and poultry science departmental representatives were evident. However, a couple of points of contention surfaced on related topics. Extension Director T. Carlton Blalock emphatically maintained the offensive about not having extension veterinarians in the SVM. He felt they should remain as essential and component members of the animal science and poultry science extension projects. That morning our conversation drifted to include a discussion of a CSRS review that had recently been conducted at DVS. The USDA committee said something in their exit interview or included something in their written report that upset Experiment Station Director Kenneth Keller, and he took exception to it that morning.

During the discussion, I implied that veterinary medicine is independent of agriculture, which is only one of our clientele groups. However, the director's long-standing indoctrination that "agriculture is supreme" prevailed, and I did not convince them that we were anything other than a specialty within agriculture. They seemed not to understand that our responsibilities and experiences are different and that there is a body of knowledge and experience that is unique to each of the professions of dentistry, veterinary medicine, and human medicine, as well as to agriculture. The branches of medicine share a common body of abstract principles and evidential progress; they are separate, but supportive, fields. The same conditions exist between veterinary medicine and animal agriculture. Confusion occurs whenever argument or inference passes from one world of experience to another.

My interview with Chancellor Thomas on December 15 was more of a cordial conversation than an interview. He said he knew I knew the answers to the questions he had asked Corley. Near the end he asked, "If I offered the position to you, would you take it?" I answered positively and offered no conditions. The interview period soon ended.

The interview with the entire search committee on December 16 had a positive tone with the exception of Lassiter, who seemed to assume the role of playing the devil's advocate. He brought up some old "fives and sixes," which had been fought from the time the Department of Veterinary Science had been established in January 1974, and maybe even earlier. Most were about events and issues that had occurred before he joined the NCSU faculty. This time his approach was, "What're you gonna do for the swine 'industry,' the beef 'industry,' the dairy 'industry,' etc." Cook asked how we were "going to straighten out the disagreement with the Poultry Federation." His questions seemed to be offered in good faith as contrasted to Lassiter's line of questioning. I emphasized that the problem we had with the poultry industry was seated in, and fed by, members of the poultry science department, and that he had equal responsibility in straightening it out.

The school and the veterinary community engaged in much speculation and second-guessing about what happened within the committee and about inside loyalties among its members. Since committee deliberations were confidential, there is no way of knowing what really happened. From my perspective, I respected Dean Legates and never mistrusted him to the degree that seemed common among the school's supporters. I had some understanding of the multiple interests he faced and had witnessed some of the pressures upon him. I believed he was an honorable man and recognized that departmental parochialism within his school was the basis for his dilemma. His secret demons included the strong personalities that existed among his faculty and department heads, who held him responsible for protecting their turfs. I believed they thought he must either control or cripple our efforts.

My deepest concern, which I did not share with Corley, was a worry that if he withdrew and I was appointed, then interests opposing the veterinary school or my appointment would declare that the candidate pool was insufficient and insist that Chancellor Thomas should re-open the search. If he did that, the position would have to be advertised again and the search would be further delayed. Any delay would be to the advantage of the school's opponents. Once delayed could be twice delayed. Fortunately, Corley did not withdraw, and the committee submitted both names to Thomas. When the committee met to prepare the report, they proposed that each member give an oral "face-to-face" report to the chancellor instead of the usual written committee report. Thomas agreed, and each person was allotted fifteen minutes. I was glad the committee's work was done and that the interviews were behind me.

Three weeks after the completion of the interview process, the NCSU *Technician* featured an updated story on the veterinary school (January 8, 1979). It reported that Thomas said that the appointment of the dean was a "secret yet" and that he might seek new applications instead of appointing either of the two recommendations. In December I overheard a private conversation at a reception in which Chancellor Thomas was quoted to have remarked about me, "He's a team player, but he won't run with the pack." I was not sure what that meant, but it sounded like a compliment.

As 1978 drew to a close, I viewed the year with mixed emotions. It is fun to win and hell to lose, and we had experienced both. We had some big wins, but we also took some bitter punishment. This may have been the most intense period of my life, and the challenges we faced were extreme. My involvement was a labor of love for something in which I really believed, but my limits were stressed. During the final months of the year, I was reminded repeatedly of Winston Churchill's statement before the House of Commons in the face of a no-confidence vote: "I am your servant, and you have the right to dismiss me when you please. What you have no right to do is to ask me to bear responsibilities without the power of effective action. . . ." <sup>63</sup> In retrospect, I wonder now why I stayed at NC State in the face of the uncertainties we encountered during 1977 and 1978. I was offered attractive opportunities elsewhere during both of those years, but loyalty to our supporters and my belief in the program kept me here. I am glad I stayed, and I'm pleased with the quality of program we developed. We delivered everything we said we were going to do, and more.

Late in the afternoon of January 9, 1979, I was asked to meet with the chancellor and Provost Winstead. At 4:12 P.M., they offered me the position of dean, and I accepted immediately. The groundbreaking ceremony, now scheduled for February 7, had originally been scheduled for this same day. The appointment became effective on February 1, 1979, and an announcement appeared in the *Official Bulletin*, volume L, number 43, on January 22. I was humbled by the responsibility given to me. Harry S. Truman wrote to his daughter Margaret that being a good president required the traits of Machiavelli, Louis XI of France, Cesare Borgia, and Talleyrand; one had to be "a liar, double-crosser and unctious religio (Richelieu), hero and whatnot."<sup>64</sup> I wondered how many of those characteristics a dean required.

### ***Becoming the School of Veterinary Medicine***

Early in my academic career I became an ardent watcher of deans, department heads, and

other administrators. I saw a broad spectrum of behaviors, decisions, and results. I believed a successful dean should be the embodiment of the school represented and should personify it by his very presence. Even though deans ultimately receive credit or blame for the accomplishments of the school, I understood the effective authority of deans is through their influence on internal policy and resource utilization. Otherwise, their "power" is limited to their persuasive abilities and the quality of persons appointed. This understanding differed markedly from the illusions of many faculty. I believed that in order to have an effective and efficient organization, deans must be decision makers—less than autocratic, but authoritative.

The ten days following the announcement of my appointment as the dean were relatively quiet. One of the most meaningful congratulatory messages I received came from H. C. H. Kernkamp, professor and dean emeritus of the University of Minnesota. "Kernie" was one of the original faculty in the School of Veterinary Medicine at Minnesota and had been a visiting professor at NC State during a sabbatical. One of my favorite teachers from my veterinary student days, he learned of my appointment from an announcement in the *Emery Enterprise*, the local paper from my hometown in South Dakota.

On January 22 Charles A. Lassiter came to the department to "communicate so things will not be surprises." It seemed apparent that he believed the position of his department had been strengthened by his behavior during the recruitment of the veterinary dean, and he seemed anxious to stake out his territory while he still perceived the advantage. He identified two "big problem areas": 1) "his people" wanted extension veterinarians kept within their own commodity groups, and 2) animal health programs had traditionally been in the animal science department, and they wanted to continue them there. A third issue was not mentioned, but he implied they wished to keep animal disease research (by their definition) in his department. I wondered if he was there for a "let's make a deal" kind of proposal. I received him politely, but I made no commitments.

My first day as dean, February 2, 1979, passed like any other. Chancellor Thomas called to welcome me aboard in my new status. It was also David Kradel's first day as a new faculty member. We had interviewed Kradel from Pennsylvania State University for the remaining open position in the department in late July. Like Dillman, his experience was primarily oriented toward a diagnostic laboratory with some clinical service. Because most members of the department had specialties that dealt with infectious diseases, his interests gave support in that area. We had advertised the position at the level of assistant professor. Kradel was over-qualified and over-experienced for the position's rank as advertised. Using the position being vacated by Colwell, which contained a more appropriate rank and salary, we were able to offer Kradel the position as an associate professor.

On February 16 Vice Chancellor Worsley, William Jenkins, and Paul Schulz met with me to review procedures and practices to be followed in conducting the business of the new school. We talked about many things that related to the management of a program on campus. We agreed it was more prudent to phase out the department and to separate the veterinary program from SALS on June 30, 1979, than it was to separate the budgets midyear. Personnel would be transferred from DVS to SVM at that time. We discussed the need to establish positions within the teaching hospital and other areas of the school for which classifications did not exist on campus. They advised me to work with William Callaway, campus personnel

director, for the reassignment and possible reclassification of SPA (Subject to the Personnel Act) positions, but they cautioned that it must be done within North Carolina's personnel classification system.

Establishing new positions and reclassifying existing positions with appropriate classifications to attract and retain technicians and other supportive staff remained an operational problem throughout the rest of my career at NC State. Many technicians and other support positions necessary to the school's operation were new and unique to the North Carolina Personnel System. The campus and Office of State Personnel's (OSP) catalogs of position descriptions did not adequately cover SVM's needs. There was a complete lack of understanding as to what we did, what we needed to have done, and what levels of training and kinds of skills our support personnel required. Position descriptions were written and submitted to the campus Office of Personnel, often to be returned and submitted several times, denied or given a low classification, and renamed to be similar to position titles in the Cherry Hospital or the O'Berry Center, both at Goldsboro, or the Murdock Center at Butner. We jumped through many hoops, and the passive resistance we experienced showed remarkable innovation and creativity.

On at least four occasions, when neither the campus nor OSP offices would help us with staff position classifications, I appealed directly to Harold Webb, director of the State Office of Personnel. In each instance he approved our request, and each time the resistance we encountered on campus with subsequent personnel classifications was heightened. The offices, both on campus and "down town," caused us (1) to burn large amounts of adrenalin, (2) to exert an inordinate amount of unnecessary effort through repeated resubmissions, and (3) to lose some highly qualified people to RTP because of low classifications or lack of adequate position descriptions.

As it became more evident that SVM was being developed, we received many inquiries about available positions, both from faculty and staff. Most were from persons who were unhappy in their current positions on other faculties and staffs because of self-perceived persecution or general incompatibility with their administrators or curriculum, general restlessness, or personal incompetence. Others were from practitioners who were only moderately successful or were looking for something easier. Some were from successful practicing veterinarians who now wanted to "teach students what they really should know." Many of the early inquiries came unsolicited from persons in industry and academia who looked attractive "on paper."

However, in the scheme of things we were not ready to begin interviewing potential faculty, as we were still defining departmental contents and identifying those critical senior positions to be filled first. Rather than discourage people, we invited some to come "visit" us (at their own expense). Depending on species orientation and other commonalities of interest, we advertised key positions simultaneously. Because of that, one or more of the existing faculty highly recommended several individuals for appointment. I appreciated this enthusiasm, so I resorted to a practice used on several earlier occasions, which avoided direct opposition (and conflict) with the faculty and usually avoided injuring the applicant's ego. To buy time until we were ready to begin a recruitment effort, I cited rank and salary levels that the applicant might consider, but I was almost sure they would not accept. It usually worked. If it did not, then other conditions particular to the applicant, or the position, were used to discourage them.

On April 3, 1979, I visited Commissioner of Agriculture Graham in his office. I wanted to continue his friendship and support. Rumors were circulating that we planned to take over the system of ADDLs from the NCDA. It was important that I dispel that concept and assure him that we had no designs on that system, other than full cooperation with their operation. Our responsibilities were academic, whereas theirs were regulatory. I viewed animal disease diagnosis, the collection of disease statistics, and control of diseases through restricted animal movements as regulatory; that was their responsibility, for which we had no authority. During the same meeting, I volunteered to continue State Fair parking in the pasture at the southwest corner of the veterinary school campus, which was something that had been done for many years during the weeks leading to and following the fair. I suggested he use it as a VIP parking area. I knew that Graham wanted to continue the parking arrangement. It was a small trump to spend and well worth the goodwill I hoped to gain.

The location of the State Fair was well established and was something that we had to tolerate anyway. Even though traffic during the fair made access to the veterinary school difficult, the fair's location offered several advantages. Many of our students and faculty used a large Park-and-Ride lot on the north side of the fair grounds, except for the short time the fair was in session. For those couple of weeks, access to the lower end of our pasture used for fair parking was accomplished through the parking lot opposite the main entrance to the school. Consequently, the agreement I made with Commissioner Graham was really a small concession.

Making progress toward accreditation remained one of the school's highest priorities, and our accreditation status, Reasonable Assurance, required periodic updates. I went to AVMA Headquarters in Illinois on April 16, 1979, and delivered an oral report to the COE. Representatives of other developing schools were there at the same time—the combined program of Washington State and Oregon State Universities, Tufts University, and Virginia Polytechnic Institute and State University.

Meanwhile, the "games" continued in the legislature as appropriation actions were being considered. On April 23 Wake County Representative Al Adams "flagged" our change budget request until we provided answers to two questions: 1) justification for projected student/faculty ratios, and 2) interactions (undefined with whom). On April 25 President Friday called to say that the legislature had passed the budget and that Representative Adams wanted me to call him. I said that rather than call I would go to see him. I left immediately and went to Adams's office in the Legislative Building. His office, inner and outer, contained several people. I gave my business card to his secretary and told her President Friday had relayed Adams's message. She took the card to Adams, and he immediately excused himself, left the others, and came out to where I waited.

We sat in the commons area outside his office, and before he had a chance to do much but acknowledge me, I thanked him for his help. I explained that when he raised questions opposed to the school, our supporters in the General Assembly reexamined the issue and decided that they were correct in supporting it. I thanked him for making ours an active, instead of a passive, victory. The mood of our meeting immediately softened. I failed to learn what he had planned when he asked President Friday to have me call him. My relationships with Adams following that exchange remained courteous and friendly. We developed a mutual respect that continues, and since that incident our interactions have been friendly and purposeful.

As the school moved forward, some problems seemed intractable. The role of extension veterinarians and their appointments had been points of contention from the time of my arrival at NC State. I was very familiar with their function, having served as an extension veterinarian at two other universities and having held several offices in the National Association of Extension Veterinarians. They are a communication bridge actively involved in education and service from their respective universities to the public, especially with animal owners, to other veterinarians, and to consumers of animal products. They instruct citizens in population epidemiology as it applies to animal populations and mixed populations of animals and humans. Urban as well as rural residents are considered, and extension veterinarians are often responsible for coordinating continuing education programs from their veterinary schools.

Serious differences of opinion existed between the idea of veterinary extension specialists, their role at NCSU, and their responsibilities as I knew them in the rest of the country. The approval of the School of Veterinary Medicine accentuated the fervor of these differences. Dean Legates scheduled a meeting on May 8 with the extension director, the department heads of animal science and poultry science, and specialists-in-charge of the beef, swine, and poultry projects. I went armed with a letter from Harry Geyer, director of the USDA Agriculture Extension Service, Washington, D.C., in support of my position for establishing a veterinary medicine extension project in the SVM.

Dean Legates and Director T. Carlton Blalock proposed transferring "0.5 FTE (Full Time Equivalent)" for each of the three existing extension veterinarians to the SVM as a solution to our disagreement. Since extension veterinarians were members of the USDA Agriculture Extension Service, it seemed that equivalent percentages of their federal salaries would be transferred to our budget. This should have meant that they were half ours and responsible to us for half of their efforts. The department heads present expressed guarded reservations and asked for assurance that the specialists would continue to "reside" with their current departments. The specialists-in-charge were vocally opposed to any change. It was agreed that programs would continue relatively unchanged until a veterinary medical extension project might be planned and established.

The transfers took place, but it was only a paper transfer (without funds). Theoretically, we were not denied input into their activities, but we were not consulted either for the approval of their annual plans of work or for salary and promotion recommendations. When we inquired about these issues, it was always "too early" or "too late" for input. A veterinary medicine extension project was never developed during my appointment at NC State.

### ***Starting Construction***

The "accelerated design and construction" (fast-tracking) proposal for SVM was divided into Phases I through V. Phase I included demolishing some existing buildings on site, grading to accommodate the construction, bringing new utility access to the construction site, constructing a power plant building, preparing the parking lot, planting trees, and doing some peripheral paving. Phase I bids were opened December 19, 1978, at the McKimmon Center. The low contractor's bid, the architect fees, and a 3 percent contingency totaled \$1.298 million.

Castle Construction Company, Inc., of Montgomery, Alabama, became the general contractor; Bolton Corporation of Raleigh was awarded the plumbing, heating, ventilating, and air conditioning (HVAC); and Campbell Electric Company handled the electrical work. Afterward we learned from FWA that those bids included about \$40,000 for rebuilding a concrete block building, water lines, and fencing for the Reproductive Physiology Laboratory. Surprise, surprise! This was added to the \$1,030,800 allocated for the Lake Wheeler Road site. Phase I construction began January 19, 1979, and was completed July 25, 1980. The dairy farm relocation began April 23, 1979, and was completed May 29, 1979.

During Phase I construction, utility services were brought to the building site from Blue Ridge Road along a newly constructed drive. Buildings that were demolished included the Dairy Pavilion, several wooden calf barns, and the herdsman's home. Physical Plant personnel stripped the brick home of salvageable items, and for three subsequent weekends firemen ignited it as a training exercise. Trees were purchased and delivered soon after construction began so they would be planted, rooted, and growing in position when the building was finished. They were to be planted along the drives, parking lot, and fence lines. The landscape architect on the project specified red maple trees, not knowing that their leaves and tender twigs are toxic to horses. Some of those trees were to be planted along pastures that would contain horses. When we discovered that red maple trees had been ordered, we appealed to the Office of Facilities Planning so they could substitute another variety of trees. On about the third contact with them, they told us that it was too late to change the order and that red maple trees would be delivered. However, the nursery substituted sugar maple trees because "they did not have enough red maples to fill the order." *The God of drunks and fools had smiled on us again.*

Phase II contracts of \$3,080,000 were awarded in October 1979. That phase covered the installation of concrete footings and the superstructure for the main building. Phase II ran from November 19, 1979, through September 1, 1981, with the first of the pre-stressed superstructures installed on May 1, 1980. Phase III contracts, to enclose and complete the rest of the building and build the power plant, were awarded in May 1980 for \$19,329,750. The main building was enclosed and completed in a progression beginning with A through F Wings. Bids also contained all fixed equipment installed permanently into the main building. Phase IV bids totaling \$2,153,832 were opened on December 16, 1979. Phase IV, which began February 8, 1981, provided for the construction of adjacent research buildings and remote animal facilities. Phase V covered the purchase and installation of capital and movable equipment throughout the complex. Several of these phases overlapped, and most equipment funds became available when areas of the building were occupied and ready to be used.

A site dedication and ground-breaking ceremony was held on February 7, 1979, to mark the start of construction. The old dairy pavilion shielded those attending the ceremony from the weather. As can happen in the sunny South during February, it was clear and cold. The ground was covered with a light snow from the previous day, but a persistent northwest wind made most humans seek shelter. The pavilion, scheduled for demolition, had received minimal maintenance for several years. A large sliding, double door on the north side was coaxed into partial closure, but the doors on the south side could not be closed. A large tarp was hung over most of the opening on the north to deflect the wind, but the south doors stood wide open. The pavilion had no heat.

Friends and patrons of the movement, university staff, and faculty had been invited. Buses went to the Legislative Building to accommodate legislators who chose to attend. Even though the entire legislature and many others received invitations, barely one hundred people attended, probably because of the weather. A flatbed trailer served as a platform for the podium, and folding chairs were arranged in the center of the pavilion. Most attendees remained standing, however, rather than sit on the ice-cold metal chairs. I acted as master of ceremonies. Because of the cold, Chancellor Thomas and Trustee Grover A. Gore made short, but appropriate, remarks. A battery of small spades, each decorated by Denise Talley with a large red ribbon and a red-and-white decal of the new SVM logo affixed on the face, served as souvenirs for participants in the ground-breaking ceremony.

Immediately after the remarks, we proceeded out the south door to the leeward side of the building out of the wind. The principals lined up, simultaneously pushed the shovels through the crust of partially frozen earth, and removed a shovel of soil. Included in that lineup were Chancellors Thomas and Caldwell, Trustee Gore, Representative Robert Z. Falls, Senator Vernon White, W. W. Dickson, Philip Pitts, and myself. Others who followed, including Speaker Carl Stewart, took turns being photographed removing a shovel of soil. The digging occurred at a spot that is now about ten feet from the bottom and slightly to the right (east) of the central stairway in the Section C Commons area of the building.

### *Experiencing Loss and Optimism for the Future*

Martin Litwack died on May 18, 1979. It was a personal loss for me, and a loss for the veterinary profession in North Carolina. He was highly professional and an excellent veterinarian who gave leadership to the profession in our state. I shall always remember his burial service. A row of trees stood not far from the burial site, and a happy mockingbird sang at the top of its voice throughout the service. Several times the rabbi looked over his shoulder toward the bird as if to silence it. But, the bird continued with what I thought was an appropriate serenade to a great person. Losing someone who had worked so diligently for a veterinary school just at the interface of our success seemed unfair. We accepted his death as part of a great plan, not understood by man, but it gave us cause for deep thought.

I went directly from Litwack's burial to the airport and flew to meet William Adams and several other potential candidates in Minneapolis for pre-interview visits. The search committees were beginning to provide lists of potential candidates for the associate dean and a couple of the department head positions. The previous week I had also met three people for pre-interviews in Atlanta. Litwack would have been pleased to see our steady progress on both the construction and personnel fronts.

Scheduling of the NCVMA summer meeting always seemed to conflict with Father's Day, and the 1979 meeting held at Nags Head June 8 through 11 was no exception. Attendance by families was always high "at the beach," and we felt happy based on the potential results of our faculty searches. Other attendees seemed to share our buoyant mood. They were pleased that the veterinary school issue was finally settled, and I believe a pride in ownership for "a school of our own" boosted the excitement. I heard those words repeatedly during the conference, and I took great comfort in the school's acceptance.

THE FIRST ADVENTURERS, 1979–1981

## Into the Wind



*“Look with favor upon a bold beginning.” - VIRGIL<sup>65</sup>*

Opportunity was the only thing we had to offer our first adventurers. Facilities were under construction. A superstructure of prestressed concrete was about all that was really evident when the first of several potential faculty came to interview. We needed to attract a combination of talents and strengths to meet those particular overriding circumstances. We wanted people who could, and would, make decisions. We wanted people who liked and understood people. We wanted people eager to advance veterinary medicine to its role as a fully contributing member of the biomedical community. We wanted people with entrepreneurial imagination and qualities who were willing to take a chance on a new program, who considered themselves lucky to participate in such an adventure, and especially those who could think outside of the box.

### *Building the Staff*

In 1978 and 1979 many factors affected our approach to faculty selection. At a different point in time, we might have had a different set of criteria, and different persons would have been selected. A different planner most certainly would have had other criteria foremost in mind for the organizational and administrative structure of the school. I wanted a structure that had some tradition, but with its own logic. Then I wanted it to fit the people who filled

the administrative positions both functionally and psychologically.

The school would be composed entirely of newly appointed people—people who had probably never worked together or developed a program. My knowledge about team building was limited. Mostly, I had learned from watching and reading about the concerns of newly elected presidents of the United States as they assembled their teams. The issues they faced in the selection of “their” people were far different from those we would face, but the methods and mechanisms they used to define the characteristics of team members had almost direct application for us. The processes had similarities.

I gave considerable thought to faculty recruitment for the projected school, but, until a dean was selected, recruitment did not extend beyond the limited offerings in the Department of Veterinary Science. Soon after I was appointed dean, the chancellor and trustees approved the organizational structure of the school and recruitment began. We were to have three associate deans and four department heads. I concluded that we should have, at least initially, an associate dean for each of our primary responsibilities: teaching, research, and service. We would initiate each area simultaneously, and from scratch. Each needed the full attention of a person who had more than just a strong interest in the area. Each needed someone with experience in, and a commitment to, the responsibilities that would fall under that office.

The dean’s position was the first to be filled in the school, and we chose to continue to add to the faculty “from the top down.” Our plan was to fill the associate deans’ positions first and then the department heads. When the heads were in place, they would be responsible for recruiting most of the faculty for their respective departments. We closely followed established recruitment processes; once positions were defined, they were advertised widely. Except for the fervor of the pursuit, recruitment was undertaken much like that for athletes; the best were actively sought, and applications received in response to advertisements were carefully reviewed. The latter were comparable to the “walk ons” in varsity athletic teams. Both direct personal contact and advertisement proved to be effective in stimulating the interest of potential applicants.

Recruitment for associate deans and department heads began almost simultaneously. Soon thereafter, selected senior faculty would be needed to participate in the early stages of curriculum development and delivery. In the first instance, we sought established leaders with personality traits believed to be compatible with ours, and with the flexibility to face the uncertainties and unpredictable nature of a new program. They should have vision, integrity, strong understandings of their respective areas of responsibility, and an appreciation for a balanced program. Almost as important, they should be broadly known throughout academic veterinary medicine. We needed people able to conceptualize and solve most of their own problems without conflicting with the overall plan for the school. At the same time they had to keep us informed and to communicate among themselves and with other faculty. We wanted the department heads to have similar qualities, but they could be persons with less breadth of experience and still building their reputations.

We were in the midst of a massive recruitment effort, and I knew that the number of positions increased the odds for mistakes. I was at the University of Missouri just after it doubled veterinary school class sizes with a corresponding increase in faculty numbers. After my arrival there I participated some, and observed much more, of the process to “fill out” faculty.

Missouri attracted and hired highly competent people. Usually, previous performance of individuals identified potential in similar roles in the new location. However, past performance in the classroom and laboratory did not always identify continued leadership, and we were seeking that characteristic in SVM's top tiers of appointments.

The ideal associate dean for academic affairs needed to be experienced in curricular design and student interactions, should have been a teacher with varied experiences at more than one institution, and should possess an understanding of student activities. This person must demonstrate an imagination and have experience or training in administration. Since SVM would be a new academic unit, the quality of our educational program would be bolstered by the qualifications of the associate dean for academic affairs.

The associate dean for services needed to have realism, vision, a pleasant personality, and experience as both a clinical instructor and an administrator. That person must be firm in his/her convictions, but approachable and able to adjust to circumstances without serious compromise. In my experience serving on other veterinary faculties, clinical specialists were more likely to be *prima donnas* than those in other faculty positions. The person who filled the associate dean's position should be someone who could nurture egos, and yet promote and maintain unity within the hospital and among its clinical faculties and staffs. Because the teaching hospital and all other aspects of public education would be the responsibilities of this office, this person had to understand the role and delivery of public service from the perspectives of both the givers and the receivers.

The associate dean for research and graduate studies had to be able to mold the research and graduate program within the overall program. Veterinary medicine is a clinical profession, but the eventual reputation of the school would be much enhanced by the quality and validity of its research program and by the quality of the students trained at the post-DVM and graduate levels. It would be important for the philosophy of the research program to penetrate both the veterinary curriculum and the service program.

Obviously, only very special people could fill the positions. In all probability I might have known the persons but would have never worked with them on a regular basis. It was frightening to think about being responsible for their recruitment, but on the other hand it was exciting to think that I was privileged to find and secure them. We would be selecting individuals from the upper echelons of academic quality who supported the highest principles within veterinary medicine. Those were the qualities I would seek during interviews with candidates, and those were the kinds of people I would strive to enlist. None of those identified among the candidates were experienced in positions similar to those we were seeking to fill at NC State. In that respect, we would be hiring "pigs in a poke." We would be trying to build a new fire with fuel from different woodpiles.

During my previous appointments on other campuses, as well as on the NCSU campus, I recognized that the difference between poor, mediocre, and excellent departments and schools was often dependent upon the quality of its support and service personnel. A bilateral supportive interaction between the faculty and staff was necessary. We prepared a position description for our business officer, which was approved by the NC State Office of Personnel. I had served under both very effective and barely effective business officers. I hoped for the former. I wanted someone who, within limits, would accomplish things in the best way suited to his/her

style while complying with our organizational requirements. In March 1979 we initiated the search, chaired by William A. Jenkins, associate vice chancellor for finance. I was heartened by the high quality of those who applied. I knew from my experiences at Purdue University and the University of Missouri–Columbia that an effective business officer was of importance equal to the other academic administrators for the kind of a program I wanted to develop.

Most of the interviews occurred during July 1979, and John Green, director of finance and business, Department of Biostatistics, UNC–Chapel Hill, was appointed effective September 1. He had a wide breadth of business experience ranging from business manager for a construction company, salesperson for a heavy equipment company, field representative in a regional sales division of General Motors, and owner of his own small business. When he joined us, he aggressively identified the resources needed to manage and operate the school. He adjusted rapidly from the heavily research-oriented biostatistics department to a new program that was focused on developing a medical curriculum with impending clinical and research programs. Green made things happen that could not have happened without him.

At the time of Green's arrival, our clerical pool included a couple of bookkeepers and several clerk-typists. It had not yet coalesced into a strong cohesive group with an internal strata or chain of command. Within weeks, Green hired Barbara Cook from the North Carolina Department of Administration to help manage the pool. She joined the team on October 15 and was talented, imaginative, and creative. Green devised a materials management position, and Don Prey was hired from a hospital system in Lapeer, Michigan, to fill the position. North Carolina State's Physical Plant assigned Winston Hooker as our facilities manager, and Green's office served as the interface with him.

On September 1 John Gehrm was appointed director of the North Carolina Veterinary Medical Foundation, Inc. Until that time, we had been without a permanent assignment for that position. We needed someone to begin to coordinate the program and give it direction. The few of us who formed the nucleus of the new school were concentrating on recruiting faculty and staff, planning facilities, and launching the program. Consequently, Gehrm literally came into a vacuum and had to light the lights to get the foundation going.

Because the school had so few faculty, all were included on each search committee with different persons leading the various committees. Committees served as both search and nomination committees to speed up the process. In our first efforts, we advertised seven or eight positions concurrently. As soon as a position description was completed, a search committee of at least three persons was assigned to advertise the position, receive and screen applications, and recommend to me three to five applicants as nominees. The initial advertisements generated a great response. At one time, over seventy-five applicants were being considered simultaneously for seven or eight positions; some of those positions had already been advertised, and others were still in various stages of being described for advertisement. Applicants had either heard about or anticipated some of the position descriptions being prepared, and we received some applications before positions were advertised.

Affirmative action requirements ensured a wide distribution of position-available announcements. Several outstanding persons responded to the advertisements and as "walk-ons" made excellent team members. Not all of those we pursued with ardor were hired. Some were secure in well-defined or suitable niches in their current positions, or they were not willing to

experience the trials and tribulations of a new and developing program. From among those who expressed an interest, the best prospects were pooled for positions that we believed most closely matched their talents. Even after the committees narrowed the pools of applicants and designated the candidates, the number of people under consideration for all the open positions was a significant group to review: twenty-five applicants for the associate dean for academic affairs, twenty-two for research and graduate studies, and twenty-six for services. These were critically important positions, and in-depth review of all materials was crucial.

I had been active in national academic veterinary associations during the previous fifteen years and was thus familiar with the characteristics of most of the academic veterinary programs in the United States and Canada. I had visited most of their campuses and knew many of the people at these schools. With that knowledge, we narrowed the pool of people from which to recruit selectively. It proved effective. We were fortunate to get some excellent people early, and they attracted others compatible with themselves to the program.

By mid-April 1979 the first nomination committees completed their work and submitted names to me for the associate dean positions. On April 20 we advertised for the director of Laboratory Animal Resources (LAR), and on May 8, for two department heads (Anatomy, Physiological Sciences and Radiology; and Microbiology, Parasitology and Pathology). The first adventurers were about to be selected. We interviewed at least a dozen persons on campus for the associate dean, department head, and director positions between May and late September 1979. It was a busy time.

Because each on-campus interview required a commitment of travel funds and faculty time when so many coincidental tasks demanded attention, we minimized the number of on-campus interviews by using a procedure that allowed prescreening. After nominees were identified, I spent one or more days at hotels in or near major airports conducting "pre-interviews." Nominees from that region of the country met me individually. At these meetings I reviewed the proposed program, shared our philosophies on miscellaneous aspects of the school (organization, curriculum, operation), and outlined specific duties for which each candidate would be considered. In effect, these were sales meetings at which I wanted to sell them on our program and philosophies, and they could sell me on their attributes.

During those meetings, I formed an opinion about their compatibility within the proposed system and their ability to give broad leadership in the various positions. Many were eliminated after those sessions, and others were invited for on-campus interviews for specific positions. The procedure saved us money and, more importantly, it saved hours of time for university administrators and faculty. We hoped to keep our relations with campus administrators and faculty as cordial as possible by reducing intrusions into their full schedules.

For the position of associate dean and director of academic affairs, the search committee narrowed the applicant pool to four candidates, all of whom came to campus for interviews. Donald R. Howard (MSU '65), associate dean at Michigan State University, was selected and appointed. He was active in the American College of Veterinary Surgeons (ACVS) and the Association of American Veterinary Medical Colleges (AAVMC). We first became acquainted while we were both at the University of Missouri—Columbia. Later at Michigan State University he gave leadership to converting their three-year, trimester curriculum to a four-year, eight-semester curriculum. He was action oriented and knowledgeable about veterinary cur-

ricula and related clinical disciplines. He joined the faculty on January 1, 1980, and was invaluable at the time of the SVM start-up.

Howard was the single most influential person in developing our curriculum and establishing our student affairs activities. We all had input, but he was the primary architect related to veterinary students, student services, and curriculum. His previous experiences with curriculum and students at Texas A&M University, the University of Missouri–Columbia, and Michigan State University were evidenced in his maturity, and his insights contributed to our accreditation and reputation. Concern for student well-being seemed foremost in his mind. He carried their message and pleaded their case on numerous occasions. During his tenure he was the primary person who represented the school to the veterinary students enrolled at NC State.

A number of candidates received serious consideration for the position of associate dean and director of services. This position would differ markedly from the other two associate deans, because of its responsibility for establishing our primary clinical interaction with the public. I pre-interviewed William M. Adams, V.M.D. (UP'54), professor and head of the Department of Veterinary Clinical Studies, University of Saskatchewan, in Minneapolis during May 1979, and he joined the faculty on January 1, 1980. Early in his career he had operated a private veterinary practice, and later he held appointments at Iowa State University, Pennsylvania State University, the University of Saskatchewan, and the State University of Utrecht in the Netherlands. A Diplomate in the American College of Veterinary Theriogenology, he understood academia from a clinical and public services perspective and had experienced the development and operation of a new teaching hospital in Canada. His broad experience in the delivery of service, both public and private, along with his quiet nature made him a clear choice after an on-campus interview. The leadership he gave in establishing the Veterinary Teaching Hospital had a long-term positive influence on its organization and operational policies.

Several applicants for the position of director of the Laboratory Animal Resources were pre-interviewed locally and at regional airports, but I was not really comfortable with their potentials. I became aware that Charles McPherson, chief of the Animal Resources Branch, National Institutes of Health, might be available to us. His experiences and manner of performance were consistent with our goals. He was contacted, pre-interviewed in Washington, D.C., and offered the position after an on-campus interview. He delayed his decision while considering another option. To my relief, he chose our position and joined the faculty effective June 1, 1980. McPherson was positive in his actions, concise but open in his communications, and visionary in establishing our teaching and research animal units. As the program evolved, his previous appointments with the National Institutes of Health gave him an insight that helped us avoid confrontation and criticism by persons demonstrating for animal rights. He gave national stature to our program, even as we were developing.

Prior to the approval of the veterinary medical program at NC State by the UNC Board of Governors, only the DVM. degree had been part of the discussions. Later, when the *Plan for a New Degree* was submitted, references were made to internships, clinical residencies, and post-graduate degree programs. I believed public perception of our research and graduate programs would differ from that of academic affairs and services, so I was especially concerned about the position of associate dean and director of research and graduate studies. While the

position attracted many applications, the search was the most difficult and took the longest to fill of the three associate dean positions. Several applicants had many of the qualities necessary to develop and direct a major research program and to move SVM into the golden age of research that existed between universities and government. Still, they seemed to lack that certain something that would make the difference for us. Others seemed unable to conceptualize what we wanted at NC State, or even why we wanted it to happen. Henry Smith, NC State's director of research, was very helpful during the interview processes for this position and had a strong influence on our evaluations of candidates. He met all the candidates that we brought for a campus interview. His response was always direct. He would say, "He's no research director," or "That one has the ability to be a research director," or "He thinks like a research director."

On May 8, 1980, C. Edward Stevens (MIN'55), professor and head of the Department of Physiology and Pharmacology at Cornell University, accepted the offer to become associate dean for research and graduate studies. He was an internationally recognized gastroenterologist and rumen physiologist, and he had published broadly in the scientific literature. He was experienced in grant procurement, research project management, and graduate student program direction and management. He had personally directed and trained a number of students who had become widely recognized as scientists. Smith was very positive about Stevens's accomplishments, but even more about his perspectives on research management. Stevens's persistence, insights, and integrity were responsible for developing and organizing outstanding research and graduate studies programs at our veterinary college.

In our system the associate dean for research and graduate studies was, in effect, equivalent to the head of the department of graduate studies. That arrangement overcame the disadvantages of having graduate programs managed as the responsibility of academic departments. Almost without exception, in my observations, wide variances of quality existed among programs within a single school when departments ran their own graduate programs. The SVM approach of a single program gave consistency to our graduate degrees and fostered a science-based residency program. In my previous experiences, the clinical and basic science departments frequently had graduate programs with different goals, as well as reduced inter-departmental participation between programs. There is every reason to believe that situation could have developed at NC State if the graduate program had been decentralized. The system we developed provided a program with the desired uniformity, and we avoided internal differences that would have become more exaggerated as time continued.

Before Howard and Adams began their appointments at NC State, they agreed to attend several pre-interviews scheduled at O'Hare Airport in Chicago during the last couple of days of October 1979. I was anxious to have them participate; I valued their opinions, and I wanted them to witness the procedure. Between interviews we had almost three days to devote to related planning and discussions. I found it interesting to observe my new colleagues, and the converse was probably true for them. During our stay, we accidentally met a dean from another veterinary college who was experiencing strong internal political pressures on his campus, and to a lesser degree from within his college. We spent several hours with him. That was an informative, and I believe beneficial, encounter for my new colleagues.

Department head positions were the next focus of recruitment. In veterinary schools and

colleges, individual departmental degrees do not exist at the professional degree level. Departments contribute collectively to produce the DVM. degree. The department heads were considered the most important level of administration at SVM, and in reality they probably should be considered so throughout the system of higher education. They have first-hand, daily contact with, and influence on, the people who do the work of the university in the areas of teaching, research, and service. An effective department head must be able to represent the faculty to the administration and vice versa, and to manage fiscal and personnel resources. They have to manage through their example and leadership, and to carry out their own personal agendas without detracting from the departmental or school agenda. They have to be effective recruiters of faculty.

Lastly, and equally important, department heads are fully responsible for developing junior faculty into highly productive and tenurable academicians. The professional lives of faculty are too important to permit their progress to falter. Department heads must monitor their faculty's progress constantly and assume direct responsibility to counsel and make corrections if progress lags behind expectations. The department heads are responsible for safeguarding the expense and time commitment of hiring and outfitting personnel, and department heads should be judged by the rate at which their junior faculty progress both professionally and academically. These factors received serious consideration during the selection of our department heads and in subsequent performance evaluations.

I have always believed that the basic weakness of the department chairmanship system, which is rotated among senior faculty in a department, is the fact that not every senior faculty person has leadership qualities. I have heard such people express the opinion that the chairmanship is a duty to be served, and the duty is often accompanied by a lack of enthusiasm. Because department heads were so vital, we wanted to secure the best. We did not want people who were unhappy with their current positions and looking for an escape path. Sometimes we had to adjust our schedules to comply with those of the people we wanted to attract. The people in whom we were the most interested were heavily committed in their current positions and were often not free to meet at our convenience.

Arthur L. Aronson (MIN'57), Cornell University, agreed to accept our offer in early May 1980 and was appointed professor and head of Anatomy, Physiological Sciences and Radiology. A pharmacologist, he was an extremely capable department head. Aronson was in the position for eighteen years, the longest in that role of the four original department heads. During that time he served two terms on the AVMA Council on Biologic and Therapeutic Agents and organized a national symposium of the American Academy of Veterinary Pharmacology and Therapeutics in Raleigh.

Stephen Crane (CAL'70), University of Florida, Diplomate of the American College of Veterinary Surgery, visited our campus twice before accepting the position of professor and head of the Department of Companion Animal and Special Species Medicine (CASS). Crane played a very important role in the early development of the Veterinary Teaching Hospital. He left the university August 31, 1988, for a position with Mark Morris & Associates.

Wayne D. Oxender (MSU'67), Michigan State University, Diplomate of the American College of Theriogenology, became head of Food Animal and Equine Medicine (FAE) effective June 1, 1980, and served in that position through October 31, 1988. Donald E. Davis

(OSU'52), Mississippi State University, was appointed professor of avian medicine in Food Animal and Equine Medicine on June 1, 1980, and began to develop the program and faculty in avian medicine. Through his efforts and persistence, the school's first two internships were filled in avian medicine. Both internships were fully supported from within our operating budget, although we had hoped for some support from the Poultry Federation in light of their earlier pressures.

The internal administrative structure of the veterinary school proved to be sound in its operation both structurally and functionally. The lines of responsibility encouraged our department heads to work together and with the appropriate associate dean for each of the teaching, research, and service areas. Thus, on matters of the veterinary curriculum, all department heads worked with the associate dean for academic affairs. Likewise, they worked with the other associate deans for service, research, and later for graduate studies. All associate deans as well as faculty had direct access to the dean, but whenever possible programmatic efforts were routed first through the appropriate associate deans. Rarely was it necessary for me to mediate differences among and between departments. The structure provided broad faculty and staff input into decision-making processes through committees and councils, both standing and *ad hoc*. Each department contained one or more disciplines that functioned either as a medical or supportive service within the Veterinary Teaching Hospital (VTH) and/or in off-campus field services activities. The department heads were responsible, personally and collectively, to ensure that the hospital operated effectively and that it met its obligations under each of the instruction, service, and research functions.

Several possible organizational plans had been discussed with the associate deans. One option placed the hospital under academic affairs. In that organization, the hospital administrator was responsible to the associate dean and director of academic affairs instead of the associate dean for services. The deans rejected this option because it gave a quasi-department status to the hospital. Several of us had worked in organizational systems where the teaching hospital was the purview of the department of medicine, and consequently that department became "more equal" in many ways than other departments. I was determined to guard against that and made my reservations clear.

The offices of the department heads and their secretaries were located side-by-side in a suite of offices in our new building. The same was true of the offices of the associate deans in an adjacent wing. Even though decisions on this design were made before either the associate deans or department heads were hired, individual heads repeatedly proposed being separated from the group and having their own departmental areas. I staunchly resisted splitting them up, reminding them that they willingly accepted that arrangement at the time they were hired. The arrangement was viewed as one of our strengths by my peers at other institutions, but I doubted that it could have been instituted successfully if they had started in separate areas and then been placed together. This arrangement enhanced and promoted communication and collaboration, and most territorial disputes were avoided. In my previous experiences, separate and well-defined departmental areas became empires, and departmental structures developed wherein some overshadowed others. I was determined not to have a school that became lopsided or top heavy.

Faculty leaders were among the next group to be recruited. Great effort was made to seek

out “young comers” with above average potential in at least two of the three primary functions of the new school. We believed they would be more flexible and willing to adjust to the unforeseen adversity that could be expected in a newly developing program than more senior persons with already established reputations. The only thing we had to offer was opportunity, which we believed was almost unlimited. We wanted people who were self-starters, imaginative, entrepreneurial, compatible, and enthusiastic. We did not want just another program, but one of high quality and on the cutting edge.

After the NCVMA summer meeting held at the Grove Park Inn in Asheville, Ben Harrington rode back to Raleigh with me on June 23, 1980. He was one of the strongest advocates for the development of food animal medicine in this country and was a frequent and popular speaker on that subject at national and state veterinary meetings. I first learned of him while I was at the University of Missouri and had purposely attended several of his presentations at various meetings. His presentations were easy to understand and organized; he was an effective teacher. It was well established among veterinary schools that really talented large animal clinicians with strong communication skills were the most difficult to find and retain. We needed Harrington’s talents in many ways at our school: curriculum development, recruitment, and development of teaching herds. Howard proposed that Harrington could develop and introduce *Herd Health Management*, a 1 to 2 credit-hour course that was being planned for each of the first six semesters of a student’s matriculation.

On our trip from Asheville to Raleigh, Harrington expressed an interest in joining the faculty, and I was enthused about his enthusiasm. I encouraged him to share his interest with Oxender, who had been appointed head of FAE earlier that month. Oxender would soon be trying to build a faculty, and Harrington’s reputation and understanding of large animal practice would be valuable assets to that department. I was interested in having Harrington’s input into the organization and implementation of our Teaching Animal Unit (TAU). We had the bull barn, dairy barns and milking parlor, pastures, and miscellaneous holding pens. It always impressed me that unless students became comfortable with handling a species of animal before graduation, the probability of their providing service to that species after graduation was minimal. In our plans, we had identified a small broiler/turkey production unit, a small farrowing unit, and a cattle holding/chute facility. We had a major advantage in developing a program in which students could handle and observe small scale productions of beef, sheep, goats, dairy, poultry, horses, and other food animal and large animal species. No one was more qualified to develop that unit than Harrington, and I knew of no one more motivated to promote those interests in students than Harrington. If he joined our faculty, we would have the maximum use of his talents.

In the general scheme of the proposed curriculum, students would be phased into its clinical portions during the third year and would become almost full time in the teaching hospital during the senior year. We had to start the clinical portion of our operation early enough to have a case load sufficient to meet teaching requirements when students reached that stage of their program. We knew from experiences at other veterinary schools that a food animal faculty and a large-animal case load would be the most difficult to develop. Adequate numbers of companion animal patients would be available from referrals and the walk-ins from the Raleigh area, but the number of large animal patients was not so assured.

To address that problem, Adams negotiated with Kenneth Keller, director of the Agricultural Experiment Station, and with North Carolina Agricultural Commissioner James A. Graham to provide medical management and clinical services to state-owned herds within a reasonable distance from Raleigh. Dan Moncol had been the station veterinarian and had provided clinical services to university herds on campus. After approval of the Phase I construction contract for our buildings, Moncol also functioned as our representative at the site and attended scheduled construction conferences between the architect and contractor. He was involved with Howard in development of a parasitology course to be presented early in the curriculum. As construction activities began to increase, these multiple responsibilities made it necessary to relieve him of the demands of the expanded clinical role.

In October 1977 Michael D. Whitacre (OSU'74) had joined the SALS Department of Animal Sciences as extension veterinarian to fill the position vacated earlier by George B. Creed. Before coming to NC State, Whitacre had completed a residency program at Ohio State University and was certified by examination as a Diplomat of the American College of Theriogenology after coming here. In mid-year 1980 he transferred to our Department of Food Animal and Equine Medicine to offer field services to state herds and to be available to privately owned herds and horses. A mobile veterinary truck body was ordered from Ft. Dodge, Iowa, and a pickup truck without a cargo bed was acquired through the state purchasing system. Richard Dillman drove the truck to Iowa to have the veterinary body mounted, and returned with the first outfitted field service vehicle of the veterinary school.

Upon their arrivals on June 1, 1980, Oxender and Crane worked with Adams on recruitment of key faculty for their respective departments. Early in the 1980/1981 academic year, Delores Kunze (UGA'76), University of Georgia, joined Whitacre in the field service unit. Adams and Oxender took turns with the other two being on call during weekends to provide full coverage of that service.

Leroy Coggins, Cornell University, accepted the appointment as head of the Department of Microbiology, Parasitology and Pathology effective September 1, 1980. His arrival completed the complement of associate deans and department heads for SVM. The specialties of the DVS faculty were all within the disciplines of the Department of Microbiology, Parasitology and Pathology (microbiology, parasitology, pathology, and virology). Batte and Moncol were parasitologists; Dillman, Hodgins, and Kradel were pathologists; and Simmons was a virologist. When they transferred from veterinary science to the veterinary school, they were all assigned to that department.

Things were happening v-e-r-y fast. It was a time for **YES** or **NO** decisions. Some of my new colleagues were oriented that way, and others were not. Most of us had advanced through similar steps, starting as veterinarians and acquiring specialty training as research investigators. Unfortunately, researchers are interpreters who test hypotheses and give opinions as to their validity based upon the results of tests. Most researchers are not yes-or-no decision makers. Two of the associate deans had demonstrated they could make yes-no decisions, and I believed the other could be trained. As a business officer, John Green had been trained to make quick decisions, but the department heads were still untested in that area.

We continued to be strangled by roadblocks we encountered in the university's Office of Personnel. We needed highly qualified support staff in a multitude of positions that had been

budgeted and were not yet filled. The positions were defined and submitted for classification, only to be held up because the job descriptions did not match any already on campus, or because a plethora of questions about them were raised one at a time, or because the classifier did not understand the position and/or set it aside for later review. When classification actions were taken, the positions were invariably returned to us with an entry-level approval.

At that stage in our development, we could not operate with entry-level support staff. We needed competent, trained, and experienced support people, and they were not attracted to entry-level salaries. We had had similar experiences, but to a slightly lesser degree, several months earlier. At that time, I had appealed to William Callaway, NC State's personnel director. Even though the response was slow, some positions had been classified as requested and some had remained at an entry level. Our needs were now much greater and more critical than earlier. Department heads and senior faculty were coming to me with accusations of being stone-walled at various levels on campus.

On April 10, 1981, I met Callaway for lunch to re-explain our situation and to plead for his help. I described why we could not function without support personnel at all levels, and that many of the positions required people who were highly trained and experienced. We had new faculty with research projects that required technical personnel with advanced classifications. I called him on April 21 to inquire about the status of the positions. Nothing seemed to happen, so I made another appointment to visit Harold Webb, state personnel officer, on April 25. He listened as I described our dilemma and asked me to leave copies of the classification requests with him. On April 27 we received classification approvals at an acceptable level for every position we had submitted. I always believed that Webb made it happen. However, we had attracted Worsley's attention again, and he warned me that I should work within the system. We began to recruit against the open positions immediately.

If I had not offended people in NC State's Office of Personnel, there were at least some severe abrasions. I needed to salve those wounds, because this was the camp within which we were going to have to live. In early June, we were able to schedule a meeting and luncheon at the Faculty Club attended by both groups and followed by a tour of the facilities. It was interesting to see the pairings and imagine the discussions that occurred during the tour. I believe they gained an improved understanding of the school, and afterwards they tried hard to meet our needs. I had lunch with Callaway the next week, and he seemed happy about our newly found cooperation. The session seemed to have been a wise move.

## ***Building the Space***

When John Green joined us as business officer, we already had almost more faculty members than office space to accommodate them, and a dozen new faculty positions were being advertised. He proposed that we consider leased space or the purchase of temporary facilities until we could move into the new permanent buildings. There was strong sentiment among campus planners against temporary buildings of any type. Green argued that the temporary structures would be placed on the new veterinary school campus, out of sight from the main campus, and removed or put to other uses when we occupied the main building. With those provisions, we were allowed to investigate the costs of temporary buildings.

Green seized the opportunity and contacted vendors of Butler-type buildings and modular structures, as well as property management companies about the lease of office space in buildings being constructed along Blue Ridge Road. After considering the alternatives, including a target date to occupy the space, Green recommended modular trailer units that could be manufactured and installed in a relatively short time. He was successful in breaking the barrier against temporary buildings, and we were given approval to purchase five trailer units designed to fit together to provide spaces for offices, work areas, and secretarial pools. We located the temporary office site on the veterinary campus at 1212 Blue Ridge Road.

The trailer units were each ten by sixty feet, and when assembled provided us with 3,000 square feet of office space. They were delivered to the site on a Friday afternoon. That weekend a windstorm upset and destroyed two of the units, and they had to be replaced before the building could be assembled. That delayed our occupancy, but the decision to use temporary facilities proved to have been a wise investment. Acquiring those units allowed some of us to vacate space in the Grinnells Animal Health Laboratory and to move to the permanent campus of the veterinary school. Over thirty years later, those buildings were still occupied and filled a vital need for the college's office space.

We had to purchase and accumulate furnishings and equipment for the program before the permanent buildings were ready to accept them. A temporary storage solution was necessary if we were to meet the targeted date of accepting the first students for the 1981 fall semester. Green looked for temporary warehouse space, but because of various restrictions chose to lease three semi-truck trailers. These were moved to the same Blue Ridge Road site and aligned so as to open onto a flatbed trailer that served as the loading dock for receiving and holding materials and equipment. It was an ingenious system for temporary storage and cost only a fraction of leased warehouse space.

Green discovered that SVM was eligible to receive surplus government supplies and equipment to be used in teaching and research. J. W. Doyle began to screen surplus materials, and Bobby Hairr visited military and other governmental agencies weekly to locate materials and equipment. Over the years, millions of dollars worth of materials, equipment, and supplies have been received and utilized from this program. Early in the screening process, Hairr located a pool of surplus mobile homes that were being held to provide emergency housing for storm-ravaged areas. He secured five: four to store materials for each of the departments, and one to accommodate persons traveling overnight from the school to the Veterinary Equine Research Center (VERC) at Southern Pines.

When the school was starting, Green's managerial genius established many of our business procedures, controls, and staff policies, and he engineered our interface with the rest of the university. He was Machiavellian in some of his efforts to institute certain policies and practices. Often I joked with him that if he had been born 200 years earlier, he might have been a pirate. In the beginning, we had limited flexibility in the order of accomplishment, how things should be done, and where to apply resources most effectively. Each line we drew, both literally and figuratively, was a new line. We did what was necessary to impose some rigidity into the system to utilize assets most effectively to accomplish our goals. By July 1980, most of the university's Office of Finance and Business was upset with us for moving too rapidly or for failing to know about some step in their system, but they were tolerant and helpful to us.

Our architectural firm, FWA, asked us to consider the kinds of casework we wanted for the laboratories and classrooms. They needed to include those specifications in their construction documents. Endless possibilities for conventional cabinetry designs, counter arrangements, work surfaces, doors, drawers, and shelves had to be considered. In a building of that size with its varied functions, the half dozen of us who made up the faculty could have worked full time over many months to begin to organize and complete such an undertaking.

During September 1979, Green arranged for several of us to travel to Atlanta and to the Eisenhower Hospital in Augusta, Georgia, to see a variety of modular units being used for laboratories and offices. This fortunate exposure offered us achievable options with maximum continued flexibility in the final laboratory designs. Green believed that a materials management system within SVM to cover all supplies (office, instructional, and hospital) would be an effective system for us. During the trip, I visited with the resident materials manager at Eisenhower Hospital and concluded that we could not effectively operate with that system. He impressed upon me that it was an excellent control system for a large human hospital within a military system, but I felt it was unsuitable for our situation. We were part of the NCSU system of purchasing and inventory and were restricted to functioning within that system. Secondly, we were a mixed operation that involved teaching, hospital services, and research conducted both on campus and in the field for multiple species. We would have several administrative sources of support and would use a variety of reporting formats while under multiple restrictions. And of equal importance, at that time neither Don Prey, the proposed materials manager, nor Green understood veterinary supplies and needs. Lastly, we were still too small for such a system to be efficient, and we were not ready to adopt such an effort.

Prey seemed to understand and adjusted to the circumstances. He continued to be very helpful in the purchasing and receiving of materials. He was generally available whenever and wherever we needed him. In June 1981 Prey was called about an immediate job opportunity in the finance division at the General Hospital in Lapeer, Michigan. We agreed to waive the usual two-week notification period prior to separation so he could take the job. He resigned on June 25 and returned immediately to a new position as the first non-accountant in the system where he had worked before coming to NC State. Green was off-campus when Prey's opportunity occurred. He was upset when he returned and accused us of having "fired his materials manager and abolished the position." I was never sure if he ever accepted Prey's departure, or if time just dulled the impact upon him. In retrospect, I wished I had asked Prey to write a memo to Green explaining the situation.

We were trying to get a position approved to coordinate and centralize our purchasing, but the NCSU Office of Personnel was not very cooperative. Prey had handled much of those activities, and when he left there was a void. We needed to have a purchasing agent immediately. Dean Werner had worked with Prey as a temporary employee in that role and understood the processes involved. At that time, he was somewhere in Idaho on a cross-country bicycle tour. We left a message for him to call us when he reached a checkpoint listed on his itinerary. He called and we paid his return fare, including transportation for his bicycle, to get him back to Raleigh pronto to fill the slot.

By mid-November 1979 the architects had reached a point in their design development where they needed our input, and they contacted us directly. We were not aware of the plans

about which they asked. The answers to some of their questions affected several academic functions within the school. Our preference was to have those kinds of details provided by the heads of the departments, but key personnel were not yet in place. The architects needed an immediate answer about an item in a set of plans about which none of us had been approached. Even our facilities consultants could be of no help, because we had not been given that set of plans. The plans had been delivered to NC State's Office of Facilities Planning. We requested that subsequent plans be provided directly to us, or that we at least receive duplicate plans. We were informed that the university required plans to be delivered to the Office of Facilities Planning, and FWA had complied. It was a system in which things fell through the cracks.

Green secured a set of plans for us, and we spent much time trying to understand them. There were multiple sets, one each for the structural, the electrical, the plumbing, and the heating and ventilation systems. We had difficulty with them and did not conceptualize clearly how things were going to be, or how they would look when they were finished. Architects, engineers, and contractors seemed able to transpose the sets of blueprints into three-dimensional visualizations. We spent much time with the plans, but we still did not understand many things. When FWA recognized our problem, they reviewed the plans room by room with us. During that time, Charles McPherson came from Washington, D.C., Ben Harrington from Apex, and Al Edwards from the Research Triangle Park to review and recommend adjustments to areas of the building for which each had special knowledge.

In addition, FWA required answers on the cabinetry, counters, and laboratory furniture throughout the building. The Office of Facilities Planning did not respond to repeated queries about using modular units and a couple of other issues. Scott Ferebee suggested we contact William E. Correll in the State Office of Construction. We did, and he quickly clarified things for us. Either misinformation or a failure to communicate occurred between the campus, his office, and the architect, and we had not been included in the exchanges. Vice Chancellor Worsley was upset with us because we went directly to the state construction office for help, but things were moving again and we were back in the communication loop.

The facilities consultants understood our desire for the teaching hospital to be central to the programs of the school, and our facility was planned to meet that general scheme of operation. The hospital was to be as much a center for research and research training as it was for patient care and clinical training. The consultants advised that the clinicians and staff who would use the hospital should decide the design details, and they made only general layout recommendations for the hospital components. The hospital was divided into two general clinical areas (large animal and small animal) with supporting functions (hospital laboratories, pharmacy, and radiology) positioned between them. Hospital supply and storage areas were located within easy access of the small and large animal portions of the hospital.

We believed new medical services and techniques, which we could not even imagine in those years, would require additional spaces in the hospital. We knew our desired curricular type would require multiple conference and rally rooms, plus several small classrooms. To accommodate that potential and provide expansion spaces, we identified several conference and small rooms in and near the hospital, many of which were eventually converted to other uses. In the first months after his arrival to fill the position as head of CASS, Crane devoted much of his attention to refinement of the hospital components, especially the small animal clinic

and radiology. He gave his earliest attention to designing the small animal surgical suites, intensive care, isolation, treatment rooms, exercise runs, and the central radiology suite into functional and operational areas.

Several of the veterinary hospitals that we visited on planning trips had duplicated departments of admissions, discharge, and medical records activities, or had established completely separate locations for their large and small animal clinics. Some even had further duplication for specialized services. We had to assume that the numbers of state-supported faculty and staff in the SVM would be limited. I wanted faculty and clinical services to have as much autonomy as possible, but we necessarily had to avoid duplication of efforts. I was determined to conserve and make maximum use of people throughout the building.

Even though it was still in its infancy, computerization of many activities and records was happening, and we wanted to centralize its use and advantages in our operations. Veterinary medical descriptive and diagnostic terminology was being standardized by an interuniversity project supported by the National Cancer Institute (NCI). I believed that computer systems would soon be available to tie together records related to hospital admissions, medical treatments, discharge, pharmacy, and accounting, and that this would facilitate conservation of personnel. Within just a couple of years that perception proved true, and we were ready for it. Crane ordered the school's first personal computer, and within weeks Leroy Coggins had one, but of a different manufacturer. At that time, almost every personal computer had an operating system unique to its manufacturer, and all were limited in what they could do. I pleaded that we hasten slowly and standardize by purchasing the same brand. The concept was valid, but advances in personal computers were occurring so fast that whatever we did in 1980 was inconsequential.

We had numerous surprises as the building unfolded. In the multidisciplinary student labs, we planned to install television monitors in selected student stations. We discovered that the TV conduit was installed entirely above the ceilings. Installing the monitors properly would have required an expensive change order, the use of hammers to install ducts in the floors on the lower level, and the drilling of multiple holes through the floor slabs for the upper levels. We conceded those plans and accepted ceiling hung monitors. Concurrently, we discovered a key-lock system had been substituted for our plans for security and card readers.

The architects and engineers talked in acronyms we did not understand, and they did not understand our acronyms. We heard lots of discourse about energy conservation, the advantages of one system over another, and software and hardware. Our principal concern was the facility's service features. Too often the message focused on why we could not have what we felt was the minimum needed to support our program. For the second time, we discovered conduit in the ceilings, which we believed should have been in the floor. Other discoveries included electrical services in the wrong floor, which should have been in the benches; doors in the wrong wall or of inadequate width; protective screening in the wrong rooms; misplaced projection equipment; and a myriad of other surprises. All of these we credited either to communication errors or to fate, that Wicked Witch of the West. Each subsequent change order seemed expensive but necessary.

In planning the veterinary facilities, we wanted to make the teaching hospital central to the rest of the school in both its location and function. The next order of priority was a

veterinary library with a user-friendly environment. Whereas the hospital was an internally functional component of the school, the library was a branch of the NCSU Libraries. Our first veterinary librarian, Thea Fischer, joined the faculty on October 15, 1979. She had gained experience in medical libraries at Johns Hopkins University, Albert Einstein Medical Library, the Naval Regional Medical Center, and Lankenau Hospital in Philadelphia, and she was deeply involved in the final planning and the physical design of the library. Because our library facilities were still under construction, she worked from the D. H. Hill Library until April 1, 1980, preparing existing collections to be moved to our library and listing subscriptions to order.

Since the perspectives about veterinary medicine and its related sciences were traditionally narrow on campus, the NCSU Libraries' commitment of resources to build that collection was modest. Its directors were pleased that library space was included in the SVM building, because it provided an opportunity for relocation of some of its overcrowded biology collection. Even though a library budget was in the veterinary school's appropriation, designation of an adequate portion of the Libraries' budget for the new branch was problematic. Consequently, we included a line in our budget for the veterinary library to purchase books and reference materials. This supplement to the NCSU Libraries' allocation was included in our first budget, and personnel and acquisition budgets were continued in subsequent budget years through 1983/1984.

The Veterinary Medicine Library (VML) began its service to the public when SVM accepted its first class in 1981. In effect, VML became the equivalent to the medical branch of the NCSU Libraries. The more than 9,000 square feet of space included a circulation desk, catalog, and areas for general reading, exhibits, stacks, reference consultation, and work and storage rooms. Movable tables and chairs equipped the general reading area, as well as group and individual study rooms. Thirty individual carrels were positioned around the periphery with windows for natural light and a view of the pasture between the lake, the Faculty Club, and Hillsborough Street. The equipment and furniture for VML were included in the Phase V portion of the construction budget.

Fischer used the list of veterinary references prepared earlier by Ann Kerker of Purdue University as the initial basis for our library collection. In conjunction with the faculty, the Dean's Council, and selected personnel at the medical libraries of Duke University and UNC-Chapel Hill, Fischer developed a list of desired reference resources and periodicals for the library. When it opened, VML's collection consisted of approximately 2,000 monographs, 3,000 bound journals and serials, and 450 periodical subscriptions. Within its first ten years, the collection grew to more than 15,000 monographs and 20,000 bound journals and serials. In the late 1980s budget restrictions caused subscription cancellations throughout the system, and the number of periodical subscriptions returned to about the original number of titles.

At that time, modern library information technology was in its infancy. I had never heard the word "modem" until Fischer came to my office and asked if we had any special funds that could be used to purchase one. In those early days of online searching a librarian acted as an intermediary between the user and the computer. Even though a librarian may still be required for some services, electronic resources and CD-ROM workstations have changed the process for most routine database searches. The VML had CD-ROM workstations for

searches on databases from the National Library of Medicine (MEDLINE), CAB International, and the National Agricultural Library (AGRICOLA), as well as specialized databases in veterinary medicine.

The Phase IV construction bids included the repair and remodeling of the dairy barns and the construction of remote animal facilities and research buildings ("finger barns") on the site. The request for Phase IV bids was advertised in September 1980, and responses were opened on December 16, 1980. The lowest bid was several thousand dollars over the available funds. On December 19 I met with George Worsley, Abie Harris, and several members of FWA to plan to renegotiate costs on materials. By adjusting the contingency allowance, we were able to stay within the funds available and awarded the bids for \$2,153,832.

### ***Building the Curriculum and the Student Body***

At other veterinary schools where I had been employed, some graduate students were allowed to enroll in veterinary school courses, and it caused a constant problem. To receive applicable graduate credit, the students had to receive a grade of B or above, and many did not compete well with highly motivated and aggressive veterinary students. In two instances in my memory, graduate students had passed preclinical veterinary school courses at the C level. After they had amassed quite a few of those credits, they demanded admission to veterinary school with the argument that they could, and had, passed the courses. I was determined to develop a system of courses in our curriculum for which this kind of challenge was not possible.

We devised a system of course numbers which identified the subject matter, the year of presentation, those available for dual-level enrollment, and those restricted to students enrolled in the veterinary curriculum. Problems, seminars, topics, and special project-type courses used two-digit numbers divisible by 10 (10, 20, 30, and 40 through 90). A third digit designated the year of the veterinary curriculum (110, 210, 310, and 410). Courses with a 500 designation were dual level and open to graduate students and to veterinary students as electives. Courses at the 600 level were for graduate credit only. All numbers ending in 99 indicated research courses. Subject matter areas were as follows:

#### 00-08 and 11-18 (Medicine and Surgery)

Diseases courses: diseases by systems, species, etiology, etc.

Manipulative Courses: for purposes of diagnostic therapy or surgery

Practice Management: jurisprudence, economics, medical records, etc.

Therapy: drug, manipulative, surgical, radiotherapy

Medical Services: radiology, ultrasonic, anesthesiology, electronic support, etc.

#### 21-28 and 31-38 (Anatomical and Descriptive)

Anatomy: gross, microscopic, electron microscopy

Vocabulary

History

#### 41-48 and 51-58 (Microbiology and Epidemiology)

Epidemiology  
Infectious Agents: bacteriology, mycology, parasitology, virology, immunology

61-68 and 71-78 (Pathology)  
Pathology: gross, microscopic, and clinical chemistry

81-89 and 91-98 (Physiological Sciences)  
Physiology  
Pharmacology  
Biochemistry  
Nutrition  
Toxicology

Cross listing of courses became an issue again in late September 1980. Students in animal or poultry science were required to enroll in courses with animal science or poultry science designations to use them for graduation credits in those majors. Because teaching budgets and faculty positions were related to the number of students enrolled in courses with a given prefix, we offered either to list the courses with our prefix (and they would change their requirement for majors), or to list them with animal or poultry science prefixes (and we would teach the courses under contract). They returned to their curriculum committees for a decision and elected to have us teach the courses, which helped our budget inadequacy in a small way.

Of the new department heads, Aronson was under the greatest pressure because his department would be most heavily involved with instruction as soon as students began matriculating in 1981. Upon his arrival in June 1980, he immediately started working with Howard on the first-year courses and the recruitment of key faculty to teach them. By early July he had a commitment from Cornelis "Kees" Wensing, professor of anatomy, University of Utrecht, Netherlands, to join us during the 1981/1982 academic year as visiting professor to assist in the development of courses in gross and microscopic veterinary anatomy for first-year students. Wensing brought one of his students, Martja Van Blessingen, to assist in the preparation of materials and specimens to be used in instruction. J. Edgar Smallwood, Texas A&M University, and Steve Holladay joined them during 1981. In addition to lecture materials and selection of texts, they prepared and assembled more than forty sets of microscope slides covering all the body systems, sets of bones, skeletal preparations, and multiple embalmed specimens of several domestic species for anatomical dissection. In December 1981 a celebration attended by faculty and staff marked the "coming out of the skeletons."

Texas native Edward Batte had graduated from Texas A&M University in 1949. Naturally he inherited the typical Texan's loyalty to his roots. He was a long-time Rotarian and faithfully attended weekly meetings. At about the time Smallwood was hired, Batte returned from the regular Friday meeting with a humorous anecdote. One of his brother Rotarians asked how things were going with the veterinary school. Batte related that Smallwood had just been recruited from the faculty at Texas A&M. Being familiar with the sport of Texas "Aggie" put-downs, his brother Rotarian is reputed to have said, "Are things so bad already?" However, as it turned out, A&M's loss was our gain.

In January 1981 Adams, Howard, and I traveled to Virginia Polytechnic Institute and State University (VPI) to see the development of their program. The VPI effort was termed a regional program, and its leaders had tried unsuccessfully to draw us into it. Dean Richard Talbot, Associate Dean Fred Troutt, and others met us at their administrative offices. They had leased space in an off-campus office building for faculty offices and one classroom. At the edge of campus, they had successfully renovated a building formerly used to house smaller farm animals for anatomy dissection, physiology laboratory spaces, and classroom lectures. We viewed, from a distance, an unfinished building that was to be their future teaching hospital. During our return trip to Raleigh, we speculated on the problems they must have confronted by having to teach students in such widely separated facilities. We planned to admit forty veterinary students the next fall semester. I was personally thankful that we had chosen to have our permanent facilities under construction before we admitted our first class of veterinary students. Both Adams and Howard expressed a similar consensus.

The attention our new program received from local and statewide media stimulated student interest, not only on our campus but also throughout the state. Howard scheduled a daylong orientation program for student counselors and advisors from all sixteen UNC campuses. Most were unfamiliar with our profession and had never received information on the requirements for admission to schools and colleges of veterinary medicine. The orientation session for advisors was a great idea and dispelled some strange ideas about us among our sister institutions, and it proved to be a very positive public relations effort.

Howard continued to prepare for the admission of the first class of students. He collected application forms from a number of veterinary schools and used them as guides to develop a form for SVM. We wanted to attract minority students, and Howard approached minority veterinarians in North Carolina for help with counseling, advising, and recruiting. In October 1980 we had been informed that four or five black students should be included in our first class of forty students. We met with Clauston Jenkins, an attorney with NCSU's Office of Legal Affairs, to discuss the matter; he said it was not a quota, but "a reasonable expectation that four or five might be possible with hard work." On January 19, 1981, Howard scheduled a dinner meeting with an *ad hoc* advisory committee at the Faculty Club to consider minority admissions. We were anxious to satisfy the obligation contained in the consent decree of Judge Franklin Dupree, and we truly believed in a mix of race, religion, and cultural backgrounds among our students, as well as in the population of North Carolina veterinarians of the future.

Attending the meeting from North Carolina A&T University were Burleigh Webb, Alfreda Webb, and George Johnson. North Carolina veterinary practitioners in attendance included David Brooks from Pembroke, Curt Locklear from Lumberton, Donald Fuller from Yancyville, and John and Linda Blount from Durham. The meeting progressed slowly without much participation, until Gus Witherspoon of NCSU's Department of Zoology showed up and began to challenge our admission requirements. He demanded a specific quota and the elimination of our requirements for courses in animal sciences, chemistry, and statistics. He and Brooks locked horns, and the tempo and participation in the meeting accelerated. Alfreda Webb made the point that requirements are not intended to be discriminatory, but are necessary to prepare students for success in the veterinary curriculum. Even though Witherspoon

turned the focus of the meeting from minority recruitment to minority admissions, good things came from the meeting. He and Brooks led the group to several positive conclusions. All agreed that we should make an extra effort to attract one or more black students into the first class, but at the least to have "maybe three black applicants" among the first group.

A common myth among preveterinary students was that they were almost assured of admission if they could get a job working at the veterinary school; e.g., "get to know the faculty and they will know us." It was rumored that they would receive "points" toward admission. This was a contradiction to being "assured," but aspirants failed to weigh that part of the rumor against what they knew to be true. Consequently, private veterinary practices often had the advantage of volunteer help from persons seeking to gain the imagined advantage. Both kinds of experience had the positive benefit to the students of providing an inside understanding of what was involved on a routine basis in a veterinary practice and in academia. From that experience, some decided against careers in veterinary medicine and changed their major to another degree path. Others, however, were doubly stimulated.

In actuality, the process of student admission was pretty straightforward. Howard and his staff gave it broad publicity. They were available to meet with and to counsel applicants. They tried to dispel all the rumors. Being known may have been superficially advantageous, but it played a negligible part in the selection process. Both academic and nonacademic factors were considered in admitting students. The required preprofessional courses could be obtained through the curricula of a number of fields of study leading to a baccalaureate degree. Many of these fields of study were outside of the agriculture curricula, and we received numerous contacts encouraging us to reconsider that criterion.

Candidates were considered competitive for admission only if they had a cumulative undergraduate grade point average (GPA) of 2.75 or above, on a 4.0 scale, and grades of C or above on all required courses. We provided preveterinary students a listing of courses taught at NC State University that met the requirements established for admission. Many students met their preveterinary requirements on other campuses. Course syllabi were requested from those universities, and faculty of the corresponding departments on the NCSU campus compared them to the required courses offered in their departments to ascertain equivalency.

Considerable thought and debate went into developing a process for admission of students that was impartial and that could be subjected to evaluation by the Council on Education, the university, or the public and be recognized as bias-free. Howard and the Faculty Committee on Admissions developed the first application form for admission, and they were made available for distribution as early as November 1980. The deadline for their return was 5:00 P.M. on February 15, 1981, and the confidential evaluations were due to be returned no later than March 1.

The packets contained all the necessary forms and detailed instructions for completing and submitting the application. A \$25 application fee and a three-page typewritten autobiography accompanied each completed application form. Official transcripts were received directly from university registrars, and confidential evaluation forms on each applicant's character and projected success in the program were received directly from the evaluators of the applicant's choice. Documenting their North Carolina residency was necessary for the first applicants to be considered for admission, and they were personally responsible for ensuring

that they submitted everything on time.

The selection process was based on points, weighted with approximately 60 percent from objective sources and 40 percent for subjective values. The objective sources related primarily to academic ability, performance in required prerequisites, overall-grade point averages, and scores from standardized tests. Thirty-five percent of the subjective point score was assigned to an individual applicant interview conducted by two members of the Admissions Committee. The interviewers scored each applicant independently and confidentially. When a wide variation in scores between interviewers was noted, the applicant was offered the option of being re-interviewed by another team of interviewers who were unaware it was a re-interview. At the end of the second set of interviews, the four scores were averaged to determine the subjective score from the interview process. As the subjective and objective points were scored, they were entered into the student's computerized record. The forty (in later years, seventy-two) students with the highest total scores were offered admission.

As part of the interview, applicants were asked to write a timed essay (fifteen minutes) on a topic of the school's choice, but one with which the student should have been well acquainted. The essay was more a measure of communication skills than knowledge of the subject. Most of the final five percent of the subjective score was assigned to the content of the essay. The essay and interview were included in the application process to evaluate the applicant's ability to communicate logically and to respond under pressure.

As time progressed, media attention to our developing program became more positive, and our preparation for the selection of students received broad coverage. We began to receive inquiries from students in a variety of fields, and we recognized an increased urgency among those to whom we had given academic counseling. By mid-February 1981 we were receiving thirty or more completed applications per day. We received the first on the day after the initial mailing, when David Rives hand delivered his completed application. He was among those admitted to the first class, and he was the first to confirm his intention to join the class. Four years later, on graduation day, we rewarded him with the first diploma from the School of Veterinary Medicine, making him the recipient of the first Doctor of Veterinary Medicine degree ever awarded in North Carolina.

The dean's main responsibility in admissions was to approve the appointment of the Faculty Committee on Admissions, as well as to approve the process. I had no direct involvement in the decision to admit, or not to admit, an applicant. Stories have always circulated about admissions processes being subject to outside pressures, bribes, and cronyism. I had served on admissions committees at two other institutions and had experienced those kinds of pressures. In one instance, I was approached by a man who said he had "forty acres down on the river" he would be willing to "spend" if his grandson was admitted. I knew that we at NC State would be subjected to outside attempts to influence our decisions. The *Faculty By-Laws* provided a safeguard for preventing undue political pressure on one person to admit someone. It might have been possible to pressure one person to influence a decision, but it is impossible to pressure an entire committee. Even though my responsibility in the selection of students was indirect, I signed both the letters of acceptance and rejection recommended by the actions of the entire committee.

The Faculty Committee on Admissions was composed of six members selected by popular

vote of the faculty, the president (or designee of the president) of the NCVMA, one representative from SALS (recommended by the SALS dean), and one member-at-large from the UNC system appointed by the veterinary dean and agreed upon by the associate dean and director of academic affairs. Until her death on October 14, 1992, Alfreda Webb from North Carolina A&T University filled that role. Having the NCVMA president as a permanent member served several positive functions, but one of the most important proved to be the increased exposure to the school's needs. Those who originally believed that "good old farm boys" should be our first choice for admission were impressed with the high quality of applicants, both in terms of personal attributes and academic achievements, and they came to understand that survival and eventual graduation with that kind of competition was probable only for the highly qualified.

Usually eight to ten volunteer faculty members assisted in the interview process. Eighteen to twenty persons served on the interview teams, but only full members of the committee voted in the final decision. As chairman of the committee, Howard had no vote in the deliberations and decisions. The scores were entered into the student's index (as described above), and the students with the highest cumulative indexes were offered admission until all slots were filled. The remainder received letters of rejection. The latter group was invited to meet privately with Howard to review their standing among the applicants, and they were counseled on ways to improve their standing in subsequent applications. Alternate positions for admission were not identified, because we believed it conveyed a false sense of hope to those so designated. If one of those offered admission elected to give up the opportunity, then the student with the next highest index was contacted. If that person was no longer available, the process continued until the position was filled. There were reports that other veterinary schools had been sued following their admissions cycle. Our process and system of admissions were well documented and sufficiently without bias so that no one challenged us legally.

Because it was a new program with a new curriculum, new faculty, and new facilities, we elected to admit a reduced-sized class for the first two years, followed by seventy-two per year in subsequent years. Presumably due to the conditions noted in the Arthur D. Little Report, male applicants to veterinary schools decreased during the early 1970s. During the same period, female applicants remained stable and subsequently increased in relative numbers. The first class admitted to the SVM happened to have an equal number of males and females (twenty each). However, very soon the total and relative numbers and percentages of female applicants increased in each class until about three fourths of the students admitted were female. Several prominent veterinarians in the state expressed concern about this trend and actually suggested that additional points be given to men in the process. When letters of reference for applicants were examined, these same veterinarians had given glowing recommendations for one or more female applicants.

By mid-March 1981, the process for the admission of the first class of veterinary students was almost complete. There were 126 applicants qualified for admission to those first forty positions: 3.15 applicants for each opening—eighty females and forty-six males. Eighty-nine were interviewed for admission, and by March 13 only a few delayed interviews remained. We encountered some moaning and gnashing of teeth among those who had incomplete applications: incomplete or missing transcripts, required courses not taken, or standardized test

scores not received (probably not taken). Howard and I received phone calls and pressure to admit noncompetitive students from both “influential” and good “farm” families. Several persons severely berated us, and a couple made mild threats, but no civil suits resulted. Letters of acceptance were prepared, signed, and mailed on April 30, 1981. The first class was identified; the die was cast.

When the names were made public, these students were categorized every way possible by almost everyone who had positive or negative interests in the veterinary school. All were legal residents of North Carolina, but a predominance of students among that first class listed Wake County as their legal residence. Immediately, several legislators reacted to a News and Observer article that focused on counties of residence. They remarked to the press that we should have selected an even distribution of residents throughout the state. Several of those admitted had established residency in North Carolina after entering the university, while others were long-time state residents who had moved their residence, registered their automobiles, and voted in Wake County. Many were married and had children enrolled in Wake County schools. An explanation of the circumstances seemed to be universally accepted by those who raised the question, and the bulk of the criticism ceased.

### ***Building the Team***

Almost from the time I became involved in trying to get a veterinary school started in North Carolina, the game of mentally planning an administrative team was often among my thoughts. From a distance, I had watched several newly appointed veterinary deans assume their offices, mostly with administrative teams and structures they had inherited from their predecessors, and to which each had to adapt. One new dean had attempted to unseat the existing order and to introduce a new order composed of his friends. He moved too fast, and it ended in a bad scene with his administration split into almost unresolvable and competitive factions that markedly reduced his effectiveness throughout his entire tenure. Some sage described the first rule of the hunt, “If you move too fast or too suddenly, you’ll spook ‘em.” And, he did. The new veterinary program at NCSU would have a great advantage in team building over anything I had previously witnessed. It would be a new and complete program that could be assembled from the top down, with one administrative layer under another.

In my previous appointments on other campuses, I had observed deans confronted with faculty dilemmas because governance procedures and individual responsibilities were not clearly defined. I wanted our school to have a body of operational principles that contained well-defined descriptions of responsibilities, policies, and procedures that could be adjusted to evolving needs as time and necessity dictated. L. Meyer Jones, who joined DVS as a visiting professor in 1978, had previously served as veterinary dean at both the Universities of Georgia and Illinois. He encouraged me to enact faculty by-laws for that purpose, and he stressed the need for their adoption as soon as possible after SVM was established. I asked him to draft an outline, and he prepared an encyclopedic set of notes that defined a wide variety of administrative practices and faculty responsibilities.

His work served as the catalyst. By the time the first associate deans were in position in early 1980, a manageably sized draft of *By-Laws for the School of Veterinary Medicine* was ready

for further editing at a series of discussion sessions. These revised by-laws were presented to the faculty for adoption and were ratified November 6, 1980. The existence of by-laws was probably an exception among NC State's schools. Several veterinary schools in the U.S. and Canada had established operating procedures and practices, but none were as definitive as ours. These by-laws have since been used as a model by several other veterinary faculties, as well as by at least one other school at NC State.

Jones made an important contribution when he urged us to prepare and institute by-laws. They defined the responsibilities and functions of the dean, heads of departments, members of the school's faculty, and various committees, and they contributed order to the smooth operation of the SVM. The by-laws promoted and encouraged faculty involvement in governance of the school, and they designated a means whereby amendments or change could be implemented by faculty actions. They established the system into which the department heads and faculty were hired. The by-laws were a written and approved reference, copies of which were given to new faculty. Faculty were also made aware of our *Policy and Procedure Memoranda*. Most of the memoranda dealt with actions with which the faculty would probably never become involved, but it was important that they knew of their existence. The by-laws, along with other documents, were readied for the first step toward accreditation, the Letter of Reasonable Assurance. The Council on Education was impressed with the concept, and the review team repeatedly made reference to its existence during their visit.

When the faculty became organized, they were responsible for electing officers to conduct the business of the faculty. The title "Secretary of the Faculty" was chosen when the by-laws were written in an attempt to pattern the position name after terminology used by the United Nations. This was probably a mistake, because the name "secretary" was confusing and often misinterpreted. Normally, the secretary of an organization keeps the minutes, whereas a recorder was designated to keep the minutes for the veterinary faculty. Although the faculty discussed changing the name, it remained the same during my tenure.

We spend most of our lives selling ourselves, our ideas, or our goals. We had to sell what we were doing during those formative years. The advantages of starting the teaching, research, and service programs simultaneously outweighed the disadvantages. The primary disadvantage was that it immediately magnified the multiple stresses associated with beginning a program for the school's administration. We had many advantages, though, over the experiences of most other new veterinary schools started about the same time. Most of them started with their teaching program and planned to follow with service and research programs. Establishing a hospital as a service function for clinical teaching was an automatic and necessary component of their teaching programs.

In many of the schools, clinical research programs failed to reach a reasonable potential within a reasonable time. Research programs were often severely restricted and took many years to develop. Research was important at NCSU for a myriad of reasons. It helped us attract the kinds of "young comers" we wanted as faculty. It combined an attitude of excitement with the joy of discovery. It provided outside alliances and contacts, as well as funds that had multiplier effects and resulted in spin-offs to our teaching and service programs.

The pursuit of opportunity without regard for the amount of assets we already controlled enabled us to do as much as we did. We made many critical decisions and enacted many

practices during the first few months of the school's administrative life. It was more advantageous to make decisions quickly, even if they were wrong, than to suffer the delay necessary to ensure they were right. On first examination, many decisions may seem to have been made almost spontaneously. In retrospect, most were formed more slowly and surely from a combination of experiences of the previous academic backgrounds and personal insights of the early administrators and faculty, the deliberations of the committees of consultants, and requirements of the AVMA Council on Education.

As the time to start the admissions process approached, we still faced numerous other issues and problems. Before it was certain whether the Board of Governors would approve a veterinary school, Richard Dillman and I had shared a standing joke. We likened our quest for a veterinary school to a dog chasing a car. "What will we do with it if we catch it?" We had caught it, and the old simile of having to drain the swamp filled with alligators aptly fit our circumstances. Figuratively speaking, our swamp was filled with alligators. Most were small, but they were still plentiful, and we had to deal with them.

My large alligators involved several internal problems among and between our administrative team. I recognized some as fact, some as assumptions, and some as allegations. Allegations—do alligators allege? I perceived that if I allowed certain issues to continue, we could expect long-term negative effects. If left alone, some might have settled into workable compromises, but they all had the potential to become deep, underlying adult alligators that could surface into cataclysmic rifts. Everything was happening at once, and many of the methods and procedures of operation were not well defined or had not even been considered. We were each feeling our way and often had varied opinions as to where we wanted to go, how we wanted to get there, or where we wanted to be when we got there. Sometimes it seemed that everyone was staking out territory and that our common interest was secondary.

The members of the team had joined us from well-established programs with well-established operational systems. Unfortunately, there were significant differences among those programs and deviations from what I envisioned for our operation at NC State. Since our administrative team hailed from different systems, their natural tendencies were to make functional and operational moves compatible with the systems from which they came. I wanted a simplified administrative system centralized in its overview and decentralized in its operation. We needed to avoid duplication of records and actions and to have most decision-making occur at the level of its action. The Doctor of Veterinary Medicine was our common major degree objective, and collectively each department contributed to it. Yet, I believed each department could operate and grow both independently and cooperatively in its research and some service functions. I believed it must be that way, or we would be just another veterinary school instead of a great one.

Our greatest "trouble in River City" did not involve territorial differences, but seemed to hinge upon the management of our resources. Multiple misunderstandings existed about what constituted asset management and how it differed from administration, including various opinions about where an individual's responsibilities ended and those of others began. John Green was oriented to be a manager, and manage was what he wanted to do. The associate deans and department heads were administrators, and administrate was what they wanted to do. The problem was one of definition. I wanted Green to coordinate the use and

status of our facilities and to provide the supportive service aspects for the program: accounting, the mechanisms for placement of purchase orders from the departments, and personnel records. His office was responsible for recording and monitoring expenditures and for keeping the departments and council apprised of the budget status. The department heads were to coordinate the uses of their personnel and resources toward program development, delivery, and operation. They should expect facilities and services to complement their programs, but it was not their job to manage them. Equally, it was their responsibility to make judicious disposition of their fiscal resources, recruit and supervise faculty and staff, and nominally direct research programs within their departmental disciplines.

Office staffs of the departments and associate deans sometimes seemed unsure about to whom they were responsible, even though they understood they needed to be responsible to supervisors in the departments. I opposed a centralized office manager system. Office staffs needed to be responsible first to the units to which they were assigned, but they had to work within the policies and practices established through the business office. Executive secretaries had to be directly responsible to the administrator for whom they worked. Because they were often privileged to the opinions and rumors that exist in every organization, they were the alarm system for their respective administrators. Within any office manager system I had ever observed, the object was to please the office manager first—an application of the adage that “whoever pays the piper calls the tune.” In our system, their “pipers” had to be the unit administrator.

There are certainly at least two perspectives to almost every story, and there are always two sides to every slice. The existence of two sides indicates that neither all wrongs were all wrong, nor all rights were all right. I had witnessed other programs where irreconcilable differences developed, resulting in either an autocratic or a weak and fractionated administrative structure. Our investment in time, effort, and resources had been too great to have the school falter at this time. It was my responsibility to preserve the talents of each member and to develop an effective operation without alienating them. The difference between a compromise and a good sale is that with the former each gives up something; with the latter, each considers they got the best deal. I needed several good sales.

The spring and summer of 1980 was an anxious time for all of us. Our first real budget was awarded, and a method for its judicious distribution and control was not yet clearly understood and established within our group. In addition, personnel subject to the state personnel act (SPA) were being added as clerical and technical staff. We had exhausted the spaces available to house new faculty and staff. The temporary building at 1212 Blue Ridge Road was overflowing, and so was the GAHL on campus. We continued to recruit. Upcoming were the NCVMA, AVMA, and AAVMC summer meetings, at each of which I had some major responsibility. We had suddenly gone from being a small department (DVS) in a large school (SALS) to being a new, small “stand-alone” unit among larger, older, established schools on campus.

Using the “draining the swamp” metaphor, we seemed to spot more alligators on a daily basis. “See that one, there goes another, check on that one.” Just to name a few, we were dealing with all the aspects of purchasing, hiring, records, planning, budgeting, parking, maintenance, deadlines, scheduling, communication, accounting, inter-personalities, reports, proposal preparation, superimposed upon development of academic, research, and service

programs. The chaff and the grain were all mixed together. Even so, morale remained high and enthusiasm reigned. We were fortunate that the faculty and staff were highly compatible. Even though the personnel system distinguished between faculty as Exempt from the Personnel Act (EPA) and staff as Subject to the Personnel Act (SPA), there was little evidence that one worked for the other. Instead, we all worked together.

Things that needed my immediate attention seemed overwhelming. I delegated as many things and as much authority as possible to the department heads, associate deans, and office personnel. Most things that related to the academic program and faculty recruitment efforts were settled in their turn, except for support personnel and the budget. Many of the SPA job descriptions for the approved positions were stalled in the NCSU Personnel Office; classification seemed to be the basic problem, and I met repeatedly with Personnel Director Bill Callaway to explain our needs.

The change budget for 1981/1982 received concentrated attention during the spring of 1980. John Green was a great help during this effort, and together we defended and presented it to the Office of Business and Finance. We thought we had succeeded in our submission until July 30, when Chancellor Thomas called to tell me that Raymond Dawson at the university system level wanted to reduce the SVM budget by \$500,000 in the first year and by \$750,000 in the second year of the biennium. Thomas asked that I contact Dawson and Felix Joyner directly on the matter. I spent that weekend struggling with the request and concluded that in reality we may not have requested enough money in several areas. So much effort had gone into detailed planning that I dreaded having to begin an austerity program before we really got started. I had serious doubts that the cuts had originated with Dawson and believed that the idea may have been seeded in Holladay Hall.

George Worsley spent all day with us on August 5, 1980, going through the budget line by line. By 3:00 P.M., he was sure the request had no fat, and we identified \$150,000 that could be shifted from 1981/1982 to the next fiscal year. Even though some funds were moved internally, he agreed that the budget was barely adequate. The next day Worsley went with me to Chapel Hill to meet with Dawson and Joyner. We hoped we could demonstrate good faith with the \$150,000 shift and that they would accept it. However, they had already made up their minds and would not change. It was a Hobson's Choice—none at all. Joyner said the veterinary school, ECU Medical School, and enrollment increases were up front in the university budget request, and they did not want to have to defend each item to the Advisory Budget Commission (ABC). When we left, I had the good feeling that Dawson and Joyner were friendly and in sympathy with our problem. Joyner said he wanted the ABC to accept our requests without question and to continue the 1983–1985 budgets as developmental.

Since the University of North Carolina's budgeting system was new to the associate deans and department heads, Green's experience on the Chapel Hill campus was invaluable. It seemed wise to indoctrinate the newcomers to the system, but more importantly to give them an understanding of our prospects for the current year. We spent three days in mid-August 1980 reviewing the 1980/1981 budget line by line, item by item. Adams and Stevens were experienced in the administration of hospital and research budgets, respectively, and both had managed academic departmental budgets elsewhere. Howard's budgetary perspective was primarily as a fellow with the American Council on Education (ACE) in the President's Office

at Cornell University. Green had served as officer for a research-oriented department, with prior experience as a regional representative for a major automobile corporation and as a small business owner. We all had something to learn.

It was a time of individual positioning, disagreements, compromises, frustrations, trade-offs, bruised egos, raised voices, and occasional agitated breathing (some of which continued beyond the three days), but we adjusted to each other and accepted and identified the issues essential to the development of a strong program. The lessons learned and the alligators quelled in those few days made possible the productive relationships we experienced during the next ten years. A few philosophical differences surfaced, but the administrative team was patient and often let me have my way or convinced me of their positions. It was a learning process. They were learning how to handle me.

Collectively, we identified teaching, research, and service priorities and addressed each, object code by object code. Within weeks, an understanding of the interdependence of teaching, research, and service in the program was strengthened. We each realized that no matter how restricted our individual interests may have been, the entire program was affected by even minor changes within it. Green acknowledged that he understood management but knew little about a veterinary program. He accepted that centralization by our plan had to start with requests from the department heads and associate deans. In the next months, "method" sometimes seemed to become central again, making it necessary to remind Green's "people" that they existed only to help us get "our thing" done, and that "our thing" was the teaching, research, and service functions of the university. It was a learning process for all of us, and I believe we could never have achieved what we eventually did without John Green's persistence.

We recognized that the most expensive part of our operation was going to be personnel costs. At that time we made a collective decision to allot 70 percent of our budget to personnel and 30 percent to nonpersonnel dollars. During the early years, it was not difficult to follow that rule, and until the 1989/1990 fiscal year we maintained an approximate 65 to 35 ratio. An ultimate distortion of the original ratio was inevitable; each time we filled a permanent faculty position, we added to the personnel side of the equation without adding funds to the nonpersonnel component. As time passed, we watched the ratio change. For example, during January 1990 we had a 70.4 to 29.6 ratio. The 70 to 30 ratio was a wise decision, because we later experienced several compulsory mid-year budget cuts. That ratio permitted us to comply without affecting our personnel budgets, while several schools on campus were forced to eliminate lecturers and temporary or visiting positions to comply with the cuts. The decision to establish that ratio in our early budgets was another "did right" that resulted from the collective wisdom of our early group.

Cabinet retreats began early in the history of the college. The first one was informal and more of a social outing than a working session. We met at Cape Hatteras in September 1980, before the entire cabinet was in residence. Besides members of the cabinet, senior faculty at the retreat included Donald Davis, Richard Dillman, Daniel Moncol, and Donald Simmons. A bond developed within the group and persisted throughout our years together.

Subsequent off-campus cabinet retreats occurred annually and lasted about two-and-one-half days. They were held away from Raleigh so participants were not readily called back to the office. After the first one, and with the exception of one scheduled at Southern Pines, all

retreats were held at the North Carolina coast in Atlantic Beach, Salter Path, or Emerald Isle. Early on, they became working retreats. These were planning and problem-solving sessions, and they required the group's full attention on the issues. During these sessions we identified common issues, discussed solutions, established goals, and shared plans for growth and development within individual departments. An additional benefit was interpersonal bonding, which was strengthened among and between members of the cabinet.

We held the first working retreat at Atlantic Beach from July 7 through 9, 1981, with John Green, Leroy Coggins, Steve Crane, Wayne Oxender, Art Aronson, Donald R. Howard, Charles McPherson, William M. Adams, C. Edward Stevens, Donald G. Simmons, and myself in attendance. There was thin ice to be crossed, and this was as close to being an obedience-training retreat as we ever held. It was critical for us to understand and confirm the operational system and to agree to play by the same rules.

We clarified four main topic areas. First, we reviewed the individual responsibilities of administrators and department heads and then the collective responsibilities of the cabinet, council, and faculty. These were defined in the by-laws, but several items of responsibility needed emphasis and articulation. Second, we discussed decisions and the processes of making decisions and policies within the school. I wanted input from the involved or affected level as the usual basis for a recommendation for action, but it needed to be understood that someone in the administration was ultimately responsible to receive the credit or blame for each approved decision. Third, we reviewed the committee structure to ensure faculty participation in the governance of the school. Fourth, we discussed the system we would use to manage information, both internally and externally.

So, the basic purposes of that first working retreat were to reaffirm the *Faculty By-Laws* and to emphasize several operational procedures. Generally, everyone ended with an understanding of operations and the background for our system. They seemed in agreement, but I knew a concerted effort would be necessary to see that it happened. The collective understanding and insights gained during those couple of days of discussions led to an effective basis for interaction.

The retreat was especially valuable for me. It was the first time I had been in such close proximity with the team as individuals and as a group. I watched for interpersonal interactions among the group and with me under social, casual, and structured conditions. I watched and evaluated how I could best interact with them, collectively and individually, and how each could contribute to common purposes and goals. When I reread my notes from the retreat fifteen years later, I found my reactions surprisingly similar to what I had experienced with those same individuals during our years together.

The retreat formats became more flexible over the years, but all had common characteristics. When we went to the North Carolina coast, we leased both sides of a duplex beach house from Sunday evening through Wednesday, usually in the fall after the tourist season ended. We purchased groceries for eating in, and established a work roster to handle cleaning dishes and straightening the meeting area. Green and Rosanne Francis were the masters of the kitchen. He coordinated meal preparation, and she assisted with food purchases and the set ups preceding each meal.

The opening session of each retreat was held on Sunday evening. After the first retreat, we

developed the retreat agenda on site. Attendees were each given fifteen minutes to introduce a topic of concern that, from their perspectives, affected the SVM as a problem, an opportunity, or an existing issue that needed discussion. After fifteen minutes, another member took the floor. A recorder listed and briefly outlined the issues on a flip-sheet easel. After each of the attendees had spoken, a committee of three was randomly selected to develop an agenda from the topics introduced. Often several issues were related, and those could be combined into a single item. Nonetheless, we formed an agenda that included most of the issues enumerated.

I made extensive notes as the retreat agenda was covered. It was not always possible to implement every proposed solution, but an effort was made to incorporate the consensus of the retreat, either partially or entirely, into our working plan of operation during the following year. Some things could not be achieved entirely because of cost, time, or policy. But, every item and issue upon which a consensus had been reached received serious consideration. Many agenda issues became action items, and others were the basis for permanent policy and program development within the college. Departmental retreats developed later and were usually held during break periods at locations closer to Raleigh. While the departmental retreats were harder to schedule because the school offered significant portions of its programs and curriculum throughout the year, the meetings had the same positive effects.

I lived on a street off Ridge Road, almost two miles from the Ridgewood Shopping Center, and many evenings I was one of the "Ridge Road walkers." I hiked up and down the street pondering a series of questions and tried to think through any dramatic action. Because of the long-term effects of almost everything we did at that time, most actions were going to be dramatic. I tried to clarify my thoughts, often by disassembling the problem into its component pieces, listing the pros and cons on paper, and arguing them back and forth before reaching a conclusion.

In my mind's eye, I knew what I wanted. And, like a mosquito in a nudist camp, I knew what I must do, but not where to start. Together, we identified what had to be done before a school could start, and we did it. I wanted each member of the team to be central to our collective effort. "Don't tell me why it won't work—tell me how to make it work." It was important to keep everyone involved, even if some of the trade-offs meant slight directional changes or delays. It could be done my way, their way, or something in between, but the results had to be to our collective advantage. Sometimes I seemed to give in and do it their way, which served as a big diversion. Diversion was the "smoke" that allowed me to get my way in other things that really mattered. Most of the little issues worked out, but with several budgetary and personnel management issues, I eventually had to make a unilateral decision.

It was an important learning period for all of us. I learned that group discussion was important, and that most decisions made following discussions were accepted without further debate. The sooner I enacted them, the more readily they were accepted. I learned that all decisions are not final. Being willing to reconsider paid high dividends. As time passed, they learned how to handle me. I learned that scheduled one-on-one meetings to answer questions that only I could answer were necessary, and that the meetings provided opportunities for me to learn what was happening. These update meetings continued throughout the years we served together, and it was during those sessions that we reaffirmed and clarified our goals.

## *Building External Relationships*

Relationships with the School of Agriculture and Life Sciences were evolving into an adversarial role instead of softening toward a cooperative kinship. I had hoped that once SVM was assured of being a separate entity that a positive liaison would develop as it had with other schools on campus. I pondered the dilemma and worried about it. The schools were unique in many ways, but they also shared some bodies of knowledge and some clientele groups and had the potential to complement each other's strengths. Unfortunately, the differences seemed to outweigh efforts toward the common good. We were too busy in the day-to-day entanglements of building a new program to focus on campus politics and accepted the situation for what it was.

One bright spot, though, was the appointment of Durward Bateman of Cornell University as the director of the North Carolina Agricultural Experiment Station. At Cornell, he had known and interacted with several persons who had accepted early positions with us as associate deans and department heads. During our early contacts with him, I was impressed with his objectivity and sincere desire to cooperate with our program.

I hoped to strengthen our relationship with the experiment station. I believed we could, and should, complement each other to provide mutual advantages for each school. Congress had recently passed Public Law 95-113, of which Section 1433 provided funding for animal health and disease research. In response to this law, regional task forces were established to define research priorities or possible collaborative efforts. The USDA instructed state experiment stations to inventory ongoing animal health and disease projects as a basis for fund allocations. In many states, separate allocations were made to the veterinary college and to the agricultural experiment station. In North Carolina, veterinary medicine was not yet well enough established to compete for a separate allocation, and all USDA-based funds received at NC State were administered through the experiment station, including any Section 1433 projects within the veterinary school.

Prior to the allocation of these funds, SALS scheduled several working sessions in October and November 1979 to interact with producer groups and to hear their research priorities. A working advisory committee of thirty-two persons, of which thirteen represented the poultry industry, were invited to participate. At the same time, the AAVMC established its own regional task forces, in which we also participated, to consider priorities and regional projects between two or more veterinary colleges. Needless to say, a high degree of polarization surfaced, with many strong differences of opinion between our experiment station's interests and those of the Southern Regional AAVMC Task Force. There was no doubt about the outcome or the disposition of funds for SVM, because in North Carolina they were awarded to, and administered by, the experiment station.

Bateman proposed that the SVM research director serve as an assistant director of the experiment station to facilitate and coordinate the management of these funds. C. Edward Stevens, who had been acquainted with Bateman at Cornell, accepted that role. Although we wanted to focus our research program in our own school, this was an option by which we could receive and have a voice into the disposition of the Section 1433 funds. This arrangement was not the best of both worlds, but it maintained an open door of communication

between the two schools and provided funds to a few of our faculty to do research under the NCAES definition of animal health and disease research.

A record number of practitioners attended the 1981 NCVMA winter conference, and it was the first to be attended by our department heads and associate deans. They were given a warm welcome into the association and to the state. Adams, working with Grimes, served as program chairman for the meeting. We received many accolades for the manner in which the school's program was developing, and he for the quality of the presentations at the meeting. The NCVMA had given us much encouragement and support during the time when it seemed that our options were least viable. I promised myself that when a faculty practice plan was in place that some of those funds would be used to pay the annual membership of all faculty who were eligible for membership in the NCVMA. They had given us great support in getting the school started, and now it was our turn to repay them.

That year faculty began to interact as a group in monthly meetings of the Triangle Veterinary Medical Association (TVMA). Raleigh veterinarians had established an after-hours clinic and a sponsoring organization to manage it. Because we were not included in the clinic or the sponsoring Wake County group, we were primarily the only Raleigh representatives regularly at the TVMA meetings. Both Adams and I served, in turn, as its president. Veterinarians from Durham, Oxford, Henderson, Chapel Hill, and points in between regularly attended. Our participation served to gain goodwill from our colleagues in those towns, and it gave them an opportunity to be updated about our developing program and for us to hear their concerns. I have never regretted getting to know them at those meetings.

On January 22, 1981, I was interviewed at a taped session by President William Friday for a presentation scheduled later that month on his public television program *Carolina People*. I had experienced previous interviews, but none compared to being with President Friday. As it progressed, I completely forgot it was an interview, and I could not believe that the thirty-minute period was over when we were signaled to "wind it up." He raised questions and stimulated discussions that were very relevant to the establishment of the veterinary school and to what we wanted to become. He was a master at the art of leading an interview.

Much of my time in North Carolina had been spent using ideas—mine and those of others—to build a veterinary college. While my described purpose and activity had evolved into developing this school, much of my principal focus and energy were devoted to selling those concepts. We needed, and I wanted, the people of this state to understand and appreciate the advantages of having a veterinary school at NCSU. My invitation to appear on *Carolina People* with President Friday was an opportunity to explain and sell those concepts to a wide audience. I felt that he sensed that purpose and led the interview to emphasize that perspective.

Members of the Dean's Cabinet received an invitation from Holly Farms to visit their processing plant in North Wilkesboro on January 26 and 27, 1981. We were warmly received by the Holly Farms group and given an extensive tour of several production farms and all aspects of the plant, from its reception of live birds through the various processing and quality control steps of its products. We met with some of the corporate officers and discussed ways by which we could complement each other's operations. They entertained us at dinner that evening and at breakfast the following morning. Gordon Miller, company veterinarian, seemed to have

been the prime motivator for the visit. He worked hard to make us feel welcome and to keep the discussions productive and agreeable to both sides of every issue.

The Dean's Council of the AAVMC met in Rosslyn, Virginia, from February 2 through 4, 1981. Even though NC State had not yet admitted veterinary students, I was accepted as a full and participating member of the council. As I had done at several earlier meetings, I kept a relatively low profile and observed the interactions among them. I was there to learn from them. This council always impressed me with its comradery and the apparent lack of competitive one-upmanship I had observed in some other groups. They had candid discussions, listened to the unique problems of others, and offered potential solutions. Most of all, they addressed common concerns. Even though conditions and problems on the various campuses differed, without exception the deans were supportive of each other and collectively sought solutions with mutual benefit.

The NCVMA summer meeting was held in Fayetteville from June 11 through 14, 1981. It was the first time that all the associate deans and department heads were in attendance. Joe Grimes had given presentation assignments to many of our newly appointed faculty as a way to make them visible and to introduce us to the NCVMA membership. The practitioners welcomed and sought to involve the SVM faculty in the meeting and in discussion sessions. Lasting friendships were established during those few days. We had crossed the Rubicon, and there was no turning back now. We were committed to deliver, and deliver we would.

### *Contemplating the "Did-rights"*

As we ended the 1980/1981 academic year, I reflected on its contrast to the previous couple of years. Many good things had happened, especially filling the positions for the associate deans, the department heads, and the business officer. They, in turn, had selected and filled critical secretarial, clerical, and technical positions. Several key faculty were on board and others were committed to join us. John Green had hired a personnel director, accountants, and an administrative assistant. These, added to our existing faculty and staff, made us a measurable complement.

Included among the school's "did rights" at this point in its history were the organizational structure (three associate deans and four departments), committee structures and purposes, introduction of faculty by-laws, emphasis on all three functions (teaching, research, and service) from the beginning, a centralized graduate program with multiple areas of emphasis, establishment of an active and functional hospital board, a single graduate-residency committee that monitored both postgraduate programs, a functional research committee, identification of internal research funds, an objective admissions process for entering veterinary students, a curriculum based on comparative medicine with basic medical sciences, a general facilities layout and construction plan that promoted a oneness in the program, and many other small things that contributed to our unique character. By any measure, we had compiled an impressive list of accomplishments in a very short time.

CHAPTER V

WISHING ON A STAR, 1981–1983

Will it be a shining light, or a 15-watt bulb?



*“To me, you are still nothing more than a little boy who is just like a hundred thousand other little boys. And I have no need of you. And you, on your part, have no need of me. To you, I am nothing more than a fox like a hundred thousand other foxes. But if you tame me, then we shall need each other. To me, you will be unique in all the world. To you, I shall be unique in all the world. . . . One only understands the things that one tames. . . . You become responsible, forever, for what you have tamed. . . .”* said the fox to the little prince. - ANTOINE

DE SAINT-EXUPÉRY<sup>66</sup>

We had caught it. The program was “unique in all the world,” and now we had the responsibility of taming it. The program we developed for North Carolina served as a beacon and as a new center for the veterinary profession, for the science and art of veterinary medi-

cal practice, and for the advancement of veterinary medical sciences among other academic medical sciences. We had accepted a responsibility whose breadth included the earth, nature, life, and reality. We had laid out the field, and now we had the job of plowing, planting, and cultivating it.

It was a time for major decisions, but it was also a time of unsettling diversions of major proportions. The publicity in the news media associated with accepting the first class made us vulnerable to speaking requests from service clubs, attention from opportunists looking for part of the action, legitimate contacts from Research Triangle Park (RTP) corporations, interactions with biomedical programs at our sister universities in the Triangle and at other North Carolina universities, faculty from other universities and veterinary colleges intent on improving their lot and finding a fast-track to advancement, salespeople from equipment and supply companies, well-wishers, crack-pots, and persons interested in all sorts of things that they imagined to be the responsibility of the new School of Veterinary Medicine. The beat went on and on, not only during regular working hours, but also at odd hours of the evening and weekends. We did all we could and tried to avoid unduly influencing people or damaging their relations with the university or the school. It was a time to "try men's souls."

On the other hand, we could only be optimistic as we recruited the faculty and staff critical for the development of a great program. We definitely had many advantages over other veterinary schools. Most veterinary schools and colleges are at land-grant institutions and are located centrally in their respective states, often in small or medium-sized towns. They are, in reality, isolated from the mainstreams of science, social activities, and populations of people and animals. Even the few veterinary schools located in large metropolitan centers are at considerable distances and time from airports served by major airlines. All of those assets were here and available to us. We were on the edge of Raleigh and fifteen minutes from Raleigh-Durham International Airport (RDU), where almost a dozen major airlines had terminals or regional hubs. In addition to availability by air, we had direct access or easy connections to several major highway systems including Interstates 40, 85, and 95, as well as to a greater number of state highways.

Probably the greatest selling point for recruitment was the proximity of RTP with three major universities at the angles of the Triangle. We were within twenty-five miles of two highly qualified medical faculties and within one hundred miles of two more, all located in our own state. These science and research communities provided numerous opportunities for the employment of spouses of newly hired faculty and staff. Collectively, we had immediate access to unique academic, government, social, artistic, and cultural environments. Raleigh, Cary, Garner, Clayton, Wake Forest, Knightdale, and the surrounding communities were desirable areas in which to live, and they offered shopping, major health care centers, entertainment, private universities, community colleges, and excellent public and private school systems. North Carolina and the adjacent states could boast a multitude of recreational opportunities, ranging from sea level to the top of Mount Mitchell at 6,684 feet. Lastly, our climate was relatively mild throughout the year. During recruitment we often described the climate as having three months of combined winter and summer, with the rest of the year being all spring and fall.

Those attributes were helpful when we recruited the administrative team and were equally

important when department heads recruited faculty. We were attractive to prospective faculty for several other important reasons. The reputations and quality of the associate deans and department heads foretold an interesting and progressive program. Ours was a new program, no "empires" existed, and no cemeteries had to be moved. Opportunity was rampant.

### *The Students' Arrival*

In addition to preparing for the admission of students into our program, we continued to monitor North Carolina residents who had been admitted to veterinary schools through the Southern Regional Educational Board (SREB) program. On March 3 and 4, 1981, I accompanied Lem Stokes, E. W. Glazener, and David Harling on visits to Auburn University, Tuskegee Institute, and the University of Georgia. We recognized a positive change in the attitudes of students at all three institutions, especially at Auburn. The students there were enthusiastic, and several inquired about post-DVM. training programs. We were welcomed warmly at Tuskegee Institute, where faculty had achieved marked improvements in their veterinary school program and facilities. The students at the University of Georgia exhibited friendly, optimistic, and upbeat conversations. Harling, who was president of the North Carolina Veterinary Medical Association (NCVMA), interacted well with students at all three schools and expressed pleasure at what he observed. Both of us were optimistic that the negative influences of the Arthur D. Little Study had begun to wane, at least among students. Harling was an asset to have on the trip, and it was a personal satisfaction for me to be with him. I believe the visits provided him with views of the programs that may not have been so obvious from the outside.

On the NC State campus, we started the very first of our graduate and residency programs on July 1, 1981. The Avian Intern Program, developed by Donald Davis, enrolled two students: Drs. Sarah J. Mason (UGA'76) and Donald L. Reynolds (OSU'81). Residencies are nondegree programs that prepare candidates for the qualifying exams within their chosen specialties. Although the North Carolina Poultry Federation heartily lauded the Avian Intern Program, it provided only token financial support for the purchase of supplies for the interns. Even so, the program continued over the years, and its graduates have contributed significantly to the poultry industry throughout the United States. In July 1982 we established residency programs in ophthalmology and pathology, followed a year later by internships in both small animal and large animal medicine. It was coming together, little by little.

On August 27, 1981, the school marked a major milestone: the red-letter day when we welcomed our first class of veterinary students—forty *Very Important Persons*. Because the foyer of Section A remained unfinished, the area outside the main entrance served as the location for a reception welcoming the students. Members of the news media were present throughout the day, and the evening news was very positive toward the opening of the school. Several local television and radio stations interviewed students, faculty, and staff, and we were happy to bask in the success of launching a new program in the university. The first "student adventurers" assembled in the South Theater at 10:00 A.M. for a day of orientation, and classes began the next day at 8:00 A.M. When Ben Harrington and the students arrived for the first class to be held in the temporary lecture room of the finger barn, the key provided

by the contractor entered into the lock but would not turn. Not to waste time, Harrington assembled the students and conducted the session outdoors under a big tree on the south side of the building, a hallowed spot.

Our joy, however, was tempered within a few weeks when Donald Davis died suddenly at his home on September 13, 1981. He and Mrs. Davis returned from church services late on Sunday morning; while she fixed lunch, he lay down to rest and died. His death represented a great loss and resulted in a time of deep contemplation and reflection. Many of us had never experienced the death of a peer and colleague. In addition to his efforts in establishing the Avian Intern Program, he was a popular faculty member whom everyone respected. His was the only veterinary faculty death to occur for many years.

As the rest of the semester unfolded, veterinary fraternities from the University of Georgia and Auburn University actively "rushed" the students. Students representing the Alpha Psi and the Omega Tau Sigma (OTS) fraternities came independently to Raleigh to impress our students with the benefits of starting a chapter at NCSU. The SVM faculty gave the students no active encouragement or opposition to introducing these fraternities at NCSU. We wanted the students to make their own decision and not feel pressured by us. When asked, we expressed concern about fractionation of the already small student body into fraternity members and nonmembers. We believed that the Student Chapter of the American Veterinary Medical Association (SCAVMA) could provide a central organization for the veterinary students. The students came to the same conclusion. Neither Alpha Psi nor OTS was ever established at NC State, and SCAVMA became the umbrella organization under which species-oriented and other groups operated.

The NC State chapter of SCAVMA began in that fall as the SCAVMA Club. A constitution was drawn, officers were elected, and committees were formed. Officers for 1981/82 included Phil McHugh, president; Kim Townsend, vice president; Leslie Yow, secretary; and David Beauchamp, treasurer. Each year a SCAVMA member school hosts a national conclave on its veterinary campus, usually during spring break. The executive committee of the national organization selects the host campus, and the symposia are both educational and competitive. Teams from the schools compete in various diagnostic and other activities of special interest to veterinary students. The North Carolina Chapter was represented for the first time at the national conclave held at Kansas State University in spring 1982. There, the chapter won the bid to publish the student AVMA journal, the *Intervet*, during the 1983/84 school year with Kim Townsend as editor.

Species-specific and related groups soon established student chapters or clubs with interested faculty members as advisors: the American Association of Bovine Practitioners (SCAABP); the American Association of Equine Practitioners (SCAAEP); the American Association of Swine Practitioners (SCAASP); Wildlife, Avian, Aquatic and Zoological Medicine (WAAZM); etc. Other noteworthy national associations and organizations established on campus included Phi Zeta, the honor society for veterinary medicine. Phi Zeta strives for the constant advancement of the veterinary profession, educational requirements, and scholarship. Membership is limited to the top 10 percent of the third year class and the top 25 percent of the fourth year class, and faculty members serve as officers and sponsors of local chapters. Psi Chapter of Phi Zeta was chartered at NC State on April 18, 1984. Lola Hudson

was installed as the first president, and Robert McClure, national secretary-treasurer, was present for the installation.

The genesis of Veterinary Educational Textbooks & Supplies, Incorporated (VETS), a veterinary student association unique to NC State, was as unusual and entrepreneurial as any student-related group or activity that has ever existed at the university. Its story, and the circumstances related to its development, must be told here. The origin of the group is related to the school's location within the educational hierarchy. In times past, professions were defined as vocations or occupations that required basic training in the liberal arts followed by advanced study in a specialized field. The definition became limited to the clergy and those practicing law or medicine. In more modern times, schools and colleges preparing persons for these fields became known as "professional schools." When SVM was organized, no other NC State program led directly to an academic degree admitting persons to the age-old group of professions. Classifying the school thus posed a dilemma.

The school was placed under the Graduate School for several reasons. Primary among these was the necessary student-to-faculty ratio of 3.5 to 1.0, as compared to the ratio of 17.0 to 1.0 established for undergraduate programs in the university system. Another major issue was the closed DVM curriculum. Only persons formally admitted to the program were permitted to enroll in DVM courses. Finally, the veterinary curriculum did not fit easily into the sphere of responsibility of the University Committee on Courses and Curricula, which was responsible for approving undergraduate courses and curricula. Provost Nash Winstead circumvented these differences by placing SVM under the Graduate School. This was a logical solution, since most veterinary students already held baccalaureate degrees. Many had advanced studies or earned degrees, and the Graduate School could accommodate the curricular and student-to-faculty ratio variants.

Chancellor Joab Thomas had instituted a well-conceived program to use 10 percent of the profits from the NCSU Bookstore for general undergraduate scholarships. Because veterinary students were classified as graduate students, they were ineligible to compete for these scholarships. The students prepared and submitted an appeal to adjust the rules so they would be eligible. Since their books and supplies were so expensive, they also asked for more than the 10 percent share. Their appeal was denied, as were several alternative proposals. The bookstore did offer to sell books on-site at SVM, but no other allowances were offered.

At the first regular SCAVMA meeting, students proposed modifying a model used at several other veterinary schools for dealing directly with publishers. The students adopted the proposal, ordered books for the second semester, and distributed them in the veterinary school's Blue Commons. The bookstore manager complained about the sales to the provost. The provost's office notified SCAVMA that they were in violation of a university rule on vending and solicitation on campus, and they were warned not to do it again.

The students' entrepreneurial spirit persisted, and VETS was incorporated in June 1982 with Phillip McHugh as president. It established accounts with textbook publishers, and savings from direct purchases compensated in part for the students not being eligible to participate in scholarships from the NCSU Bookstore's profits. The VETS program was not an NCSU student organization, so the group could not distribute books on campus. For a couple of semesters, VETS set a date and conducted business from the back of a truck in an unused

part of the K-Mart parking lot off Western Boulevard. The university administration recognized the inequity of the situation, and negotiations began to reach a solution. Finally, VETS was accepted as an official NCSU student organization, and the students received permission to move their distribution point back into the veterinary school.

Another source of financial assistance for students was the auxiliary of the NCVMA, which held local fund-raisers and participated in the Marketplace of States at the national AVMA meetings. The funds raised there supported emergency loans for veterinary students throughout the country. The usual practice for securing a loan from the auxiliary was to identify an emergency. A whole spectrum of incidents, ranging from lost checks to childbirth, could trigger the release of funds. The loans were small, so repayment was not required and no interest was charged. Dot Sink of High Point was elected as the national AVMA auxiliary president in 1984, and she was responsible for adding enthusiasm within both the North Carolina and the national auxiliaries.

About the time I became involved in working toward a veterinary school for North Carolina, membership numbers in auxiliaries were steadily decreasing. In earlier days the wives of practicing veterinarians comprised the membership of the association auxiliaries. Most of these women were involved in their husbands' practices in some way. Almost all accepted phone calls and made appointments, especially at night and at home. Some were integral members of the practice, serving as office or business managers, bookkeeper-accountants, purchasing agents, and veterinary technician-nurses. Others performed various activities on a full or part-time basis. That all began to change between the early 1960s and the mid-1970s. The increase in the number of female veterinarians and the trend toward two-career marriages worked to the disadvantage of auxiliary memberships. Both the state and national auxiliary associations decided to invite husbands of veterinarians to become members. A few joined, while others politely declined. The auxiliary began to find it difficult to attract members, and the students eventually lost this source of support.

Even though we now had students in place, the program was still in the early phases of its development. By mid-fall 1982, C. Edward Stevens was preparing the proposal "To Plan a Graduate Program." Before his arrival, a Faculty Committee on Graduate and Residency Programs had been structured into our By-Laws. I was anxious to have the residency programs in our school be science based with supervision and hurdles similar to those that exist in most graduate programs. I had witnessed programs on other veterinary campuses that seemed to be designed to provide cheap labor for the hospital rather than academic training for the resident. In those programs, residents were assured of good recommendations if they "worked hard and kept their noses clean." I believed the residency experience should develop students' skills and have academic rigor in preparing students for qualifying examinations. I wanted the two components to be interrelated and of the highest quality.

Both Stevens and Adams supported that concept, but neither was entirely supportive of having a single oversight committee. As associate dean for research and graduate studies, Stevens wanted little to do with the clinical programs (residency); as associate dean and director of services, Adams seemed to have a deep-seated distrust of research faculty. In a meeting of the Graduate and Residency Committee, Stevens moved that it be separated into two committees, but his motion failed. He then brought the issue before the Council, where a lengthy

discussion ensued. The committee remained intact, although eventually subcommittees were established within the committee. Subcommittee actions were received as recommendations and required the authorization of the entire committee for approval. The system proved effective and may have been partly responsible for the unusually high number of clinical residents in the program who entered graduate programs after completing their residencies.

The almost competitive differences in the interests of Stevens and Adams had positive effects on the program. Their convictions enhanced the growth of their respective areas; defense strengthens an understanding of one's own turf and that of the opponent. As associate dean and director of academic affairs, Howard was responsible for a third area that bordered and overlapped those of Stevens and Adams. Howard's experience and interests had involved each of the other areas, but he was usually able to avoid becoming personally embroiled in the debates. Our group worked well together, even during difficult circumstances.

A major disappointment involving students occurred at the end of 1982, when we lost our first student because of failure. A student who had finished the second semester with a high B grade point average married during the summer and returned in the fall to fail two courses. It was not a happy circumstance for any of us. Early in the spring semester another problem involving students came rushing into my office. This centered on a dispute over space between students in the graduate program and senior faculty members.

Small conference rooms and classrooms were scattered throughout the building to accommodate small-group teaching activities. Any or all of them could be scheduled for regular or individual sessions. In this instance, a pathology graduate student had set up his microscope and slides in a room reserved for a class. When the class arrived, the graduate student refused to leave. The class found an unoccupied room, and later the instructor confronted the graduate student's major professor. Strong words, denials, accusations, charges, raised voices, and counter-charges were exchanged. Probably neither side was innocent of misbehavior, but both by-passed several layers of supervisors or program managers and instead stormed into my office for satisfaction against the other.

It took a few minutes for the two of them to quiet down and for me to understand the root of the problem. I had several clear responsibilities. First, I had no choice but to support the priority of the regularly scheduled class to use the room. Second, I had to involve the intervening layers of supervisors and program managers, because I was not going to be the primary arbitrator for every disagreement from that time forward. Late that afternoon, I convened the program managers, faculty supervisors, and actors in this little scenario to seek a solution. At first there was only disagreement. The pathology professor threatened to withdraw from further advising of graduate students. The graduate student threatened to withdraw from the university. The professor teaching the displaced class threatened to dump the student and his microscope into the hall the next time. The threats and accusations were made with varying degrees of sincerity, and possibly as much for effect as for reality. I chided their childish behavior in an attempt to dampen the affair; as usually happens after a little adrenalin is burned, things settled down. They soon realized that our resources, the breadth of our developing programs, and the rights of everyone governed the guiding limits of any ultimate solution.

Obviously, this incident peaked when the graduate student, who needed a quiet place in which to study, refused to leave the room. During the building's planning phase, estimating

the size and early popularity of our graduate and residency programs was impossible. The assignment of space was a problem even before we occupied the building. Although the building was large, we did not have an excess of space in which to conduct the program. We had installed study carrels to accommodate twenty-four graduate students and clinical residents on the third floor of Section C. In fact, that was the only area specifically identified for them. Needless to say, the space was inadequate and probably unsuitable. The offending pathology student had attempted to find a quiet, secluded area where he could use his microscope and concentrate without repeated interruption. I suspected that his advisor recognized the deficiency of the room on 3-C, and that he might have even supported the opportunity to stake out an area for pathology students.

As an initial attempt to solve the problem, we agreed to remove several of the graduate student carrels from the room and to install a couple of microscope tables. I understood that the study carrel design had limitations and that our proposed renovation was a feeble and temporary fix. I knew the learning process for graduate students was on a plane in which interpersonal discussion and collegial interaction were as critical to learning as was deep concentration. For example, a pathology graduate student develops an entirely different language from that of a pharmacology graduate student. The interpersonal language exchanged between a couple of specialty disciplines might not advance the student in either discipline, but it has the potential to stimulate scientific inquiry and open new doors. At the end of the meeting, I pleaded for tolerance and requested that supervisors at the lowest level possible address future problems. I also asked the associate dean for research and graduate studies to make the basic problem of graduate and resident student areas an early agenda item for consideration by the Faculty Committee on Graduate and Residency Programs.

On March 28, 1983, we mailed invitations to seventy-two applicants to enter SVM in the fall 1983 semester as the first full-sized class of veterinary students. The number of females interested in veterinary medicine as a career had been increasing throughout the country. For this class, just over 60 percent of the applicants were females. That predominant ratio was reflected in the list of successful applicants invited to join SVM in the fall: forty-seven females and twenty-five males. Other than size, the Class of 1987 did not differ much from the first two classes. Interestingly, the average age of those accepted increased progressively from the first to the third class: 23.0, 24.2, and 25.1 years, respectively. That surprised me. I had expected to find a backlog of older persons making application among the earlier pools, but that was not true. In fact, the number of competitive applicants increased each year for the first three classes. The class of 1987 included one person with a Ph.D. degree and four with M.S. or M.A. degrees. Among the others, about two thirds held baccalaureate degrees and one fourth were without degrees.

We did not plan to increase the size of the classes being admitted beyond seventy-two students. Growth would be centered on specialty training for veterinarians and on graduate programs under the umbrella of "Post-DVM Programs." We knew that as the program developed, all of those entering graduate programs and possibly some of those entering phases of clinical specialty training would not be veterinarians. But for purposes of planning documents, they were grouped under the post-DVM umbrella.

I have always been impressed with the quality of talent among first-year veterinary stu-

dents. The class of 1987 was no different. They were an outstanding group of people, as was evidenced by their performance as students and by the records they continue to make as veterinarians. Those not admitted would also have ranked in the top percent of university students throughout the country. Some re-applied and were admitted in subsequent years, and several distinguished themselves in a variety of other careers.

Orientation for the new class was held on August 26, 1983. We now had a total of 152 veterinary students, more than seventy faculty, a couple hundred support staff, and a full parking lot. I couldn't help but think of an incident from the time when I had practiced veterinary medicine. When I suggested trying to attract a small manufacturing business to an empty piece of property near the edge of town, I was met with the reaction that "if they come, it won't be our town any more." As I went through the SVM building, I encountered people everywhere. "We are no longer a small family of people with a common purpose," I thought. "I may never be able to know everyone again."

Donald Howard and his staff always scheduled a meaningful orientation day. This one began with a reception in the Green Commons for all students, faculty, and staff. It was another benchmark day for the veterinary school, and members of the press were invited. The orientation sessions for the Class of 1987 were held in the South Theater classroom and included all the usual orientation subjects: book lists, what-to-expect, what-is-expected, suggested apparel and protective clothing, required and suggested immunizations, do's and don'ts, introductions and welcomes, etc. The day was important for all of us. It was the students' first day of entry into their life-long careers of veterinary medicine. From that point in time, they were one of us.

### *Adjusting to New Space and Equipment*

The building project continued to yield surprises. In a March 6, 1981, meeting with representatives of Johnson Controls about our security and card reader systems, I learned that an equipment substitution had been made and that they were unsure about what had been installed. After much excitement and hyperventilation, we determined that the installed system would do most of what we wanted, and that it would do much of what the Johnson Control representative seemed to think it would not do.

It was obvious that classrooms and laboratories in the main building would not be ready when classes convened in late August 1981. Briefly, we considered leasing space in new office buildings that were being privately constructed on Blue Ridge Road. We soon decided to convert some of our own spaces into temporary classrooms and labs. Five multipurpose "finger barns" were being built just north of the area between the main building and the existing barns. The one closest to the main building, Finger Barn A, contained stalls to accommodate larger animals such as horses and cattle. A feed preparation and equipment room in the proximal end of the building was large enough for anatomy tables and stools. The room opened onto a space with a central aisle and box stalls to either side that could be used for anatomical dissection and demonstrations. Ventilation in the barn would be inadequate during the typically hot weather of late August and early September, but we reasoned that multiple oscillating fans placed in doorways would move fresh, cooler air through the building. We ordered fold-

ing chairs with writing arms, fans, and tables.

When renovations were well under way, the dark angel struck. In early April 1981 fire destroyed Finger Barn A. An unattended cigarette fell from an ashtray onto a pile of blueprints and plans, which caught fire. Firewalls had not yet been installed in the attic, so the fire spread rapidly under the wooden framed roof and quickly gutted all the wooden structures through the length of the building. With only a small portion of the main building ready to be occupied, I feared the fire would delay the admission of students. The contractor assured us the burned-out building would be repaired in time, and it was. Needless to say, we were anxious as we watched its restoration. Without that building, we would have had to teach in the upper levels of the closest barn, because the lower level was filled with construction materials. Using the finger barn for teaching purposes posed challenges. We issued each student a fly swatter; the windows and doors lacked screens, and the flies were aggressive. The fans helped, but they could not compensate for the heat and humidity. We had elected to use our own facilities to conserve funds for other needs, and everyone patiently bore the inconveniences. I am sure the students, faculty, and staff will never forget that period in their lives.

As we neared the time for the beginning of classes in fall 1981, the contractors encouraged us to use the student lockers, laboratory, and the South Theater classroom in the lower level of Section B, even though inspection of that area was not scheduled until a few days after classes convened. On September 3, the theater classroom, student laboratory, offices, and hallways in the lower level of Section B (1-B) passed inspection and were accepted for use. This was a giant step. We had made it! We were legal!

In the previous weeks, we had occupied portions of both levels of Section A, some of the foyer, and part of Section 2-B. Sheets of plastic were effective barricades to prevent our entry into all of Sections C and D. Since the dissection laboratory in Section C was not ready, gross anatomy was taught in Finger Barn A. As portions of the main building were completed, they were inspected, accepted, and occupied. By that time, we could see our facilities in three dimensions as they really were. The fly in the wine was finding we had a lot of "gots but didn't wants, wants but didn't gets." The building had surprises galore. Scott Ferebee and Harold James, principals of the architectural firm, worked to correct errors and omissions that we discovered and to salvage other things that had already been done. They were extremely accommodating and helpful. The "punch list" target dates for Sections A and B were scheduled with the general contractor, Castle and Company, for mid-October 1981. The roof was scheduled to be complete by November 1, and Sections 2-B and 2-C west, by January 15, 1982.

Minor renovations started in the main building almost as soon as we occupied it. Small things greatly improved the usefulness of certain areas of the building. For example, the floor of the main entrance foyer was surfaced with paver bricks, and the library on the floor below was open to the foyer. Conversations near the receptionist's center, footsteps, and especially heel clicks echoed down into the library and disturbed some users. Overhead baffles were planned, and carpet was installed over the brick pavers. The floor of the cafeteria had to be sealed before it could be used as a food service area. The pavers might have been appealing aesthetically, but they cost us extra every place they were installed. The floor of the storage area under the hospital in C Section had to be surfaced, and the whole area "gated" before it could be used as hospital supply storage.

Placement of additional conduits and wires above the ceiling continued as we moved in and has continued throughout my tenure in the building. The surgical recovery room and intensive care were combined into one room to expand and facilitate the use of both. During the second year the multidisciplinary student laboratories of B-1 and B-2 underwent major renovation; B-1 was developed into teaching laboratories suitable for class rotations, and the B-2 area became the Jane and Raymond Firestone Suite of Laboratories to support the growing research program. Imaging rooms were placed across from the radiology suite, and a specialized equine surgical room was developed around the corner and off the breezeway in the large animal hospital. Other adjacent large animal surgical suites, including the induction/recovery room, underwent major changes. Large animal treatment areas across the breezeway from the surgeries received several changes of floor surfaces until satisfactory materials were finally installed to withstand the traffic of horses and cattle.

Personal computing began at 1212 Blue Ridge Drive soon after the department heads arrived. John Green and Barbara Cook had desktop units with a common operating system and interchangeable diskettes. As related previously, Steve Crane and Leroy Coggins ordered personal computers with operating systems that were different from each other and from Green and Cook. I pleaded that we should try to all buy the same brand, in hopes the machines would have similar operating systems and would be able to exchange data. Personal computers were still not very popular, and most of our word processing was done with IBM-MagCard machines or on IBM Selectric typewriters—state of the art at the time. Howard and Marva Motley had a dedicated phone line to transmit student records to the Registrar's Office.

However, it was clear that data-processing equipment would soon be absolutely necessary. Coggins seemed to have had greater personal experience with computers than the rest of us. He agreed to serve as chair for the School of Veterinary Medicine Computer Committee. From my perspective, it was a large assignment. I was unsure where the committee's priorities should reside, or what its limits might be. Even I could foresee multiple applications: personnel records, daily operation and budgetary management, hospital patient records, student records, research data management, and both centralized and personal word-processing systems. One of the committee's early responsibilities was to assist the Campus Computer Committee in determining the selection of a central computer for the school. The Veterinary Medicine Computer Committee assignments were made in 1980, and I stayed out of their way after that.

Data General submitted the low bid, and a system was purchased and installed. Soon after the installation of the main frame, we established a central Word Processing Center on the third floor. Margaret Hemingway acted as director of the center, which operated as a cost center with fees charged for services. Offices were equipped with units that were networked to the main frame and that could also be used as stand-alone data processors. Almost nobody was computer literate, but we had to learn. The purchase agreement with Data General provided us one full-time training person. Allison Price was patient and tolerant; over and over she explained the same basics in group and in individual training sessions. I knew I had to learn the basic skills associated with the technology, but it was a struggle. I recall telling myself, "This is the biggest time-wasting exercise I have ever entered into." It seemed futile. The language was entirely new: font, RAM, modem, boot, gigabyte, desktop, Basic Input/Output System, formatted, software, mouse, DOS, file extension, ROM, anti-virus, CD-ROM, port,

download, C-prompt, Alt key, bit and byte, field, motherboard, and more and more. Besides the language, the functions of the system required actions that most of us had never even considered. For me, learning the system took a lot of trial and error. Part of me wanted to learn, and part of me resisted. I am sure others had the same responses. Even so, we were dragged into the age of information technology, and we survived it.

I did not get involved with the early Internet, but Don Howard was exchanging information and greetings with his contemporaries in other veterinary schools. By 1983 I was beginning to get a little impatient with Andy Waslewski and his crew. Most of their efforts were directed to setting up a system for the teaching hospital's business records and diagnostic codes, leaving little time for the rest of us. The National Cancer Institute developed a system of standardized diagnostic codes, which was installed throughout the Association of American Veterinary Medical Colleges teaching hospitals. Naturally, each college and hospital, including ours, had unique needs that necessitated time-consuming revisions to activate. Andy and his crew tolerated my impatience without losing much sleep over it.

As we grew into the space, the Green and Blue Commons areas on the lower level facing the large barns and pastures on the east side of the SVM main building became popular gathering spots. The Green Commons was in B Commons in the lower level outside of the library entrance, and the Blue Commons was contiguous with the C Commons adjacent to the "Abie Harris Memorial Stairway." Each had a primary traffic pattern area with a surface of brick pavers, which approximated twenty feet in width, and three broad but short steps leading down to a windowed and carpeted area. The carpeted areas were green or blue in color and gave the areas their names: the Green Commons versus the Blue Commons. Movable leisure divans in the commons areas encouraged group relaxation, individual study, or similar informal gatherings. Full-length windows extending across the entire width of the commons gave a pleasant view of the back of the barns, the milking parlor, the paddocks, and the sloping pastures leading to the lake and the Faculty Club.

Each spring the Student Chapter of the American Association of Equine Practitioners (SCAAEP), supported by the North Carolina Combined Dressage and Training Association and other equine interests, sponsored a weekend conference on sport horse medicine. Attendance ranged up to a couple hundred persons, with many faithful attendees from the central part of North Carolina. Speakers were frequently members of the SVM faculty, and one or two invited speakers came from elsewhere in the university or from neighboring veterinary colleges. When the first conference was held in the Green Commons, the students arranged folding chairs on and behind the broad steps facing the lower carpeted area, where a central podium with a sound system and a portable projection screen were placed. It was a great arrangement wherein no attendee was far from the speaker or projection screen.

However, back light from the huge windows and light from the library and windows on the end of the first and second floors of C Section made the projections difficult to see. Using their typical ingenuity, the students borrowed tarpaulins from the Teaching Animal Unit and wherever else they could find them. They covered the windows with the tarps and with black plastic garbage bags. The coverings served their purposes, but we used gift funds to purchase and install drapes in the Green Commons to control the light before the second Sports Horse Medicine Conference was held.

The commons areas of the building served us well over the years. They were used for various presentations, meetings of faculty and students, and celebratory parties. The area also housed an unusual resident. Steve Holladay, who prepared most of the skeletons and other anatomical specimens for the college, had acquired a Burmese python. Holladay originally kept the python in a room adjacent to the anatomy dissection laboratory. As the snake grew, Holladay moved it to a large enclosure on one end of the Blue Commons. The snake eventually ended up in the main foyer, where it was an attraction for visitors entering the building, all fourteen feet seven inches and 161 pounds of it. Probably more than one story exists about how the snake came to be named "Fuzzy Jake." The one I heard relates to a tour of kindergarten or primary grade students. One child said, "It's slimy," and another said, "No, just feel it. It's smooth and soft." Holladay, or one of his assistants, decided to name the snake "Fuzzy Jake" to avoid any more "slimy" references.

In early March 1983 Betty Poulton, the chancellor's wife, was heard to say, "I don't like snakes" during a group tour. I knew that not everybody likes snakes and that some people are even repulsed by them. I was surprised, though, by the number of persons within our school with a *serpentes phobia* and by their reactions to Fuzzy Jake. I naively believed that safely containing the snake in a glass case would ease the concerns. Mrs. Poulton's comment was used as the basis for a "get rid of the snake" movement. A committee formed and immediately made an appointment with me to present their petition. Several individuals also reacted and made personal appointments. A few even threatened to resign unless I did something immediately.

About the time the controversy reached its climax, Fuzzy Jake developed a respiratory disease and died. Was it an answer to someone's prayers, or was it predestined? Holladay preserved her skeleton, and Fuzzy Jake remains available in that form in the veterinary anatomy laboratory to be either studied by veterinary students or reviled by those who did not like her.

### *Juggling Administrative Demands*

During the first few months in 1981, I often felt that things were going to get away from me. Many procedures and timetables had not been worked out or were changed arbitrarily, and the responsibilities of most individuals were still unknown, undefined, or wrongly assumed. We had a stable filled with new people, all of whom were leaders in their own right, and at times nobody was inclined to follow. In addition, several external and internal decisions related to facilities and equipment appeared to be uncoordinated or unsupported by our plans and/or goals. Too frequently my ideas about "singleness of purpose" occupied a secondary status.

The new associate deans and department heads often had strong ideas about what their programs needed; they moved toward those needs and did "what was necessary." I agreed that we each should do what was necessary as long as we did not lose sight of our common goal. It was too early in our development to have everyone placed in well-defined boxes with well-defined job descriptions. Everything had to happen at once. Our primary purposes were teaching, research, and service; if we did not meet those goals, we would have failed. My swamp remained filled with agile alligators. Yet, the program was coming together. In spite of all the contradictions and differences, the group was surprisingly compatible, cooperative,

and interpersonally agreeable. We liked each other.

Early in 1981, the North Carolina Veterinary Medical Foundation, Inc., began to open some doors for us. Board members were selected based in part on their potential and in part on their willingness to be our advocates and to provide opportunities for us. Nat Carson and George Gunderson, both Burroughs Wellcome Company employees, were among our board members, as was Hilmer Jones, Merck & Company. During 1981 Jones was also president of the Animal Health Institute (AHI), which is composed of member companies that sell over-the-counter animal health products and/or conduct animal health research. The week before the AHI annual meeting I lunched with Carson and Gunderson. Both believed I could make some valuable contacts for the school by attending the meeting.

University faculty usually do not attend this meeting, but with three important inside contacts I decided to take advantage of the opportunity and went to Scottsdale, Arizona, May 10 through 13, 1981. Carson introduced me to a number of corporate research directors and to coordinators of field studies from member companies. These intense and interesting several days may not have yielded the advantages we had foreseen, but they did establish that members of the board could be active advocates. At the meeting we publicized the school's existence and its presence as a potential research cooperator with a broad array of companies. I cannot help but believe that those contacts eventually led to research contracts with some of the member corporations represented there.

As my schedule became busier and busier, several sources advised me to develop a position for an administrative assistant to share my load of detail. I was not sure I wanted to fight that battle with the offices of personnel "on campus and downtown." But, we went ahead and used an administrative assistant III description as a model to define the position. Surprisingly, the position was approved without question. It had to be advertised outside of the school, and I encouraged the four department secretaries and my administrative secretary to apply. The position attracted many applicants. After interviewing several outside applicants and all five inside applicants, I chose Glenda West Folson, APR secretary, for the slot.

Our business officer, John Green, was an invaluable asset in the establishment of the school. He left a legacy that was equal to that of any of us in the school's administration. Many of the practices he implemented were visionary; he was the right man at the right time. Sometimes he seemed Machiavellian in attaining his goals and protective of his own place in the hierarchy. Often he sought to make policy "with the dean" or at least to give legitimacy to "practices" he had implemented. He and I thought differently about a lot of things. In retrospect, those differences may have been due to the dissimilarities of our backgrounds. Or, they may have stemmed from the fact that I already had authority, while he sought to improve his strength, security, and position. But basically, his methods were honest and honorable, and his foremost interests were directed to advancing the school.

Green built our resource base while others in the council were burdened with managing the development of their portions of the program. If council members had been forced to focus on resource development as well as program development within the time constraints we faced, the results would have been less than what we envisioned. Green was aggressive in suggesting and arguing the validity of increased budget and personnel requests for the SVM to the NCSU Dean's Council and to the office of the vice chancellor for finance and business.

Many of those requests were incorporated into the budgets we received from the university.

Green dealt directly with numerous service components on campus: Human Resources, Physical Plant, Budget Office, Campus Planning, Public Safety, Transportation, Purchasing, etc. On many campuses, central service units such as these frequently lose sight of their purpose, and the “method” that one must follow to partake of their services becomes most important. They forget that their purpose is to provide service to the rest of the university. NC State was not immune to such attitudes. Green interacted with the directors of the various units and was usually successful in accomplishing our needs, even though the “method mentality” was sometimes dominant among those with whom he interacted.

Sooner or later their method-mentality would get in the way of delivering the services we needed and requested. After encountering delays or outright resistance from one of the campus offices, a mini-battle of words often developed. Green would send memos that contained inferences of personal criticism, and the foot-dragging would become absolute refusal. Periodically his “zinger” exchanges would echo into the Dean’s Office. When that happened, I would ask Green not to send memos to Holladay Hall without first having them screened. I routinely met with my Secretary Sandra Poole and Administrative Assistant Rosanne Francis early in the morning to plan our day. After each one of these “zinger” incidents, I insisted that Green join the group to keep us (me) informed of current activities in the Veterinary School Business Office. After a few days to a couple weeks of compliance, the morning sessions would become less and less business and more and more friendly—even quasi-social in nature. Then days would be skipped, and finally the morning sessions would be ignored. I knew what was happening, but I purposely let it happen until relations between our Business Office and some other unit began to be stressed again. Then I would re-tighten the “leash,” and the sequence would be repeated.

Prior to coming to NCSU, I had served in a couple of academic units with obscure goals and no internal singleness of spirit. Each component of those units wanted to function independently, indifferent to their effects upon the others. In those experiences, the clinical operations “belonged” to departments of medicine and surgery, diagnostic laboratories were independent and did the rest of us “a favor” by being there, the public health groups acted like beings superior to the rest of us, and rifts existed between the basic and the applied sciences. I wanted to prevent, or at least to delay, those kinds of empires from developing in our program. Hence, I wanted the departments to be organized in a way that fostered broad participation in the hospital.

Fortunately, our greatest “trouble in River City” did not focus on empire building, but on contentions over the role of central business services and the decision-making process concerning the management and utilization of our various assets. The units, associate deans, departments, and the business office had budgets and other resources assigned to them. Each individual administrator was responsible for decisions about the management of the unit’s resources. The departmental accountants, though, were centralized in the business office. They were considered to be part of the central business office, but each was assigned to handle a single department and to communicate with its administrator and personnel. Most of the other clerical staffs were budgeted for and hired by the departments, and they were located physically near their respective department head or associate dean. Even so, the departmental

staffs were often unsure about to whom they were primarily responsible.

Green had a circle of staff and faculty, not a "kitchen cabinet" of internal advisors, but people who were in his debt for some real or implied favor or who believed that it was to their advantage to court him. Although they were often privately critical of him, a couple of the department heads gave him homage as insurance, just in case the faculty was right. I heard innuendos during my walk-arounds about John Green's empire, the "allowances" he gave the department heads, and his supervision of their clerical personnel. However, I was closer to what was happening than those who postulated the stories.

To minimize duplication of effort, requisitions along with authorizations for payment were necessarily routed through the central business office. For the most part, departments and associate deans had easy access to their financial information, and the business office regularly distributed reports back to them. Nevertheless, they complained about being surprised by decisions that seemed to originate within the business office about the uses and/or distributions of some of their resources. Repeatedly, in cabinet and council meetings where Green seemed to listen but not necessarily to hear, they discussed their displeasure about learning that their resources were committed without their knowledge. The complaints were frequent, not always valid, and relatively unchanging. At other times, they criticized Green unjustly for not having arranged something that was clearly a departmental responsibility. It was a thin line to walk. I supported the associate deans and department heads as being responsible for administering activities and resources related to programs. Yet, I appreciated the economy of the centralization of services and standardization of business practices under Green. The concepts that the business office was primarily a service unit and that programmatic decisions were the responsibility of the departments seemed to be difficult for both sides to understand and apply. The concepts required repeated affirmation.

Although the situation posed a Gordian knot without an immediate solution, it served the very positive purpose of keeping everyone focused on assets. We had a talented faculty, we had optimism, we had goals, we had public support, we had a bright future, we had an enviable position among the other schools on campus, and we had panache. Without attention to our resources, we could have brought none of this to fruition. Green deserved the highest accolades for effecting that focus among our administrators.

The budget continued to be our most persistently worrisome problem, and budget preparation was always an exercise in frustration. The spasms of activity associated with change budget requests were so close together that the condition could best be described as one of continual contraction. The process struck us as an insane system wherein one must justify the justifications of the justifications of the justifications. Chancellor Thomas defended the campus "change budget" before the Board of Governors budget committee on September 10, 1981. A few months later during the spring 1982 semester we spent a lot of time building the next change budget, brick-by-brick, for the 1983/1985 fiscal years. Our plan was to admit a second class of forty students in fall 1982 and then seventy-two students per class thereafter. We considered the planned growth of faculty and the required support for all aspects of the program. We identified the costs of instructional materials and of the permanent and fixed equipment needed to support lecture and laboratory sessions in our approved curriculum. We considered the costs of the hospital in anticipation of a controlled patient load, income from

it, and the expenses associated with a carefully developed research program.

We were satisfied that duplications had been eliminated, and we identified multiple uses of items for teaching or research, for teaching or clinical uses, for clinical uses or research, or for all three functions. We prepared documents to support our request, and both the SVM Dean's Council and the Cabinet re-studied them. When we were satisfied that the request was prudent and realistic, we submitted it to the Chancellor's Office. Several weeks later we defended the request before a committee of NCSU administrators and Board of Trustee members. It was a relief to have the process completed and to turn to other issues at hand.

I took my first "away time" alone starting on June 10 and continuing until the NCVMA meeting in Wilmington from June 24 through 27. Dr. and Mrs. Guy Moore of Durham invited me to use their condominium at Atlantic Beach. I only saw one person I knew during those couple of weeks. One day as I sat reading on the beach, Frank Harris of the Southern Railroad Company walked up and greeted me. We talked for a few minutes, and he walked on.

During that "time away," I looked back and pondered about things that had happened during the nine and one-half years I had spent at NCSU. Mostly my thoughts were drawn to the games and players of the most recent couple of years. Internally, most things were positive, but I suspected some games were being played under the table, or at least with side bets. Since I was aware of most of them, I believed I was able to guard against any "runaways." Externally, three areas seemed to bear watching. Even though we had admitted our second class of students, we were still under siege from the News and Observer. A contingent of the legislature was still negative to us, and a few campus objectors had not entirely given up their efforts. I did not devise ways to respond, counter, or react to these trouble spots; instead, I just thought about them.

On September 10 we were told that President Friday's office had called to say that Felix Joyner had reduced our budget request and that two lesser biennial amounts would be included in the university's budget request being sent to the legislature. Joyner gave no explanation or justification for either amount. The two numbers seemed to have been arbitrarily pulled out of the air; both were significantly lower than our carefully planned request. What were we to do? One alternative was to admit classes of forty students for an additional one or two years instead of the seventy-two that we had planned. Classes of forty students would contradict the promises made by the school and the NCSU administration to the people of North Carolina. We were advised by some of our friends "out there" to appeal for direct funding from the legislature. I immediately rejected that as fraught with problems. I had learned earlier that becoming too personally or emotionally involved when decisions were contrary to one's plans usually resulted in losses. We were part of the UNC System, and I wanted to have cordial relationships within the system and to be viewed as an internal and contributing member of the system.

We had experienced a similar and seemingly arbitrary reduction when we submitted our change budget for 1981/1983. That time George Worsley conducted a detailed review of our request. When he was convinced that the budget request was valid, he accompanied us to meet with Joyner. Joyner's explanation was that he did not want the Advisory Budget Committee to challenge the request; he wanted them to view the budget request for 1983/1985 as a "continuation of the developmental budget." He assured us we would have his full support when the time

came for the 1983/1985 request. Instead, we were faced with a rerun of the same-old, same-old.

Our only sensible route of appeal to this cut was through Chancellor Poulton and Worsley. Worsley repeated his performance of August 1980. He came to the college and spent a full day with the SVM Dean's Council going through the request, line by line. At the end of the day, he agreed that our request was realistic and that we deserved an explanation of what had happened to us. He supported our attempt to restore our request. This time, though, Chancellor Poulton carried the ball without our presence.

### ***Opening the Service Hospital***

The veterinary school would begin its third dimension in early 1983 when the service hospital became a full-blown entity. The hospital needed to be functional and have a supporting caseload of "real" patients for the clinical portion of the curriculum to be introduced to third-year students in the fall 1983 semester. Ensuring an adequate number and variety of patients for student instruction would require the hospital to be open to referral and walk-in patients for at least a year before students entered that part of the curriculum.

Personnel-wise, we were ready. William Adams, associate dean for services, was serving as the principal hospital administrator. Terry Walker joined us from the University of California-Davis as hospital director to manage the day-to-day operations, including support personnel supervision. The heads of the clinical departments were here, and both had been recruiting senior clinical faculty for the various medical services. The issues that I personally needed to address required me to adjust from selling the idea to administering it. The piles of paper (mostly informational) crossing my desk continued to increase. I had to reorder my earlier priorities to include the new and critical issue of clinical faculty. I felt I could not cross at least one fine line: I had to resist urges to micro-manage and do it my way. I wanted the associate deans and department heads to have both authority and responsibility and to be able to apply both.

My first priority had always been to graduate veterinary generalists, and that remained unchanged. I was on guard not to be pressured or maneuvered away from that objective. I believed deeply that training toward specialization should occur after graduation from veterinary college, and not before the Doctor of Veterinary Medicine degree had been awarded. Veterinarians' responsibilities for animal health and public welfare were much broader than newly graduated generalists were trained to handle. Agriculture had faced similar dilemmas and had divided into separate curricula to meet varied demands, such as animal versus plant sciences, husbandry versus nutrition versus genetics, and field crops versus fruits or vegetables or ornamental, etc. Engineering and law were no different. Someday veterinary medicine would probably become similarly fractionated. Our commitment in 1983, though, was to acquire and maintain accreditation. I thought about the issue often, and I believed accreditation was most possible if we focused on producing generalists with a strong science base.

A real contrast in attitudes toward that priority existed between those being hired into the Department of Companion Animal and Special Species Medicine (CASS) and those coming into the Department of Food Animal and Equine Medicine (FAE). The former accepted my premise, and they immediately began to devise duty rosters to accommodate patients at all

levels of care. Most of the food animal faculty, on the other hand, preferred to be recognized as specialists and not as primary-care veterinarians. They felt that interns could offer primary care and that the faculty should serve as specialists. I heard talk about species-oriented departments being "broken out" of FAE. Too much effort had been spent reaching our current state of program development to have it torn apart by prima donnas and empire builders. Yet, I wanted the process of development to "have its head" so long as we did not have runaways. I really believe that is what happened, aided by my watchfulness and by the application of new resources in the right places by Adams.

About the time that we were preparing to open the service hospital, we became involved in a real-life horse-trading scenario and lost a couple of supporters in the swap. Two people, both influential in Wake County and among horse owners and breeders in the state, put the squeeze on us. This affair seemed to stem from a couple of internal circumstances: first, possible overspecialization within the faculty; and second, offering a service to the public before we were ready to deliver it. Other related and causal factors included miscommunication, lack of communication, misunderstandings, presumptions, or a combination of them. Not having been privileged to the events as they happened, I have reconstructed the actions and intentions from somewhat conflicting stories as told by the participants.

At the center of the incident was an aged mare with highly sought-after bloodlines. When the owner refused to sell the horse, the would-be buyer recommended that the owner donate the mare to SVM. The owner followed his advice, and SVM accepted the mare. The would-be buyer then offered to trade two other mares with us for the one he sought, but the conditions under which we had accepted the horse forbade that kind of an exchange. In the next scene a couple of weeks later, the would-be buyer volunteered the use of his national champion stallion to breed several of the mares in our teaching animal herd, including the one in question. After successful conceptions had been confirmed, he proposed embryo transplants from our mares into surrogate mares that he owned; the SVM mares could then be rebred with his stallion. His obvious goal was to get an embryo from the sought-after-mare to introduce the desired bloodline into his herd. Due to a misunderstanding, the time limit after conception for a successful embryo transfer passed without the procedure being scheduled. The individual was understandably upset and said we had agreed to call him to schedule the transfers.

Over the following months, this same person had several of his horses treated in the teaching hospital and on his own premises by our field service veterinarians. After numerous statements had been mailed to him, he came to the hospital acting highly agitated and said he expected free service in exchange for the use of his stallion. About this time in mid-May 1983 a special meeting of the North Carolina Veterinary Medical Foundation (NCVMF) Executive Board was scheduled at the Faculty Club. Both of the gentlemen in question were on the board, and both were in attendance. After the meeting they asked me to stay to discuss something. When the room cleared, they figuratively lit into the middle of my back. The "squeeze" came as a surprise to me, since the events had occurred without my knowledge. With what they told me that day, I supported the hospital's position concerning the fees that were due and observed that I was surprised that we had the facilities ready to effect an embryo transfer.

As soon as possible, I visited with the veterinary theriogenologist who would have performed the transfer. He said he had asked the would-be buyer to get a written opinion on the

legality of the transfer, but he had never received the opinion. He added that he would have had to special order several instruments before we would have been equipped to attempt the embryo transfer and transplant procedure. An apparent communication failure had occurred.

A regular meeting of the entire NCVMF Board of Directors was scheduled for the next week on May 24. Liaison committees had been established within the membership to interact with the various interests and animal owners among our potential patrons and supporters. Following the general session, I dutifully made the rounds of the various committees, listened to discussions, answered any questions I could, and moved on to the next group. When I came into the horse group, I had a chilly reception, and it seemed that the conversation had suddenly changed to a new topic. Weeks later, a staff person who was present told me that the pair had thoroughly informed the committee about their shabby treatment by SVM, and that they had changed the topic of discussion when I entered the area. As far as I know, the hospital fees were never paid. One of the individuals had earlier named the NCVMF as beneficiary on a life insurance policy as a form of contribution, but he stopped paying the premiums after this encounter.

I accepted that such events were all part of change and the crescendo of confusion and things-that-must-be-done. The department heads were edgy, and unexpected things happened. Policies and procedures that had already been debated, weighed, and decided were presented with exceptions and redefined. I knew that our program was still in its early adolescence and that we were still trying to find our way. I pleaded that everyone read our by-laws, as well as the applicable *Policy and Procedures*, and that they ask questions before approving or doing something we would regret later. Publicity related to the teaching hospital fell into that category. During an interview on WPTF, a senior clinician said that the teaching hospital would open to receive animal patients on July 5, 1983. That was our targeted date, but circumstances intervened to delay it.

During the last week of June, Adams received notification from NC State's physical plant director that they would not provide housekeeping for a large part of the teaching hospital—examination rooms, treatment areas, radiology, surgery, and other areas. Because animals would frequent these rooms, the physical plant personnel equated them to barn areas, and they would “not clean barns.” They wanted to clean only the entrance foyer, commons areas, classrooms, laboratories, offices, library, and the dependent hallways. I called Director Charles Braswell and explained the difference between a hospital and a barn. I told him that if they did not accept the responsibility for cleaning the hospital, I would take their letter to the legislature that afternoon and seek emergency funding for housekeeping throughout the building separate from the Physical Plant Services and ask to have the funds removed from their budget. I think that got their attention, because within the hour they apologized and agreed to be responsible for all of the hospital except the large animal wards.

But, the WPTF interview that had already aired set another series into action. State Representative Betty Thomas called and read me a letter that Representative Al Adams had received from a “Knightdale woman” about the opening. My notes fail to indicate the character of the letter, but I assume it must have been in some degree of opposition because Representative Adams was in the loop. When Representative Thomas called, Terry Walker was in my office with a draft of a response letter written by a senior clinician for distribution over

Adams's name and title. Walker and Adams both opposed the action being proposed by the clinician. I thought to myself, "We sure have some housebreaking to do." The hospital opening was subsequently delayed about a week. We informed the faculty on the Hospital Board about the developments, and things smoothed out again.

On July 12 I had my "face-to-face" with Chancellor Poulton. He said everything he had heard was positive, except for a conversation with one of the squeeze players. I think Poulton understood. I soon realized that the "squeeze" had yet another chapter when I received a summons to be at an insurance presentation by the stallion owner. He was an insurance agent, and the meeting was scheduled in the Office of Benefits on campus for July 28. The agent wanted to furnish all insurance—health, accident, liability, etc.—for the faculty, staff, and students of the veterinary school. I told him that was not an option; as part of the university system all benefits, including insurance, were negotiated and approved for the veterinary school through the Board of Governors. I had a commitment to make a presentation before the North Carolina Agribusiness Council at a meeting in Banner Elk that same day. I went to Banner Elk instead of the insurance presentation. Needless to say, the agent was unhappy and said he would have gotten the account if I had been there to support the proposal.

The hospital issues seemed to become even stickier as we started the fall 1983 semester. Basically, we had just opened the hospital. Some of the faculty who had the greatest overall potential were preoccupied with short-term solutions in attempting to enhance the sophistication of the hospital to match those from which they had joined us. Those schools had taken many years to develop, and our hospital would take several years to achieve a similar level of maturity. We knew that we had some serious weaknesses when the hospital opened and that we did not even recognize all of them. I broke into the same song, with all its verses, that I had sung before—except this time the subject was the hospital. We needed to conceptualize who we were, to identify what products we wanted to market during the early 1990s, to set priorities to get where we wanted to be, and to establish benchmarks and check points on the way to being the "best." We could not be everything to everybody, but we needed to take advantage of our proximity to the RTP and the Triangle universities and to "coat tail" our program onto the medical and pharmaceutical sciences in those institutions.

Neither the NCSU Physical Plant nor the Office of Personnel was making the introduction of the hospital program any easier. In support of his housekeeping staff, the Physical Plant director cited a university where students, instead of the housekeeping crews, cleaned surgery suites. The Office of Personnel reclassified Nancy Wainscott, who had filled almost every possible support role in the Hospital Admissions Office, from patient relations representative to receptionist on what appeared to be an impulse. We seemed blessed with a lot of external people deciding what we were and what we needed. Architects told us that an incinerator capable of handling 200 pounds of biological tissues per hour would be adequate. I guess they figured it would be adequate because that was all the incinerator was ever going to do. Within weeks, we contracted with a rendering company. The incinerator could not handle as much as 200 pounds of biological materials per hour, let alone per day, and could not possibly meet our needs for the disposal of cage litter, bedding, and other materials. I wondered if I would have attempted to develop this program again if I could go back in time. It would have been smarter to start something I did not know anything about. At least then I would have been on

the same level as those telling us what we needed.

The Hospital Board experienced an impasse when one of the senior surgeons would not speak to the chief of surgery and proceeded to function as if he were independent of the board and everyone else. Others surfaced who also preferred their medical services to be independent and who attempted to ignore the board's activities. We had to function as a unit, not as a collection of parts. The Hospital Board chairman wanted the board to be effective, but he believed that it was "unworkable." I had him convene the board and listened to their concerns and suggestions, some of which I felt were untenable. With the Hospital Board chairman and Adams, I met separately with the chief of surgery and his antagonist, then with both of them, and finally with the group of surgeons. I think the talks were helpful. Once they expressed their grievances, negotiations were forthcoming. We reconvened the board, agreed on a slight reorganization of its composition, and issued a mandate that hospital privileges for clinicians were dependent upon participation within the bounds established and approved by the board. Surprisingly, everyone was smiling, at least from my perspective.

### ***Celebrating Important Benchmarks***

The hiring of faculty and the admission of students to the SVM initiated a series of annual events that were primarily social in character, unifying in nature, and collectively satisfying: awards and honors, mixers, and organized socials. In keeping with the concept of intermixing faculty and staff, departments were assigned every fourth office as the sections became available from the building contractor. Many of the new faculty were still isolated in the Grinnells Building until space became available in the main building. Because they were immersed in planning and developing their own portions of the program, the faculty had limited unplanned interpersonal contacts. Consequently, we took every effort to celebrate almost anything that could be celebrated. For example, we had fish fries, a softball team, and the "Coming out of the Skeletons" when the skeletons were ready to be used for teaching gross anatomy. We scheduled the first new faculty dinner at the Faculty Club on September 4, 1981. Intended to welcome new faculty and spouses and to promote interactions, the dinner was attended by all faculty and many of the senior staff. An *esprit de corps* developed, and we found that we liked each other.

A similar bond developed among the students and the faculty—achieved and strengthened in part through adversity. The temporary classroom and laboratory were either too hot or too cold, or it was raining and muddy, or it was hot and dry and dusty, or part of the lights did not work. Because we lacked refrigeration, the anatomical specimens smelled bad. The floor drains that primarily carried waste water were often clogged, the theater classroom table tops were not what we expected, the table tops of the laboratory modular furniture were inadequately supported, rear screen projection in the theater classroom was fuzzy, and construction noises sometimes drowned out lecturers. But late-Friday afternoon pony-kegs cemented the kinship. It was a great time to be at SVM. It was a time like no other and can be fully appreciated only if one was there.

We held the first SVM Awards Banquet on May 7, 1982, in the ballroom of the Faculty Club and distributed a dozen scholarships to students. The Upjohn Company was the sole

sponsor for the first four banquets. As the number of students, guests, awards, and scholarships increased, the cost of sponsorship rose almost exponentially. Other corporations with an interest in seeking "name recognition" with new graduates joined in sharing the costs of the awards banquets. After the awards were distributed at the second banquet, the students devised some special awards for the faculty. They also provided entertainment with a skit filled with in-house jokes and impersonations. In subsequent years this part of the program grew in content and quality as humorous slide presentations were adapted for the occasion, but the in-house character remained the central theme. The annual awards banquet became established among the routinely repeated SVM activities that involved both students and faculty, such as the annual open house, Christmas party, and spring picnic.

We had informal, sometimes spontaneous, get-together events as well. On several occasions we had cookouts on charcoal grills in the shade of the office building at 1212 Blue Ridge Road. One evening Don Howard furnished coho salmon from Michigan and T-shirts which said, "Camp Blue Ridge Summer of '82" on the back and "Too Tough to Care The GATORS" on the front. We had our own little mascot. The "gators" was a reference to the alligators, our name for the everyday problems that seemed to be clear up to our back pockets as we were "draining the swamp." It was a good summer, the group was small, and we were young.

Edward G. Batte was the first of the original veterinary science faculty to retire from the university, and a retirement luncheon was held in his honor at the McGregor Downs Country Club on May 17, 1983. He started at NCSU in 1956 as a member of the Department of Animal Husbandry, later renamed the Department of Animal Science, and was transferred into the Department of Microbiology, Parasitology and Pathology when the veterinary school was formed. Batte was a popular pre-veterinary advisor and was active as a teacher and research scientist. He also captured part of the school's early history. Every Friday afternoon he visited the construction site with his camera. When construction was completed, he presented a set of photographs to be included among the artifacts of the school.

After his retirement, Batte had an eighteen-foot flagpole fabricated as a gift from himself and his wife to the school. It was installed on a concrete pad at the foot of the walkway between the parking lot and the main entrance of the building. On November 21, 1983, we had a small ceremony during which he hoisted the flag for the first time. The flag, furnished by Congressman Ike Andrews, had flown over the Capitol of the United States in Washington, D.C. Batte continued his service to the school by giving selected lectures to veterinary students for several years after his retirement.

Toward the end of 1982, I made several overtures to Holladay Hall about scheduling the formal dedication of the SVM building. I wanted enough time to clear the legislature's calendar, and in mid-January 1983 I received authorization from Chancellor Poulton to proceed with contacts for the dedication. The same day, the Governor's Office called to schedule a meeting of his Advisory Committee on Agriculture, Forestry, and Seafood at the veterinary school on March 10. Naturally, we were pleased to accommodate the group. A friend had provided me with several advance copies of the *1983 Legislature Directory* and a listing of committee assignments. The next morning I was able to give the chancellor a set and to inform him about the advisory meeting.

Planning for the ceremonies began with input from the faculty and staff. We selected

April 20, 1983, for the dedication with the belief that the weather would be better than in March and that the date would not conflict with the university's usual year-end activities. A couple of weeks before our dedication, we learned that the University of Illinois and the University of Minnesota had scheduled dedications in the same time frame. But the die was cast, and we proceeded as planned.

The SVM dedication was an important benchmark in the school's annals and a historic event for North Carolina State University. It publicly established that we were in existence as the ninth academic school on campus. It gave recognition and legitimacy to our being, and it was an opportunity for us to demonstrate to the people of North Carolina what they had purchased. Steve Crane served as general chairman of the celebration, and its success is a credit to his initiative and leadership. He directed the internal planning, and he worked with the officers and staffs of NCVMA and the North Carolina Veterinary Research Foundation to coordinate their involvements.

Crane and his committee identified the steps to be met, targeted dates for each, and established a series of subcommittees to address the major functions. In addition to the formal dedication ceremony, they planned a separate day of guided tours for friends and patrons; a celebration and dance for invited guests, faculty, and staff; and a public open house at the end of the week. Most of the school's faculty and staff were involved in the preparations that led up to the events.

The dedication ceremony was open to the public, but formal invitations were sent to a significant list of dignitaries and other people. Before the end of February, the invitations were designed and printed for the dedication and the gala. The guest lists were completed, and invitations were mailed early in March. Crane asked for weekly updates on the various schedules from his subcommittees. Media coverage plans were completed by mid-March, and preparations began on a two-color pamphlet for distribution at the open house. The pamphlet, which served as a guide for self-directed tours, provided informational background on the school and an outline of our goals and aspirations for the future.

Because NCVMA had been so important and supportive throughout the planning for the school, we wanted to compliment the organization and expand our support throughout the entire North Carolina veterinary community. In contemplating ways to do that, the idea of creating honorary alumni seemed logical. We would not have alumni of our own for several years, and it was obvious that participating alumni could be a great asset in waving our flag for the general public. We printed over 800 honorary alumni certificates on card stock suitable for framing, and Marie Green mailed them with the announcements of the dedication to every veterinarian in the state. The honorary alumni certificates were popular among the recipients, and during the next several years I saw many of them framed and displayed in veterinary hospital waiting rooms throughout the state. Relationships between the veterinary school and the practicing veterinary community were strong and have remained so. The NCVMA made arrangements with Governor Hunt to declare the week of April 17 through 23, 1983, as Veterinary Medicine Week to coincide with the dedication.

As usual, John Green seemed to be involved with almost everything behind the scenes. He contacted numerous tent companies for prices to lease a tent with the capacity to seat several hundred persons, an orchestra, and a platform for dignitaries; he also ordered a 60'x120' tent

from Chattanooga, Tennessee, to be set up on April 16 or 17. When I asked about the tent on April 15, he said, "It's here someplace, we need to get it set up." We both thought it was probably in a truck parked near the barns or "someplace out in back." When the tent could not be found, he called the vender in Chattanooga. The vendor thought we wanted it "sometime in May," but they realized their mistake when they reexamined the order. They apologized and sent a tent via air express that afternoon. A crew to assemble it arrived soon afterwards, and a beautiful red and white tent arose on April 18 in the grassy area between the entrance bridge and the hospital wing.

The tent adventure was but one of the anxious moments we experienced that week. All of the anxieties that went into pulling off the celebration created a bond among the faculty, staff, and students. We worried that programs and invitations would be inadequately printed or late, that lists of friends and dignitaries were not inclusive, that participants in special events would not be available, that other deadlines would not be met, and a thousand other things. All of these were handled, and the events occurred almost as planned and scheduled.

Karl Bowman knew Michael J. Rorty, vice president and director of marketing for Anheuser-Busch, and one of the trainers of the Budweiser Clydesdales. With those connections, he arranged through Harris Wholesale Co. for the appearance and performance of one of the Clydesdale teams at our public open house on April 23. The team arrived several days early, and the horses were the first animals to use the wards and box stalls of the large animal clinic. Anheuser-Busch presented a plaque that was installed in the building in honor of the event.

We received suggestions from Holladay Hall, the General Administration, Grover Gore, NCVMA, and several other sources as well about the list of persons to be included in the platform party. At one time, twenty-nine names were on our suggested list, and the speakers' platform had a limited size. My lightning-quick mental arithmetic told me that twenty-nine people, a podium, and the several potted plants that were sure to be there would not all fit on a platform twenty feet wide and twelve feet deep. I had no choice but to reduce the number of people.

Through a process of elimination and prioritization I got the number down to nineteen. I was to preside over the ceremony, and the keynote speaker was essential. I felt that President Friday, Chancellor Poulton, and former Chancellor Joab Thomas were necessary dignitaries. Since Governor Hunt was going to be present, it was only courteous to include him. Scott Ferebee, as the project architect, should be included. That made seven. Reverend Tom Vestal had worked for us as a technician before he went to the seminary, and I had long planned that he would say a prayer at the ceremony if we ever got to this stage. Gore wanted his minister, the Reverend Edward C. Hay, to give the invocation. I personally felt that one person could give both an invocation and benediction, but out of deference to him I agreed; now we had two clerics for a total of nine. Gore had made a major commitment to the project and deserved to be on the platform as much as anyone. Now there were ten persons.

I was tempted to limit the platform party to that number, but the veterinary profession, the legislature, the Trustees, and the Board of Governors were still unrecognized. I added Paul Landis and Max Sink, presidents of AVMA and NCVMA, respectively. Then there were State Representative Robert Z. Falls, State Senator Vernon E. White, Lieutenant Governor Jimmy Green, Speaker Liston Ramsey, and Commissioner James A. Graham; now we had seventeen.

Chairmen John R. Jordan Jr. and George M. Wood represented the Board of Governors and the NCSU Trustees. I had identified a total of nineteen persons to be seated on the platform, and I hoped we would all fit. If it was not possible to seat that many persons, the last several categories that I had added did not seem to have a clear-cut priority order in my mind. I would probably eliminate them in reverse order until we fit the platform. We had no way of knowing if we could fit until the stage was set up and the chairs were positioned. When the platform was finally erected, nineteen chairs fit—barely.

In spite of our efforts, one major omission did occur. On April 18 when I reviewed the platform party list, its seating arrangement, and the allotted times for speakers' remarks for the "nth" time, I discovered that Governor Robert Scott was not among those on the platform. Then, I learned that inadvertently he had not received an invitation of any kind. I called and went immediately to his office in the community colleges building on West Jones Street, but it was too late. He was in conference and I was unable to see him. His staff said he had another commitment scheduled at the time of the dedication, and it could not be canceled on short notice. Scott was an important supporter, and I viewed him highly among the hierarchy of patron saints of the veterinary school. As governor, he took the first official step toward the school when he appointed a feasibility committee, and he provided contingency funds to start the Department of Veterinary Science. It was a grievous omission that has bothered me ever since. He deserved special recognition at the dedication.

It seemed only natural that Calvin Schwabe should deliver the dedication address during the ceremony. Schwabe had worked with Governor Scott's committee and had conducted the feasibility study for the veterinary school in 1973. In February 1977 he returned to NCSU to give a lecture sponsored by the Department of Veterinary Science during a campus-wide symposium. He agreed to come to the dedication and chose "Veterinary Medicine; Large Field, Small Profession" as the title of his presentation.

After recognizing the Scott *faux pas*, I felt a million things needed checking simultaneously. By early afternoon on April 18, I concluded that "what ever would be, would be" and tried to relax. Even the weather kept us on edge. It snowed that day and flurries continued on April 19. By the morning of April 20, the weather had improved. In the early afternoon, the platform party assembled in the conference room in the administrative wing of the building, where refreshments and snacks were available. At a few minutes before 3:00 P.M. we lined up according to the seating arrangement on the platform, and at the appropriate time we moved into the tent and onto the platform. The tent was filled to overflowing, and many people stood in the back and along the sides. The NCSU choir and the symphonic band, under the direction of Milton Bliss and Frank Hammond respectively, were seated immediately to the right of the platform.

I presided over the ceremony and introduced Chancellor Poulton, who welcomed guests. Reverend Edward C. Hay delivered the invocation, and Governor James B. Hunt, University of North Carolina President William C. Friday, and University of Alabama President Joab Thomas all made short remarks. Schwabe delivered a masterful dedicatory address filled with intellectual insights and challenges. His inter- and intraspection carried a positive message from our profession, as well as a cautionary charge. After an interlude by the choir, I recognized honored guests on the platform and selected members of the audience.

Governor Hunt, President Friday, Chancellor Poulton, and Trustees Chairman George M. Wood joined me at the rostrum as I formally conferred the status of "Honorary Alumni on all veterinarians living and working in the state today" and dedicated the facility, the school, and its programs to the academic community of North Carolina State University. John T. Vaughan, dean of veterinary medicine at Auburn University, chided me after the ceremony for stealing several hundred of his alumni in just a couple of seconds. Reverend Tom Vestal concluded the ceremony with a benediction, and the symphonic band played as the platform party and guests left the tent. Light refreshments were available for those in attendance on the grassy areas adjacent to the tent.

Philip Carter and Patricia Noden had worked with John Gehrm of the North Carolina Veterinary Medical Foundation to plan and execute the celebration gala the evening of the dedication. A catered buffet and a dance for invited guests, faculty, staff, and veterinary students were held in the B and C Commons in the lower level of the building. Invites included spouses, the platform party, university administrators, vice chancellors, deans, Rudy Pate, William Simpson, John Sanders, and staff persons from their offices. The deans of other veterinary schools and colleges in the United States and Canada received personal invitations, and several of them attended some or all of the activities. Patrons who wished to remain anonymous underwrote the costs of the "Coming Out" party and dedicated it to the memory of deceased faculty member Donald E. Davis.

Overhead lights on the two floors above the commons areas provided soft indirect light for the commons areas below. Heavy hors d'oeuvres were available in the cafeteria area. A sectional dance floor was installed over the carpet in C Commons, and a three-piece band, Joyce Hawley Review, played intermittently from 7:30 until after 11:00 P.M. The atmosphere was festive, and local talent became evident when various faculty, students, and guests volunteered to act as stand-up comics, to play various instruments with the band, to sing, or to display other amateur talents for the assembled group. About 9:00 P.M., one of the Budweiser Clydesdales was brought into the commons area, where it performed "tricks" (as space permitted) and was much petted and admired by the attendees.

Earlier that afternoon, students had conducted guided tours of the building and exhibits between 1:00 and 4:00 P.M. The Friday afternoon tours were by invitation to a list that included many on the North Carolina State University campus, the governor and Council of State, the North Carolina legislature, the Board of Governors, the Board of Trustees, current and past board members of the North Carolina Veterinary Medical Foundation, and special friends and patrons. We were especially proud of the hospital laboratories used to support the diagnosis and treatment of patients. They were state-of-the-art at the time the hospital opened and remained a highly effective unit. Being state-of-the-art often lasted only a matter of days, because the development of new electronic analytical equipment was phenomenal during that period. The Friday afternoon tours were a dress rehearsal for the public open house scheduled for 11:00 A.M. through 4:30 P.M. on the following day.

We woke Saturday morning to an overcast, intermittent drizzle, which turned out to be much to our advantage. Artspllosure was canceled early that day because of the weather. We were the only act in town! In addition to the media coverage we had planned, radio and television stations that had intended to broadcast from Artspllosure brought their mobile units and

operated from the veterinary school.

The Budweiser Clydesdales became a big drawing card for the open house. The parking lot remained open for their performances, and we parked cars in the pasture between the lot and the fairgrounds. Because of threatened rain, the Clydesdale trainers instead chose to exhibit the horses hitched to display wagons in the breezeway inside of the Large Animal Clinic. They wanted to protect the polished metal on their harnesses and other equipment from water marks. Consequently, persons wishing to see the horses had to take the tour through the building. I believe if the weather had been nice, many would have sat on the hillsides around the parking lot to watch the horses perform, and they would not have entered the building or seen the exhibits.

The response to our first open house exceeded expectations. Estimates and attendance counts ranged from 15,000 to 22,000 participants. We opened gates on the Hillsborough Street and Blue Ridge Road sides of the pasture for parking, and the Pre-Vet Club volunteered to direct parking in the lot. We were unprepared for the traffic problems we created. At one time, westbound Hillsborough Street traffic was backed up onto the Highway 1 and 64 exit. The North Carolina Highway Patrol took over directing traffic for us. Cars were still coming into the parking lot at the scheduled closing time of 4:30, and it was almost 6:30 when we decided to close the doors.

In the months following the dedication, the "good-news angel" seemed to guide writers for newspapers and other news media throughout the state and nation. Multiple news stories and citations about the school were prominent and positive, and Schwabe's dedicatory address was quoted and paraphrased in multiple national veterinary publications. Numerous reports carried headlines that were variations of "SVM Answers Its Critics," and "SVM Boosts Economy and Quality of Life." News stories described clinical activities at the school and faculty research: Edward Breitschwerdt on Rocky Mountain Spotted Fever, Susan Bunch and Richard Ford on feline leukemia, Michael Whitacre on reproductive problems in dairy cattle, and other investigations including an obscure and ill-defined disease that was affecting poultry growers in the state and a potentially damaging disease threatening breeding swine herds.

The "worm had turned." We were careful not to damage our relationships with the media and avoided some of the criticism we had experienced for the previous four to six years. The press reported that valuable horses were being referred to our faculty from the shadows of Cornell University and the University of Pennsylvania; that almost as many companion animals were being referred for specialty treatment from the Eastern Shore of Virginia as from the major population centers of our state; and that we were treating other animals in the news (a tree-climbing dog) and animals at the North Carolina Zoological Park. Generally speaking, positive reports continued and exist today.

In some seriousness, I joked with Chancellors Thomas and Poulton that we were one of the university's most positive public relations effort. With the exception of football and basketball home games, I believed it. On a daily basis our waiting rooms at the hospital contained a cross-section of the population of North Carolina and neighboring states. Not every day, but we had both the meek and the bold among our clientele: "little old ladies in tennis shoes," governors' wives, athletic coaches from regional universities and institutions in neighboring states, officers of the State Supreme Court, and even a well-known television evangelist.

## *Moving Forward with Accreditation*

We had received our first step toward accreditation, a "Letter of Reasonable Assurance," from the American Veterinary Medical Association's Council on Education (AVMA COE) on April 18, 1978. It was reviewed and renewed each year through 1982 following the submission and presentation of written and oral reports. Our annual update to the AVMA COE was due at their headquarters in Schaumburg, Illinois, by February 15, 1983. In most areas of the plans outlined in our original report to the council, we had followed the proposed steps without exception. In several areas, we had progressed further than we had estimated with the support of administrators at NCSU and the General Administration of the University of North Carolina System. The report was simply a matter of expanding and updating materials we had previously submitted.

The NCSU Board of Trustees was scheduled for a regular meeting on Friday and Saturday, February 18 and 19. We arranged for them to tour the veterinary facility on Friday afternoon. It was almost fun to have them come to the building and to show them around. For the most part, I sensed they were proud of us. On Saturday morning, I reported on the program as the first item on their agenda. I had had so much interaction with the trustees in the previous five years that I felt comfortable with them and enjoyed their comments. I considered Grover Gore a personal friend and one of our most sincere advocates, as well as a most dedicated supporter of all NCSU programs. Saturday ended well when State played and defeated arch rival UNC-Chapel Hill in basketball by a score of 70 to 60.

Basketball coach Jim Valvano had a weekly TV program during which he presented a short section on some program, event, or project occurring on campus. He filmed an interview with me on the bridge to the main entrance of the school on February 22, 1983. From the first time we met, we had always seemed to hit it off. His program was obviously widely watched and accepted, because I received positive responses from several locations throughout the state after the "short" aired. My observations of Jim Valvano in those years gave rise to the formation of Curtin's 14th Law: If you wanna be quoted, you gotta say something quotable.

In early 1983 we began a self-study and the preparation of materials and documents for another site visit by the COE. Success in this next step in the accreditation process would lead to provisional accreditation. Our next report to the COE was due in mid-August 1983. We set an internal deadline of July 27, but the cabinet, especially the department heads, seemed not to take it seriously. I provided each with an outline to facilitate the preparation of their reports and the compilation of the final report. It was hard to get them to return their reports. Several had to be prodded when the July 27 deadline passed, and a couple failed to consider the outline or turned in incomplete reports. I worried and wondered if this was a form of rebellion. Were we too structured? Were they overloaded and reflecting burnout? Or, was I to blame? In spite of the difficulties, we sent the report to the printers on August 2, 1983, and submitted a five-volume, bound set of data covering our self-analysis organized upon the *Eleven Provisions of an Accredited College* to the council.

Each Monday morning I looked at myself in the mirror and wondered, "What will happen this week?" I was seldom disappointed. By the end of the week something eventful usually

happened. That was the good part of it, and it was also the bad part of it; nothing seemed to be routine. The week of September 19 promised to be as busy as most. The COE was scheduled to be on our campus Monday through Wednesday, September 19 through 21; Chancellor Bruce Poulton was to be formally installed on Friday, September 23; and the North Carolina State University Open House was scheduled for Saturday. It promised to be a full week.

Good things continued to happen in spite of the pressures. The National Institutes of Health (NIH) informed Philip Carter and his associates that their proposal for a fluorescent activated cell sorter had been approved. The veterinary college at Cornell University received approval at the same time for a similar unit. NC State, the newest veterinary college, and Cornell, a college of approximately one hundred years in age, installed the first of these kinds of laboratory equipment ever to be located at a veterinary college. In September 1983 Carter was named director of FACS (Flourescence-Activated Cell Sorter)/Hybridoma Laboratory, a laboratory that served a university-wide function.

The committee of academic veterinarians assigned to make the on-site COE evaluation on September 19 through 21 included the following:

Billy Hooper, D.V.M., Purdue University, West Lafayette, Indiana, chair

Richard J. Sheehan, D.V.M., Mansfield, Massachusetts

Bobbye Chancellor, D.V.M., Animal and Plant Health Inspection Service (APHIS-USDA), Collinsville, Mississippi

Robert W. Kirk, D.V.M., Cornell University, Ithaca, New York

Charles B. Randall, D.V.M., NCVMA representative, Kinston, North Carolina

A. A. Van Druemel, D.V.M., Canadian VMA, Guelph, Ontario

R. Leland West, D.V.M., AVMA staff

On the first day, the committee reviewed the facilities and interviewed the veterinary school administration, department heads, faculty, and staff about the progress of our program development. The interchanges between the committee and individuals throughout the school were stimulating, and I was proud of our staff and faculty. They were forthright and gave the committee much insight into who and what we were, and how far we had developed. The committee offered very positive suggestions about solutions to some of the issues with which we were wrestling.

The committee expressed major concern about several areas of the hospital operation. They recognized that we had just begun the clinical part of the program and that we had just admitted our first class of seventy-two students. However, they were critical of a shortage of support personnel throughout the hospital. I expressed the belief that the shortage would soon be alleviated, because we had received new positions for the next fiscal year that would

be phased in as the year progressed. More seriously, they recognized that the service chiefs were unsure about their responsibilities and authorities. I could understand that. This was a new program, and the service chief positions were mostly filled with junior faculty persons who had come to us from programs without similar positions. I understood the concern of an untenured assistant professor service chief hesitating to tell his department head, or a professor from another academic department who functioned in his service, to shape up or to carry his assigned load. The COE was given every assurance that each service chief had the responsibility and full authority, with my support, to have his/her medical service operate at its most effective level within its available resources.

As I reflect on it several years later, the arrangement worked well as the hospital services expanded, in part because the arrangement had positive checks and balances. Because the service chiefs were junior people, they were anxious for advancement and wanted to do a good job. I was made aware of only one instance when a junior faculty service chief criticized his department head for a mistake. I was ready to support the service chief, but it was not necessary. The department head accepted the charge without any reprisal, corrected the mistake, and avoided further problems.

The site-visit committee seemed to have no general concern about equine medicine or with the academic clinicians charged with those responsibilities. But, they expressed a general anxiety about academic "food animal medicine." They noted that the problems they recognized within our food animal medicine group were almost universal and were not unique to us. The highly sophisticated level of medical services available to the public for food animal populations came mostly from privately owned practices, and those practitioners were not usually attracted to academic positions.

I was surprised when the members of the site-visit team were unusually critical of circumstances they identified in the recruitment of faculty for our FAE department. They criticized the existing distribution of specialists among the animal species served by that department. They sensed the desire among our faculty to be recognized as specialists, which we had tried to address earlier. One committee member said, "Rather than being pig people, cow people, and therio people, they have to be generalists and pig people, generalists and cow people, and generalists and therio people." The committee emphasized that the problem was a national one, but they refused to overlook it in our program on that basis. They expressed the belief that a "paucity" of outstanding "large animal" clinicians existed in academia, and that the usual food animal resident is trained within a teaching hospital and does not go out and "roust about." They complimented the FAE department head for building a "bridge" to the animal science and poultry science departments in SALS, but cautioned us against losing sight of the different purposes between the two schools.

Other areas received a brief mention. They criticized the high fees we charged for routine postmortem examinations. They felt that all hospital deaths must have necropsy examinations for the instructional benefits gained and that much of the cost should be absorbed within departmental instructional budgets. They were disappointed that students would not rotate through the Rollins Animal Disease Diagnostic Laboratory (RADDL), the state diagnostic laboratory operated by the North Carolina Department of Agriculture (NCDA). Because they considered the "overall" program to be in "such good shape," they included a few minor things about which they

had concerns, such as client parking areas and the lack of spaces for research and faculty offices.

At the end of their review, the committee complimented us for being very well prepared and for having submitted a concise and easy-to-read report. When our exit interview was completed, the committee proceeded to Holladay Hall for an exit interview with university administrators. After they left, we were all relieved to have their visit behind us. It had been an in-depth exercise, and we felt good about ourselves. I believed they would at least recommend continuance of our first level of accreditation, the Letter of Reasonable Assurance, and I felt confident that we would be granted provisional accreditation. We were ready to prepare for the next site visit, which we hoped to schedule in the spring of 1985. If successful, that visit would lead to full accreditation for our school, and we would have full accreditation before our first class of veterinarians graduated.

### *Reaffirming My Commitment*

On October 19, 1983, I went to Ft. Lauderdale, Florida, to visit Dr. Frederick A. Hall, one of my mentors. Fred Hall and my dad were born in the same month of the same year. Fred was not only a mentor, but he was like a surrogate father to me. He was more than eighty years old and had recently experienced a series of mini-strokes from which recovery seemed very slow. Fred had spent many years as a general veterinary practitioner at Garrett, Indiana, a few miles north of Fort Wayne, before Dr. Pat Hutchings brought him to Purdue University as its first extension veterinarian. It was there that I met him and fell under his guidance. He had led a good life, and he touched and aided the lives of many. Few people who have been doers have escaped serious controversy during their lives. Logicians would infer that because Fred was a doer, he was controversial. He disproved that logic; he was an uncontroversial doer.

During the visit he asked what I planned for my next "mountain to climb." I shared with him that I had thought about graduating with the first class. We talked about things that I might like to do. I knew I would not be inclined to retire at that time, because I was not of a sitting-down-doing-nothing nature. He did not advise me one way or the other, but suggested that I think about the effects on the people with whom I had surrounded myself: Marie Green, John Green, Bill Adams, Don Howard, Ed Stevens, the four department heads, Dick Dillman, and the many persons who supported all of us. In the next few weeks I did reflect on what he had said. Of the "people," I guess I was most concerned about what might happen to Marie Green. She was as fully committed to the development of our program as I was. She came in early, stayed late, and took work home. She was always there, loyal and supportive, and gave thoughtful counsel. I was concerned that whoever replaced me might not continue with such a close working relationship, and I did not know what might be open for Marie.

As for the others, I owed them an immeasurable debt, but other opportunities would open for them. Most would not miss many beats. John Green would probably continue in his current role within the school, or he would have no difficulty finding something else of equal stature. Bill Adams could and probably would go back to clinical medicine, and Ed Stevens would surely return to a research laboratory and get out from under administrative responsibilities. Don Howard was on the way up, and might easily be chosen as my replacement or for a deanship at another institution. The department heads were all recognized within their

disciplines and specialties, and most could return to those areas within our school if they did not stay in their positions as department heads. We did not have a position similar to the one Wayne Oxender had occupied at Michigan State, but I was sure he would adapt to something here or elsewhere.

As I reflected on their futures, I concluded that if I “graduated” from the dean’s chair with the first class, they would continue to build their careers. It did not take long before my thoughts shifted from individuals to the overall program in which we were all prime players. My thoughts drifted to the things we had envisioned that were still undone. The first class would graduate in less than two years. We had come a long way, but we were still a great distance from the kind of program that had been envisioned. Thoughts of my stepping down soon dissipated and/or were displaced with the mental gymnastics of continued planning that had developed during the previous ten years. As Fred Hall must have realized, I was not ready to “graduate.” I am sure he thought that with his encouragement, I would come to that conclusion.

On November 10, 1983, William J. Tietz, president of Montana State University, came to spend a few days with me on his way to the National Association of State Universities and Land-Grant Colleges (NASULGC) scheduled to be held in Washington, D.C., during the following week. I was really glad to see him. We had been graduate students at the same time, in the same department, at Purdue University. He took a position at Colorado State University (CSU) after competing his doctoral degree, progressed through the ranks to department head of the Department of Veterinary Physiology and Pharmacology, and subsequently became dean of their College of Veterinary Medicine. He ascended to a vice presidency at CSU before going to Montana State University as president. Within limitations, our careers had confronted many similar hurdles at veterinary schools. We had worked together in the AAVMC and in the Commission on Veterinary Medicine of NASULGC.

Consequently, we had much in common. I have no record or recollection that we “talked shop.” Instead, we went to Emerald Isle, ate well, toured the “spots” on both sides of Bogue Sound, and relaxed for most of a three-day weekend. Rather than dwelling on the alligators with which we were both dealt, we discussed the exploits of our children and their successes. It was a great renewal for me, and I wished he were closer so he could visit more often. We returned to Raleigh Sunday evening and then went to the NASULGC meetings in Washington the next day.

December 1983 was almost a repeat of earlier calendar year ends. If it was not for the Christmas parties and receptions that each department and school scheduled, the end of the year would have been a time to avoid. We finished budget reviews with the department heads. Most, but not all, accepted the distributions. We ordered a cobalt source for the hospital, to be available for all medical services and used primarily for the therapy of neoplasms. Refreshed by my personal renewals and encouraged by our progress, the year ended on a high note with the exchange of gifts and holiday wishes among the office staff.

CHAPTER VI

EYE ON THE GOAL, 1984–1985

Perception Is Reality



*“A man may die, nations may rise and fall, but an idea lives on. Ideas have endurance without death.”* - JOHN F. KENNEDY<sup>62</sup>

By the beginning of the 1984/1985 school year, the milieu of the veterinary school had changed. We had greater numbers of faculty, students, residents, interns, and graduate students. We recognized that if we relaxed, we would face a withering future. So, we changed, grew, and adapted. We shifted the focus from building a basic program to adding to the research and service components and to fine-tuning the professional curriculum. We were now accepting full-sized classes of veterinary students; the graduate program and clinical residency programs were expanding; faculty members were attracting outside funding to support research projects; the hospital was receiving more referral patients than we had anticipated for this stage; and we were being recognized as an excellent school by older and more well-established veterinary colleges. We were well on our way to meeting our goals.

*Space Pressures*

On January 6, 1984, the cafeteria at the SVM opened on a trial basis. No other eating place was available within a reasonable distance for a mid-day lunch, and we projected that 1,000 to 1,200 people would be entering the building every day. Before we were able to serve food, though, we found it necessary to seal the brick-paver floor to prevent food particles from

falling between the bricks and supporting bacterial growth. We had planned our budget with a focus on teaching, research, and public service, so this represented another of those unexpected, major expenditures that became absolutely necessary. From my perspective the work had to be done. In reality, functioning without the cafeteria would have been difficult, and it became a very important interpersonal element in our everyday lives.

After we first received construction funds, various consultants had predicted that usable space would be the primary limiting factor to our program growth. At the time the building was planned, the available funding limited the amount of space that was constructed. When we first moved into the building, the space seemed almost excessive for the few of us who occupied the building. That soon changed. During the 1984/1985 academic year, we had all four levels (years) of classes enrolled for the first time. The intern-residency and the graduate programs were being broadened, and the strong reputations of our faculty in both the clinical and basic sciences were attracting postgraduate students. Our faculty and support staff numbers had increased, and open positions were being advertised widely. All of these factors produced the early signs of crowding in the facilities.

As the first demands for additional space developed, we adapted the existing building. We reviewed space usage and decided that the modular student laboratories assigned to the second- and third-year classes in the B Wing were the least effectively used. Through the interest and benevolence of Mr. and Mrs. Raymond Firestone, we converted 4,000 square feet of the multidisciplinary laboratory on the main floor of Section B into fourteen research laboratories. In their honor, we named the space the Jane and Raymond Firestone Laboratory Suite. At the same time we converted the lower-level multidisciplinary lab into two traditional teaching laboratories to accommodate preclinical courses. The practice of assigning locations within those laboratories to individual students on a semi-permanent basis had come to an end.

When the students returned in the fall of 1984, we heard much moaning and gnashing of teeth among them because we had "taken away their home base." The students soon adjusted to the change, and the teaching faculty preferred the new arrangement of scheduled laboratories rather than the multidisciplinary arrangement. Complaints about the renovation disappeared by the following fall; a new class of students entering that phase of their education had never experienced the old arrangement and had never had a home base other than the anatomy dissection laboratory.

Even by the time we completed the conversion and reassigned the space to new uses, space needs exceeded the relief we had gained. We considered leased space and quickly developed a plan to convert the upper floor of the west barn into two levels of research laboratories and offices to be included in the 1985/1986 change budget request. Campus reactions to our proposals for expansion seemed hostile. From their perspective, we had all the new buildings we were going to get—maybe ever. Needless to say, NCSU did not transmit the expansion portion of our change budget to the General Administration. In retrospect, this was fortunate. The renovation of the upper level of the barn would have been costly, and the results would have been relatively inflexible.

Shortages of laboratory and office space continued to multiply. Through his surplus screening interests, John Green found a pair of modular frame buildings used by the National Institute of Environmental Health Sciences (NIEHS) in the Research Triangle Park that

would soon be declared surplus and demolished. The buildings could be moved in sections and literally snapped back together to reestablish utilities, heating, and ventilation systems. We considered locating them on the land between Blue Ridge Road drive, the Ramada Inn, and the power plant. Preliminary plans called for establishing offices in one and converting the other to Central Receiving for the school.

Then things got creative. During spring 1984 we learned about an exercise through J. W. Doyle's contacts in the North Carolina National Guard in which two large military helicopters would airlift an intact building from RTP to the Veterinary Medical campus. This sounded like an interesting concept, and I wanted to witness the move when it happened. The project generated much excited conversation for a few days. Then I heard that some agency would not permit the National Guard to carry loads of that size over the homes and the interstate highway between the two locations. That was probably a good idea. Hence, the buildings had to be moved in sections. In the interim, the Office of Campus Planning became involved to provide the engineering and specifications necessary to receive and site the buildings. They opposed anything except brick and mortar buildings on campus and considered the structures to be "temporary."

We appealed to George Worsley. He agreed to help us, and he did. We first began the discussion to acquire the buildings in November 1983. On May 7, 1984, we met with Worsley and presented an internal estimate of \$6.71 per square foot to move and outfit the building with a brick facade to match the exterior of the main building. He asked if we realized the buildings were eighteen years old. We were aware they were not new, but we were satisfied that they were in excellent condition. He gave us Planning's estimate of \$12.57 per square foot for a total cost of \$95,500. The figure was twice what we had expected. When we expressed surprise, Worsley asked for our bottom line cost per square foot. We could not give him such a number, but we did commit \$100,000 received from the Firestone Foundation if it became necessary to cover any "overrun" beyond our previous commitment. I had committee meetings in Washington, D.C., later that week, but I left feeling good about the project. We had Worsley's support, his ballpark estimates of cost could be met, and the time frame for the move was reasonable.

Worsley called on August 8 with the news that the State Office of Buildings and Contracts required approval from the Council of State to transfer property from the federal government to the State of North Carolina. An alligator! Worsley circumvented the problem by getting approval from the Attorney General. Worsley had approved the relocation of the buildings to campus on May 16, 1984, so internal approval existed. While in Washington, I received two disconcerting calls about the project: one from Don Breazile, our physical plant director, and the other from Don Howard. Breazile said rumors in the campus Physical Plant offices indicated that the project was canceled. Howard contacted Worsley, and soon it was a "go" again. Then Breazile made a second call to say, "The entire works (sic) is going to be done in one package—engineering, moving, planning, and plan approval. It'll never come off in time." What was happening? Were we being used as pawns to make Worsley, Physical Plant, or Campus Planning look bad? Were we being fed misleading or untrue information as part of someone else's fight? Was someone determined to put "us" in our place because we had won at previous contests? Was it just bureaucracy in

action and proof that anything can be overcome by passive resistance?

We were told that Abie Harris, the campus architect, had not expected us to commit the Firestone funds. He thought we would back off and cancel the project for lack of funds. On June 29 Harris gave us a new cost estimate of \$270,000 to relocate and install the buildings; this included \$23,500 for engineering. Because of our critical needs for new space, we agreed. We appealed to NIEHS for a time extension to remove the buildings so we could deal with the increased costs. Campus Planning's involvement continued, and they presented a plan to the Trustees Buildings and Properties Committee—a plan for which we were not consulted. We learned about the meeting after the fact and heard conflicting reports about the tenor of the presentation. But, the environmental drawings we saw for use of the area around the relocated buildings raised no questions in our minds. We soon learned that much of the increased estimate was due to a redesign of the roofs of the NIEHS buildings to match the general contour of the roofs of the main building, and that a more comprehensive master plan for the use of our property had been presented to the Trustees' committee. We were not included in its development and had no input in its preparation.

I appealed to both Worsley and to Marcus Crotts, chair of the Buildings Committee, to have us represented at any future presentations to the trustees that involved our facilities or programs. We had not been asked how we intended to use the space or the land surrounding the facilities. Harris either did not understand, or care, that form follows function or that our needs were unique. Consequently, his plans seemed to be unilateral decisions to control and limit the use of "temporary buildings" at the expense of academic programs. As I had previously argued to the Physical Plant, the function of the university is teaching, research, and public service. That is the purpose of the academic departments, and the service units on campus, including Campus Planning, should help us get that done.

We agreed that populating the campus with temporary structures was highly undesirable. Yet, we intended to make these NIEHS buildings as aesthetically attractive as our permanent structures. Harris had raised the cost of installing both buildings beyond our ability to adjust our budget. We were under pressure. Our contacts in NIEHS wanted the buildings removed from the Research Triangle property, and we had been stonewalled on campus and within the Trustees Committee on Buildings and Property. We hurriedly reassessed our budget position, conferred with Worsley, and decided to install only one of the buildings. That required reengineering for the whole project at a cost of over \$20,000, another unexpected expense. Both buildings were delivered and unloaded in a random fashion along the hillside opposite the Power Plant building. Sections of the second building continued to sit in the area for some months, until the College of Agriculture and Life Sciences eventually moved and reassembled them on an off-campus location. We contracted our building assembly to include a brick facade and a roof covering to match the main building, but we did not redo the profile of the roof to match the "mill pattern" of the main building.

Then a much larger alligator crossed my path, and this one possibly had real teeth. The North Carolina Division of Health received an anonymous request for an environmental investigation throughout our facilities. They were told that ten miscarriages had occurred among our female employees over a period of two years. Someone suspected down-drafting from hood exhausts on the roof. From a description of signs among the affected employees,

the Division of Health Services suspected that nitrous oxide and ethylene oxide were the contaminants. Once Inspector W. D. Bridges and his crew arrived, we interrupted the use of the ethylene oxide (ETO) sterilizer and made arrangements to send all materials requiring ethylene oxide sterilization from our teaching hospital to Rex Hospital. This placed a burden on Rex, and on a weekly basis they asked when we planned to resume on-site sterilization.

Several inspectors combed the building and sampled the air almost everywhere. Smoke bombs established that air from hood exhausts on the roof was entering air intake vents. Everyone was concerned, and the inspectors told us that if they found anything we would be "shut down." The inspectors did not detect any toxic gases, but they demanded that we extend the exhaust ports on the roof. I was unable to confirm the rumor of miscarriages, and I never learned if the incidence rate we reportedly had experienced was higher than that found in the general population. In early December concerns about the ambient environment resurfaced. This time, monitoring by the North Carolina Division of Health Services did establish an existing danger of back-drafting from the short roof exhausts to the air intakes. We immediately made plans to extend the remainder of the exhaust ports to exceed the intake envelope.

Weeks later, "tight building syndrome" entered the realm of possibility with the theory that mold could be growing in the air ducts and traveling throughout the faculty office areas in Sections 3-B, 3-C, and 3-D. I did not see any particulates, but others described "gunk" coming from the ventilators and falling onto desks. Several faculty supposedly exhibited clinical signs of an undocumented and ill-defined nature, and at least two people were referred to Rex Hospital for examination. For several weeks, one technician wore a surgical mask the entire day, each day, while she was on the third (laboratory) floor. On all laboratory reports returned to us, the measured parameters were within normal ranges. It was concluded that most of the headaches, malaise, nausea, and other signs were consistent with everyday illnesses and stress. The air ducts were inspected, cleaned, and treated. Beyond the inferences and accusations of "bad smells" and "bad-tasting water," nothing detrimental to employees' health was ever discovered.

Although the Division of Health Services found nothing, they advised us to collect a blood sample from each newly hired person, especially from technical personnel, to serve as a base line against which to compare if any problem(s) arose later. I know we did start doing that, because I used a portion of my discretionary budget to pay for the collection, analysis, and storage of the samples. I am not sure how long the practice continued, but it seemed like a good recommendation. We did not assign the responsibility for collecting blood samples to a specific individual, so eventually the practice faded away.

The surprises continued the following year. On August 22, 1985, two inspectors from the North Carolina Department of Labor showed up in response to an anonymous complaint about a paint odor in the building. Because no painting had been done recently, the inspectors could not determine what had prompted the complaint. Possibly the odor was not paint. A new anti-slip composition floor had been installed in the large animal radiology area, and a couple weeks earlier floor tile had been replaced in the Veterinary Teaching Hospital (VTH) supply rooms. However, I had not detected any odors in either area.

On another front, the waste disposal issue simmered for a couple months between Physical Plant and VTH. The incinerator interface with the school had always been far from satis-

factory, and it was much less capable of meeting our needs than we had been promised. The two sides made counter proposals about waste removal from the pens near the power plant building prior to incineration, and both kept me fully informed about the “unreasonable behavior” of the other. The compromise they finally reached did not satisfy either party, but both accepted it.

By and large, in spite of these occasional rough spots, the building complex served our needs well. The North Carolina Chapter of the American Institute of Architecture recognized Ferebee, Walters & Associates (FWA) for Excellence in Architecture for their design of the facilities. I accepted an invitation to attend the reception and award dinner, which was held on March 9, 1985, at the Adams Mark Hotel in Charlotte. Scott Ferebee suggested we mount the plaque that was awarded in the foyer of the main building of the college. I brought it back with me, and Physical Plant installed it soon afterwards. The plaque was a nice acknowledgment that our years of planning had been worthwhile.

### *Hospital Complications*

Soon after the hospital opened, I received several telephone calls during the night, mostly from owners seeking treatment for horses with colic. The referrals, which usually recommended prompt treatment, came from veterinary equine practitioners or our own equine surgeons. Most horse owners were not familiar with Raleigh, and they had trouble finding the school. Few people knew where we were located because we were so new, and that made it even more difficult to obtain directions. Many would call the Raleigh police dispatcher for information, and the calls would be transferred to the Campus Security dispatcher or to me.

To help ease the problem, I appealed to the Highway Department for some directional signs to be posted along major routes. They said that they were months to years behind in sign production and that they could not accommodate us for quite some time. A few weeks later during a casual conversation, former State Representative Bob Falls asked how things were going. I said that we had made remarkable progress and that morale and enthusiasm were high among faculty, staff, and students. I related the signage problem, and he asked where we wanted the signs. I said it would be nice to have them in several places, such as on the “bypass” and on Interstate 40 just west of the Wade Avenue exit. Those seemed to be the spots where people missed their turns most often.

Falls had retired from the North Carolina legislature after the 1977–1978 sessions. He had been a leader in supporting the funding of the veterinary school and had become a personal friend. Little did I know then that I was talking to a member of the North Carolina Highway Commission. He said nothing about the commission as we talked, but in about ten days he called and asked if the signs were up yet. Surprised as I was, I was able to report, “Yes, they miraculously appeared on I-40, Hillsborough Street, and the bypass.” Obviously, Falls was instrumental in their installation.

Occasionally the cases we handled were unusual in every respect. On January 27, 1984, I received a call from an upset veterinary practitioner who had referred a horse into our hospital earlier in the week. “Would you knowingly refer a patient into a hospital with a quarantined horse in one end of an open ward?” I had no knowledge of the problem, but I told him I

would find out as much as I could. Secretly, I agreed with him. I learned little that afternoon except that a short aisle was blocked off with surveyor's tape. A "stay out" sign hung from the tape, and a horse resided in one of the box stalls beyond the tape. The "celebrity horse" in the stall was not known to be infected and was being imported into the United States from England because of its bloodlines. In reality, the horse was not isolated; in fact, it was barely segregated. The horse had been taken outside for exercise and was scheduled to breed several mares. Depending on laboratory results and other factors, the state veterinarian's office said the quarantine period could be as short as forty-five days or as long as six months.

The story of the horse's arrival at the veterinary school was intricate enough to make one shake one's head. Several influential people in the NCDA were involved, as were an international horse services company in New York; a horse broker in Dallas, North Carolina; and another broker in Ocala, Florida, who was the importer of record. North Carolina was an approved port of entry, but Florida was not. The original plan called for importing the horse into North Carolina and isolating it at the broker's facility in Dallas. Before that could happen, however, the state veterinarian's office had to inspect the facilities in Dallas and approve it as a quarantine site.

The person initially assigned to make the inspection was taken ill and did not see the facility. Another inspector viewed the facility, denied its approval, and made recommendations for corrections. The state veterinarian held an unrelated general session for all his inspectors during the NCVMA convention held January 19 through 21, 1984. That meeting delayed re-inspection of the facilities, the horse arrived in North Carolina before the facility was approved, and the state veterinarian's office refused to issue a use permit without an inspection. The office then received a call saying everything had been all worked out, because the SVM was going to accept the horse for quarantine. The inspector was happy the problem had been solved, and he heard no more about it until I called.

Oxender, who had admitted the horse, said three persons (not inspectors) from NCDA had approached him with a solution to the Dallas problem. They convinced him that it was to our advantage to accept the horse and that it would give us good publicity with the "horse people." Apparently, the broker had threatened to call the governor, the commissioner of agriculture, and half of the legislature if no suitable place could be found to quarantine the horse. This may have been just a last ditch threat, and it is improbable that any of the calls were ever made. An isolation holding area that extended behind the hospital horse wards was created to include an outdoor exercise area, but the planned breeding schedule was interrupted. About the same time someone secured a permit to ship the horse to Cornell University, and that ended the story from our perspective. It took a little while for the equine practitioner who first alerted me to the "celebrity horse" to warm up again, but eventually he seemed to forgive and forget.

The East Coast Budweiser Clydesdales could also be categorized as celebrities. The team had been one of the main attractions at the public open house following our building dedication, and it returned to the veterinary school several times over the next few years, presumably for "health care and prophylaxis." The Budweiser distributor, Harris Wholesalers, took advantage of the visits by inviting their dealers and families to come see the horses. I was never sure whether the horses came for reasons related to their health maintenance, or whether Ra-

leigh was just a convenient overnight stop with inside stalls. I believed we provided the horses minimal professional services. We enjoyed personal friendships with the crew who traveled with the horses, and we hated to lose their visits. But in the interest of our operation, we had to consider the matter of functional liability related to the horses, to our patients, and to the dealers and their families. We could not safely operate a hospital with unrestricted crowds of people wandering around the building. So, I repeatedly discouraged that aspect of the horses' stay.

The team came again during the night of March 9, 1985. As I did one of my frequent "walk-arounds" the next day, I encountered a crowd of people and Clydesdale horses in the breezeway of the large animal ward area. Children were sitting on the horses having their pictures taken. People were petting and leading the horses, and others were just gathered around listening to the handlers. After our discussions I was surprised that the Budweiser distributor continued to invite people to come to the Veterinary School to see the horses. I thought the issue had been settled. We were running a hospital, not a petting zoo, and from my perspective the two were incompatible.

Later that afternoon, I visited with a couple of our equine clinicians, several of the Clydesdale handlers, and a representative of Harris Wholesalers. They understood my concerns. During that meeting I learned that Budweiser had recently established a contract with the University of Tennessee for routine physical examinations, health care, and immunizations for this Clydesdale team. I did not want to offend any of those traveling with the horses and invited their return for "overnights" when they were in the area. However, I emphasized that we could not accommodate the families of the distributor's dealers in the teaching hospital. I suggested that any visits should be done in the Harris Wholesaler's parking lot or at least someplace other than in our teaching hospital. Everyone agreed, and we salvaged an uncomfortable circumstance without any seriously bruised egos.

### ***Personnel Transitions***

January and February were usually filled with annual meetings of associations and clubs that were important to us, either to acknowledge past support or to maintain current good will. It was no different in 1984. Between the meetings, both new and unfinished personnel matters dominated the agenda. Personnel costs comprised the largest item within our operating budget, and in those first few weeks of the year personnel issues and related budgeting were consuming the greatest share of my time and attention, perhaps more than should have been necessary. For the first time in the short history of our school we were experiencing voluntary and involuntary departures. Some of that was natural and should have been expected. Yet, it was a new experience for many of us. I reflected on my early conversations with Richard Dillman when we likened the pursuit of the veterinary school to that of a dog chasing a car. "What if we caught it?" Well, we had caught it, and these were the kinds of "problems" that went with it.

In February 1984 Personnel Director Peggy Courier accepted a position in a small but promising corporation off campus. She was the first with that level of responsibility to leave us. We were glad that a member of the team had gained outside recognition, and it was rewarding

to see her advance. Pat Banadyga, one of the departmental secretaries, returned to a similar position on campus. I hated to see them both leave, but we considered the losses as part of natural attrition. In a way the changes meant we were coming of age. However, the Office of Personnel on campus froze the personnel position "for study" and made noises about eliminating it. They finally released the position back to the school, and Marie Green, who had served first as my administrative secretary and then as my administrative assistant, petitioned to fill it on the basis of her training in personnel management.

The transfer was made, leaving the position of administrative assistant to the dean open once again. The Office of Personnel<sup>68</sup> on campus screened and narrowed the number of applicants for the position to eleven persons. I have always enjoyed the interview process, but handling that number of candidates was almost overwhelming. It was obviously going to be hard to compare and rank that many candidates. I prepared a set of questions and situation problems to guide me and met everyone in two and one-half days from April 3 through 5, 1984. I spent almost an hour with each applicant, and I was impressed with the quality of the pool. The Office of Personnel had made good choices from among the applicants, and I selected Rosanne Francis.

Francis and her husband had just moved to Raleigh from Ohio, where she had been employed at Ohio State University. Her first day as my administrative assistant was April 16. By 1984 things had progressed to the point that our department heads, associate deans, and I were spending more time administering the program, and less and less on the planning, development, and initiation of new activities. A multitude of day-to-day items needed attention. I could no longer have my fingers on almost all the strings, and I had to know that the right person was caring for the details. Francis's administrative background in public affairs made her especially valuable. Her insights and instincts in asset management and her abilities to organize and manage data were especially helpful to me. She offered time-saving suggestions, kept many things from falling through the cracks, improved internal communication, and participated in a number of administrative activities. Most of all, her quiet and objective responses to people under all circumstances was exemplary.

I was interested in promoting voluntary activities that provided both social and physical development and that overcame organizational hierarchical barriers. I had observed that many of the companies in the Research Triangle Park provided individual or group activities, after-hour development sessions, and other self-improvement benefits. I reviewed the concept with Francis and asked her to consider things we might do at the veterinary school. She arranged for a series of cardiopulmonary resuscitation (CPR) classes to be conducted by the Red Cross immediately after work. We established a fitness course on the veterinary medical campus that circled in back of the hospital and the finger buildings and then down around the lake and ended at the back of the main building. The course included a number of stations along the route at which varying kinds and levels of physical exercise could be performed: jogging between stations, sit-ups, pull-ups, push-ups, stomach crunches, and weight lifting. We sponsored softball and soccer teams, purchasing uniforms and equipment with gift funds, some of which had been saved from the time of the Department of Veterinary Science. Faculty and staff participation fluctuated during the seasons of the year, but probably never reached the level observed at some of the RTP companies.

Administrative duties became somewhat easier when the NCSU Financial Accounting System (FAS) went online on March 19, 1984. We could now receive, complete, and transmit purchase orders, budgets, personnel records, forms, and other kinds of miscellaneous administrative information directly from our own desktop computers. I could view all of the veterinary school accounts in the records of the Office of Finance and Business, state funds as well as those supported by gifts, grants, or trust accounts. The system was a great tool and made information available immediately rather than having to wait for monthly reports. Things were coming along, and we were becoming part of it.

At the end of the 1984 fall semester, I was drawn into spending an unusual amount of time on problems experienced by a couple of junior faculty who had received poor annual evaluations: one in the clinical service area and the other as a teacher. In both cases, the evaluations immediately affected their status for reappointment. Several layers of supervisors were involved, and I had to be assured that all levels had the necessary responsibility and authority to advance their people and to meet the goals of the school and university. That condition had probably been met, but the two individuals felt they had been judged unjustly and were appealing to me to remedy the circumstances.

After reviewing the records and interviewing several persons involved in the evaluations, I came to several conclusions. The quality of the clinical service under question was not exceptional, but it was tolerable with promises to do better. I sensed that underlying interpersonal differences were involved in the peer evaluations, but I was never able to identify them clearly. Eventually this case resolved itself when the person submitted a resignation effective at the end of the fiscal year.

The unsatisfactory teaching evaluation, however, was a different matter. Student evaluations had been consistent over several semesters. It was widely accepted among junior faculty that tenure was achieved primarily based upon the "publish and perish" doctrine. The individual was obviously focusing on research efforts to secure tenure instead of considering the teaching evaluations. Repeated mediation hearings had been held with campus-based committees and the American Association of University Professors (AAUP). Campus mediators upheld the recommended action for non-reappointment at the end of the fiscal year, and the individual accepted their decision.

As I reflected on these events, I saw that the ratings of departments, schools, and universities throughout this country were based on research productivity and that rewards on individual campuses were based on the ability to secure outside funding. That fact was very real to me. I had witnessed this reality on other campuses, and I tried to face it in planning for this school. The effects seemed to be the most detrimental on teaching at the prebaccalaureate levels. I rationalized that this emphasis was less of a problem in schools like ours than it may have been in regular undergraduate classes. Still, it was an issue that could not be overlooked.

Our school had been approved and created by the legislature to train veterinarians, and I wanted to honor that charge. That had to be our primary effort, and instruction was critical to that goal. Secondly, we were to serve the people of North Carolina, the Southeast, and the United States; to conduct original research; and to provide research support to the agencies and institutions in the RTP. Those were the missions included as our responsibilities in the law that created us. Research was in effect a service, but we viewed it differently than public service.

With the exception of administrative faculty, all SVM faculty were given responsibilities in the three areas of teaching, research, and service, with the understanding that they would be judged in their annual reviews based on an assigned percentage for each. I understood the fallacy of expecting individuals to function in all of these areas; only a few exceptional persons could consistently deliver high-quality results and simultaneously divide their attention between student contact, original research, and public service. We had a limited number of faculty, and we had elected to begin the program with all three functions in place. All levels of faculty had to be actively involved on a rotating basis in the face-to-face, first-person instruction of veterinary students, graduate students, clinical residents, or interns.

By our definition, clinical teaching and public service were usually compatible. Consequently, faculty assignments were soon either research and teaching or public service and teaching, with rotations between them as was appropriate. Persons involved in public service and teaching were encouraged to schedule research periods in which they either served as the principal investigator or as a contributing research collaborator to other already established projects. During annual evaluations and tenure considerations we intended to review faculty performances on the basis of their percentage assignments to each area. However, as might have been the case in this instance, some junior faculty bent upon securing tenure could be tempted to continue major research efforts while trying to teach simultaneously.

In an academic setting, department heads have a prime responsibility to and for their faculties. They are asked to monitor faculty members' activities and to guide junior faculty to meet the requirements for reappointment and eventually for tenure. We were a new school, and most of us were inexperienced in dealing with dissatisfied or angry people. In matters of this nature, dissatisfaction and anger are not uncommon. A lot of one and a little of the other surfaced in both reappointment cases mentioned above. I learned several things from the two cases. I liked interacting with people; being a "people person" came easily to me. This approach placed me in a position of vulnerability, because I was almost always available to listen. A couple of my peers on campus had cautioned me about such involvement. As these two cases unfolded, I reached a deeper understanding of that jeopardy and formulated my 28th Law: Don't let **them** give **you** their problem.

### *Rhythms of the Academic Year*

Spring semesters are always busy. The pace seems to increase as each month progresses, especially with the ending and beginning of the fiscal year on July 1. In early 1984 we started serious preparations for the change budget for 1985–1987, and we targeted March 9 as the deadline to have our request finalized. The process of gathering the departmental requests, submitting drafts for their reviews, and reaching final compromises was usually filled with debate and an occasional "executive decision." For several reasons, I had a good feeling when we completed the proposal almost a week ahead of our target. First, even though each department and the hospital defended their individual "wants," they recognized and accepted their component role in the whole. Second, the request seemed workable. I spent the weekend reviewing the budget document and then submitted it to Worsley on March 1.

As the end of the school year approaches, special events and award dinners are common

on campus. The School of Veterinary Medicine was no different. The governor declared the week beginning on April 8 as Veterinary Medicine Week in North Carolina. We scheduled our annual open house on Saturday at the end of that week, and, like previous open houses, it was a big success. We held our Phi Zeta banquet on April 16 and the annual awards banquet on April 26. Phi Zeta is the honorary society for the field of veterinary medicine in which third-year students with academic records among the top 10 percent and fourth-year students among the top 25 percent are inducted.

The awards banquet was the largest school-wide social event of each year. In the beginning, the Upjohn Company underwrote the costs of a banquet attended by students and faculty, their significant others, and honored guests. A skit filled with humorous "insider" anecdotes and comments usually followed the presentation of awards to students and faculty. The students planned that portion of the program, and the parodies contained sections directed at the faculty and themselves. In 1984 the students projected a photograph of my car onto the screen. I can no longer remember the comments that accompanied the image of the car nosed into a ditch at a precarious angle at the end of my driveway with one rear wheel off the ground, but I knew they were made in jest.

The commencement ceremony held on May 12 represented my last "free ride." As dean I was a member of the platform party. Because we had no graduates, I had no ceremonial responsibilities. In subsequent years, though, I would have an active role in the exercises. That same evening I attended the wedding of Brenda Aronson at the Holy Trinity Lutheran Church just off campus. She was the first child of one our faculty to be married in Raleigh. Another milestone.

There was little hope for an easing of my schedule during the summer. I stayed busy with agricultural commodity group meetings throughout the state, professional meetings at the state and national levels, a reunion to celebrate the thirtieth anniversary of my graduation from veterinary school, and the opening of a new fiscal year. Almost before I could catch my breath, it was time for the school's annual Dean's Cabinet retreat. The 1984 retreat was held at Cedar Point in Carteret County. We rented both sides of a duplex on the ocean from Sunday afternoon, September 30, through Wednesday morning, October 2. As it turned out, the duplex was in the flight pattern for pilots as they practiced landing at the Cherry Point Marine Air Station. Needless to say, having jets flying low over the house every few minutes during their practice periods proved disconcerting, and the noise as the planes passed overhead made it impossible to hear each other. In subsequent years we held the retreats further down Bogue Sound at Emerald Isle, where the flight patterns were not a problem.

On this retreat the topics had overtones of a bitch session. The mood could not have been caused by our proximity to the air station, because the jets' flights did not begin until the next day. During the course of the retreat I attempted to direct the agenda discussions to "things we had done right." By the end of the first morning session, the tone of the discussions became more positive, and the results of the retreat reflected that condition. The group identified four areas for attention during the next year: (1) the incinerator, (2) the telephone system, (3) spaces for graduate students, and (4) the need for more faculty meetings.

The incinerator had never met our expectations or even the minimal levels of performance that we were told to expect. We wanted to incinerate animal carcasses, or at least parts of

carcasses, from the postmortem laboratory; soiled bedding from the large animal clinic stalls, which was mostly wood chips; disposable cage contents from the Animal Resources Facility; and other burnable materials being discarded from throughout the building. We were led to believe that incineration would effectively dispose of the materials, as well as supplement the supply of hot water throughout the building. The only material that the incinerator could consistently handle, however, was the cage bedding from the Animal Resources Facility, and that was a slow process. We just had to accept that our incinerator had been designed with capabilities below our expectations. However, we were determined to reopen the issue.

The telephone system was adequate for the building's offices, but it was a nightmare for communicating within the hospital and especially for referring veterinarians for patient reports. The vendor of our system either could not understand the problem or was unable to correct it. The council agreed to seek a consultant to advise us. Graduate students, residents, and interns had minimal accommodations within the school. The surplus building acquired from the NIEHS and the space reclaimed under Section C of the building could be divided to provide room for hospital supplies and a permanent space for graduate students and residents. Lastly, increasing the number of faculty meetings presented an easy solution for improving communication among the faculty. *Faculty By-Laws* provided for the faculty to schedule their own meetings and for the school's administrators to participate in them. I agreed to contact the school's secretary of the faculty<sup>69</sup> to make known the desire for more meetings.

In my estimation, every cabinet retreat yielded positive effects. This one was no different and focused attention on important issues as we started the 1984/85 academic year.

### ***State, National, and International Arenas***

Because of my position as dean of one of the nation's twenty-seven veterinary colleges, I was appointed or elected to a number of committees, councils, or associations. Between responsibilities on the Association of American Veterinary Medical Colleges (AAVMC) and its Council of Deans (COD), the National Agricultural Research Council (NARC), the USDA Joint Council on Food and Agriculture (CFA), and the Commission on Veterinary Medicine of the National Association of State Universities and Land-Grant Colleges (NASULGC), I became involved in various study groups, subcommittees, and grant application review teams and was a frequent visitor to Washington, D.C.

The activities of the advisory committees (NARC and CFA) were informative to me. The CFA sometimes met in different areas of the country to visit agricultural and industrial activities for which we were to make recommendations. I gained first-hand insights into many issues that directly affected academic veterinary medicine and various aspects of agriculture and other cultural practices in different regions of the country. The exposure gave me an appreciation for many modes of thought and an understanding of other related areas. Within these groups our roles varied. Some agendas informed us of actions seemingly already decided; others sought our advice on alternative actions to address specific issues; others asked us to identify new issues or to prioritize and offer advice on on-going projects of importance to USDA or commodity groups; and for some we needed to investigate various assets and generate information as the basis for an evaluation. In many of those cases, USDA personnel had

done the data research and organized informative materials before our arrival.

Washington was an exciting place to visit because of the above interactions, most probably because I had a purpose in being there. Our service on the advisory committees and councils, and especially with the national associations, exposed us to many members of Congress and their staffs. Even though representatives and senators cast the votes on legislation, the congressional and committee staff persons play an important function in advising them on the issues under consideration. Like members of Congress, the staff were a mixed lot. Some of these contacts occurred in group settings in the Department of Agriculture building, in other office buildings around the Mall, or at evening socials. More often they were in congressional offices.

As with any group of persons, patterns of behavior or demeanor became apparent after several visits. I could empathize with both the members of Congress and their staffs. From their perspectives, they must have felt that almost every person coming to their offices was "after something." Consequently, I tried to project the impression that I was there to answer their questions or to provide information that they might find useful. I cannot explain why I contacted more individuals on the House of Representatives side than on the Senate side. Maybe it was because there were more representatives than senators, or maybe it was because the House side was physically closer to my hotel. As for the North Carolina delegation, they were generally available to me and I felt at ease with them. In the House of Representatives, we met most often with Congressmen Ike Andrews, David Price, and Walter Jones. They and their staffs were receptive to our visits and seemed attentive to our positions on issues. I really enjoyed my times with Walter Jones. He always made me feel as if I had his full attention and support.

Congressman Charlie Rose was a contrast to the other members of the North Carolina delegation. He was a member of the Agriculture Committee of the House of Representatives; because I served on committees that were advisory to the USDA, I would have liked to meet with him to discuss issues of concern. However, during the multiple times we visited his office over a six- to seven-year period, I never saw him for any type of discussion. It did not matter if we just dropped into his office or if we made an appointment to see him. His receptionist always apologized because "something came up," and the congressman was sorry he could not meet with us. Members of his staff would listen to us briefly, but they usually seemed anxious to see us go.

My contacts with other members of the House of Representatives from North Carolina were less frequent and usually involved more of a routine contact than a specific informational exchange. Many served on congressional committees outside the regular purview of my responsibilities. Over those years, I met with most of them: Ike Andrews, J. McClure Clark, Bill Hefner, Martin Lancaster, Tim Valentine, Howard Coble, David Price, Cass Ballinger, Alex McMillan, Charles Whitley, and James Broyhill. My experiences with members of Congress from other states were as varied as the states from which each of them came. They were mixed in their candor and willingness to meet with me alone or as part of a group. However, because of my committee assignments and their assignments, I did meet with several of them on a regular basis and established a good rapport with a number of them.

On the Senate side, my contact with North Carolina Senator John East was limited. Dur-

ing my one visit with him, he was unfamiliar with the issues I wanted to discuss. He did not serve on any of the Senate committees related to education, science, or agriculture—the areas related to my committees. Other attempts to see him were forestalled because of his health problems. Both Senators Sanford and Helms were much easier to approach. Senator Terry Sanford treated me in much the same manner as Walter Jones did. He was easy to talk to, and he made notes as we talked. He always kidded me that my mother knew a good name when she heard one. One time I happened to meet him walking in the underground tunnel between the Senate Office Building and the Capitol Building. He recognized me, hailed me, and asked me to walk back toward the Capitol Building with him where he had to attend a meeting. During that walk he recalled and reviewed an incident related to the matter that I had discussed with him several weeks earlier.

Senator Jesse Helms was usually available for meetings. I was not as comfortable talking to him as I was with Senator Sanford. His quality of intellect, however, made any visit an exciting challenge; it was a stimulating experience and kept me sitting on the edge of my chair. Helms was most adept at steering the conversation to the topics that interested him. I never knew where our conversations would lead, and usually he led them. At times he seemed to be using me to test public opinion or to test one of his ideas to observe my reaction. In later years, most of my appointments in Helms's office were with Clint Fuller, one of his senior staff. Fuller was much like Jones and Sanford in his congeniality. He made notes during our conversation, and I always felt he briefed Senator Helms after my visit. We developed a kind of friendship, and I always looked forward to seeing him.

From the time of my earliest introduction to “things as they are” in North Carolina, I had heard of the Ramp<sup>70</sup> Festival, a political caucus of sorts, that occurred annually in the North Carolina mountains. President Harry Truman is reputed to have attended at least once. I received an invitation to attend the festival scheduled for May 6, 1984, in Waynesville, which preceded the primary election to be held on May 8. It seemed like a once-in-a-lifetime opportunity to be a close, but casual, observer as the wheels of government interacted, positioned themselves, and settled (or were placed) into their appropriate niches in the orbit. I really wanted to witness the process, but I had observed a perceptible level of ostracism on two different campuses toward people who became too deeply involved in state politics. Because I wanted to function effectively within the academic community, I elected not to be present at the Waynesville event.

My enthusiasm for travel did not extend beyond the borders of the United States. I frequently told people that when I returned from Europe following World War II, I was like the pope. I kissed the ground and swore I'd never leave again. That may have been an exaggeration of fact, but I had no desire for foreign travel. I decided America had a lot to see, and I could understand and speak the language commonly used from coast to coast. After I assumed the deanship at NCSU, I had multiple opportunities for foreign travel. I was always able to decline or to send someone else. In spring 1984, though, the NCSU Japan Center sponsored a team of “scientists and technologists” composed of selected NCSU deans and vice chancellors to spend ten days in Japan. I agreed to go. They scheduled several orientation sessions to introduce us to the Japanese culture and to teach us rudimentary language skills, and they provided us with business cards printed in Japanese.

We arrived in Tokyo in the early afternoon of May 15. During the next eight days we visited a half dozen cities and a similar number of universities, institutes, and corporations. We were treated royally throughout the visit. I had the good fortune of visiting two private veterinary practices and one veterinary school. One practice consisted of a hospital with multiple attending veterinarians who specialized only in companion animals and caged birds. The other was a solo practitioner who had some private patients but worked primarily under contract with several small laboratories, a university, a couple of corporations, and a horse farm. Both visits to the private practices were interesting experiences, as were the visits to the veterinary school, universities, institutes, and corporations. In general, several things impressed me: the cleanliness of the country everywhere, the hordes of people, the apparent lack of crime and consequent openness of everything, and the hospitality shown to us. Our visit with the Japanese firm Takeda illustrates the extent of this hospitality. Takeda had taken an option to develop property near Wilmington, and they later invited me to a formal ground breaking at that site on October 3 followed by a reception and dinner.

At the time the School of Veterinary Medicine was established, advances in communication and travel made it almost impossible to avoid having international involvements. The world was becoming a single arena in terms of the transmission of disease, prophylaxis, and therapeutic management. Academia had a long-standing custom of establishing working relationships with foreign universities, agencies, and organizations and of exporting information by sending personnel throughout the world. Over the years, I had observed faculty traveling to locations with which they were not familiar. They could take ten days to reach their destinations and at least eight days to return, and no one was sure where they were in between. I felt there had to be a better way, and I thought I had found it, at least for us.

A map of the world shows that North Carolina is located at the gateway to the Caribbean. One can get to almost any location in the Caribbean in one day from Raleigh, spend a couple of days in the field, and return in another day. I decided to apply our budgeted funds for international programs only in the Caribbean area. Wayne T. Corbett, a veterinarian and holder of a doctorate in public health, joined the faculty in 1983 from the Bowman Gray School of Medicine, Wake Forest University. His interests in epidemiology and insights into various cultures, along with his experiences with funding agencies during his employment at the University of Pittsburgh and Bowman Gray, sparked his enthusiasm for the concept of a project in the Caribbean.

By early 1985 Corbett had established us as a cooperator in the World Health Organization (WHO) and had initiated an animal health monitoring feasibility study throughout the Caribbean. Between 1985 and 1987 eleven Caribbean nations participated in this project.<sup>71</sup> In June 1987 his *Feasibility Report* on the project became a model that the Pan American Health Organization (PAHO) used in the Caribbean Basin. Corbett was a deep thinker and far reaching in his ideas. Some ideas became reality, and some did not. One idea that had potential, in my mind, was a scheme in which laypersons were trained to conduct field postmortem examinations, to recognize certain gross lesions obvious on postmortem, and to relay them to a center on St. Kitts, where the information would be sent via a GE satellite to the veterinary school in Raleigh for a tentative diagnosis. The concept sounded good to me, but I am unsure if it was ever instituted.

On April 30, 1985, I accompanied Corbett to a meeting on Pan-American development in Brazil. Even though we did not accomplish what we intended, this was one of the most memorable trips I took during my entire career. Sponsored PAHO, the meeting was being held in Brasilia, deep in the interior of Brazil. Corbett had been invited to participate and requested my presence, probably more for the purpose of indoctrinating me than for my contributions. We flew from Raleigh to Miami, and then on to Rio de Janeiro. Upon our arrival, we were told that Varig, the airline scheduled to fly us from Rio to Brasilia, was no longer offering service and that no other commercial option was available.

Corbett contacted several agencies and found a person who could have us flown to Brasilia on a military plane, but no return was guaranteed. It was a dilemma. While I wanted to make the trip, I also wanted to be present when we graduated our first class of veterinarians at North Carolina State University within a couple of weeks. So, we stayed in Rio de Janeiro. Corbett arranged for us to visit a foot-and-mouth disease laboratory and research center near Rio de Janeiro several times during the next couple days. The taxi ride passed through several distinctly different cultural and economic areas of Rio. We saw everything from walled villas to hovels. However, the more memorable part of the trip was the culture surrounding our hotel during those four days of the trip.

We had a room on the second floor of a small hotel across the beach from Guanabana Bay. A balcony off our room faced the beach and was directly over the entrance to the hotel. Half a dozen homeless boys, ranging in age from possibly seven to twelve years old, seemed to be residents of that part of the beach, and the terrace in front of the hotel was obviously part of their territory. They were friendly to us, and we cultivated their friendship with a little money each day. During our stay we walked to the more interior streets behind the hotel and visited and observed the small shops, cafes, and bistros. From the beach we could see the ninety-foot-tall statue of Christ the Redeemer (*Christo Redentor*) on the mountain overlooking the city. Ipanema was within walking distance around the corner of a bend in the beach. I was impressed to see the area because of the once popular song, "The Girl from Ipanema." Those few days were a relaxing and pleasurable diversion from the life I usually led.

We returned from Rio de Janeiro to RDU on a Sunday afternoon. I remember thinking that if I ever got a call from the president, the pope, or another world leader asking me to take an assignment and permitting me to take two people with me, Wayne Corbett would be one of them. His thought processes traveled in a straight line, hit the high spots on the way to a conclusion, and did not get bogged down with minutia along the way. Yet, he was able to make in-depth analyses and to weigh data for statistically based conclusions of almost any circumstance. Corbett, like a couple other members of the faculty, could not be used to our fullest advantage. We were just too small an organization and too restricted by our position within the university system to get the maximum advantage from their talents. I have often wondered how much other talent goes unused in organizations and institutions like ours.

Back in Raleigh, Chairman Vernon James of Elizabeth City invited me to testify at 10:00 A.M. on May 7, 1985, before the North Carolina House of Representatives' Agriculture Committee. James had been a strong supporter for the establishment of the veterinary school, and he continued to involve us with his committee and in as many other agricultural functions as possible. He also invited me to wave our flag by addressing his Rotary Club in eastern North

Carolina. The depth of his insights about our profession impressed me. He recognized that parts of our responsibilities were spread among the biomedical community, companion and pleasure animal owners, and consumers of animal-related foods, and that those involvements were public responsibilities. He understood our dual role in providing the prophylaxes, care, and medical management of North Carolina's herds and flocks and in preventing the introduction of disease problems from outside the United States. It was always a pleasure to address the House Agriculture Committee under his leadership and to spend time on personal visits with him.

### *Enhanced Visibility*

We were increasingly being recognized as an organization on the move, especially since almost all portions of the program were maturing and expanding. The NCSU Office of Informational Resources continued to release positive news stories for us, and newspapers complemented those releases with self-generated news stories. Our "press" was very positive throughout the state, southern Virginia, and most of South Carolina. We received some good mileage from several public interest stories, notable among which was one that developed about "Cap'n" Jim Letherer, a Vietnam veteran, an amputee, and a story in his own right.

Letherer had lost a leg to cancer sometime in the 1960s, and he became a relentless solicitor for the American Cancer Society. His traveling companion was a dog named Flat-Nose, who became known around Raleigh as the "tree-climbing dog." In 1983 Letherer made his way from Corvallis, Oregon, through Ogden, Utah, to Albuquerque, New Mexico, the site of the NCAA Final Four basketball playoffs, where he supported the Wolfpack team in its quest for the championship. The "social roustabout, amateur psychologist, propped-up comic, sports vagabond and soothsayer" (as he described himself) attached himself to coaches Valvano and McLean, came to Raleigh, and was almost always at practice sessions to urge on the team. When his presence seemed to have a positive effect, Valvano is reputed to have said, "Someone keep up with him. Don't let him latch on to another team."<sup>72</sup>

Letherer also developed a relationship with William A. "Bill" Knapp Jr., an industrial veterinarian who had retired from Flow Laboratories in 1984. During his career Knapp interacted with the research departments of multiple corporations, and he was well known to their administrators and investigators, as well as to many in the USDA. Because of those contacts, we had invited him to join us as a visiting professor to work with Associate Dean for Research C. Edward Stevens. Knapp made known the research interests and capabilities of our faculty and sought to match them with the interests of his commercial and industrial contacts. We have reason to believe that some of the contracts that we subsequently developed with USDA and various companies were the results of his efforts.

Letherer and his dog received considerable attention from the press during an unbelievable cross-country hike he made on crutches. Letherer's statements to the press continued after he arrived in Raleigh, and Flat-Nose demonstrated his remarkable talent. Then, Flat-Nose became ill and could no longer perform his tree-climbing act. The dog was admitted to the Veterinary Teaching Hospital for examination, where his problem was diagnosed as a cardiac insufficiency. After being carefully nursed back to a stable condition, Flat-Nose received

a cardiac pacemaker. The temper and tenor of the news stories increased with accounts of the “miraculous recovery” demonstrated by Flat-Nose, including coverage that extended to the *National Enquirer*. Limited tree climbing recommenced, and Cap’n Jim became widely quoted on many things.

Soon thereafter, the information that Coach “Jimmy V” had been diagnosed with cancer was released. Cap’n Jim responded by establishing the Jim Valvano Cancer Research Fund. An arrangement was made between Letherer and Knapp to launch the fund at the School of Veterinary Medicine under the auspices of the North Carolina Veterinary Medical Foundation, Inc. John Gehrm, NCVMF’s executive secretary, was either left out of the plan, ignored, or defied. To his chagrin, a public ceremony with a valentine theme was scheduled in the Green Commons for February 14, 1985. At the ceremony, which was attended by the press and a dozen dignitaries, Cap’n Jim presented Coach Valvano with a large cardboard mock-up of a check to establish the fund symbolically. He supposedly raised the money in a cross-country “Miracle Marathon” covering 3,129 miles in 214 days, sponsored in part by Thurl Bailey, former NCSU basketball star, and Durham businessman Bill Britt.<sup>73</sup>

Our visibility was also increasing among other academic institutions. During 1984 we received visits from many vacationing faculty who just happened to be passing near Raleigh. I enjoyed their visits, especially the opportunity to show them around our veterinary campus and to wave our flag as I told our story. Other visits were more formal in nature. On October 17 and 18 a planning committee from Cornell University’s New York College of Veterinary Medicine visited campus to see our facilities and to hear the philosophy behind some of its design. A similar planning team from the Onderstepoort–Faculty of Veterinary Medicine, University of Pretoria, South Africa, toured the facilities from November 20 through 23 and considered aspects of our plans for incorporation into new buildings on their campus. We felt good about the visits and proud that some of our concepts were noteworthy enough to attract attention. Other groups expressed interest in the organization and content of our *Faculty By-Laws*. We provided copies and answered questions concerning their genesis and functions within the operation of the school.

In late October I attended the dedication of Mississippi State University’s College of Veterinary Medicine. Activities over several days preceding the formal dedication on October 27 were well attended by administrators and others from most of the veterinary schools and colleges in the United States and Canada. Mississippi’s unique facility was set apart from campus and contained innovative arrangements for facilitating interactions among faculty and their students. I felt fortunate to have attended and to have witnessed the ceremonies, particularly since their architect had served as a consultant to us during our planning phase.

At times we had to assess the effectiveness of our involvement in activities that provided visibility, such as the NCSU Open House held on October 6. The SVM manned a booth on the second floor of the Student Center, and in the afternoon we visited with parents in a room reserved for us at the McKimmon Center. At both locations the school generated more than casual interest, but the primary focus of the open house is to provide a forum for answering parents’ questions about undergraduate education. While we gained positive public relations from the exposure, we contributed little toward answering questions about undergraduate education. When we reviewed our participation the next week,

we generally agreed that we should ask to be excused from future Open House/Parents' Day appearances.

### ***Personal Reflections***

As 1984 drew to a close, it was a time for me to reflect on things. It seemed my thoughts always drifted back to "alligators." At times I felt almost overrun by them, and I began to wonder if they were all real alligators or ghostly ones. Maybe some were just things I did not want to deal with—ghosts. Maybe the time had passed when I could organize things and thoughts and then contemplate them. I believed I had proven that I was good at laying out the field. And, if I had time, I could plow the field. But, I could not lay out and plow a half dozen fields at once.

Significant milestone anniversaries occurred for me at ten-year intervals in calendar years ending in four. My high school graduation occurred in 1944; I graduated from the University of Minnesota's School of Veterinary Medicine in 1954; the first of my four children was born during 1954; I was awarded a Doctor of Philosophy degree from Purdue University in 1964; and I began my career at North Carolina State University in 1974. At the end of 1984, my only claim was a feeling of accomplishment, some burn-out, and a need to unwind. It had been eighteen years since I had accepted my first administrative position as director of continuing professional education at the University of Missouri-Columbia, followed by positions as departmental chairman, departmental head, director, and this deanship. The journey had been uphill all the way and all the time.

### ***Students: Our First Graduates***

In my uphill journey the students were always a bright spot. Graduate and residency programs of the college continued to gain momentum and to attract the interest of potential students, a reflection on the quality of our faculty. These programs also garnered national attention and acceptance among similar programs at other veterinary colleges. By 1983/1984 we had twenty-two active residency and intern programs in the college, with over forty "house officers" in training. As the numbers of post-DVM. students increased, it became necessary to expand that portion of the budget and to identify sources of funding for them. Because many residents and interns were in nondegree programs, they did not readily qualify for stipends on the NCSU formula. Some graduate student support came through the university, some from our college foundation (North Carolina Veterinary Medical Foundation, Inc.), some through corporate grants, and some from outside benefactors. At that time training positions became common components of research proposals submitted to the National Institutes of Health, to other outside funding agencies, and to corporations.

When the 1984 fall semester began, we had a full complement of classes. The VM-3 and VM-4<sup>th</sup> classes had started with forty students each, and the VM1 and VM2 classes with seventy-two students each. Although several had dropped back to subsequent classes, all but one of the students were still matriculating. On September 18 we reached another milestone when Arthur Tennyson, national student chapter advisor, presented our original Student Chapter of the American Veterinary Medical Association (SCAVMA) charter in the North Theater. The

school's SCAVMA had been formed in 1981 as the umbrella organization for various species-related veterinary student associations. Chapters at other veterinary schools and colleges had welcomed the NCSU chapter, and our students had participated in national student functions. Other dignitaries present at the ceremony included Danny T. Allen, past president, NCVMA; Dorothy "Dot" Sink, president, AVMA Auxiliary; E. Max Sink, AVMA delegate; and Charles Randall, vice president, AVMA. The charter made our students full members of the National Association of Veterinary Student Chapters. We (they) had arrived.

The feeling that everything was going right suffered an abrupt shock in early November when Richard Howard, NCSU Office of Institutional Research, called to say that "G.A." (General Administration of the University of North Carolina System) intended to charge graduate students the same tuition rate as the veterinary medical professional students for the spring 1985 semester. Heretofore, the veterinary medical professional students had paid annual tuition and fees slightly more than double the amount paid by graduate students. We met immediately with George Worsley and members of his staff. We were slated to have four classes of seventy-two veterinary students plus fifty graduate students, all calculated at the same rate. We strongly believed that this change would jeopardize our graduate program, and we pleaded that the students' tuition rate should be the same as other graduate students on campus. Worsley recognized the error and promised to address it with Felix Joyner, vice president for finance for the UNC system. I never heard any more about it, so apparently Worsley was able to correct the misunderstanding. Another alligator was tamed.

As we prepared to graduate our first class of veterinarians, the first ever to graduate from any college or university in North Carolina, Chancellor Bruce Poulton honored us by suggesting that we recommend one or more veterinarians to deliver the commencement address for the university's spring 1985 commencement. The cabinet discussed a number of internationally known veterinarians who had been involved in the genesis of our school, and we weighed them all in our deliberations. Even though he had no direct ties to the school, we agreed that Leo Bustad was our first choice. Chancellor Poulton contacted Bustad, and the arrangements were made for him to deliver the commencement address on May 11.

Bustad was an unusual person: average height, slight of stature, but distinctive in appearance. He had a prominent curl in his graying blond hair, a long neck, and a noticeable Adam's apple that moved up and down as he spoke—reminiscent of descriptions of Icabod Crane. He was well known, well loved, and an energetic and entertaining speaker. Bustad had made significant contributions within veterinary education and academia, including his emphasis on involving animals in programs for children, the elderly, and handicapped persons. He founded the Delta Society, which fosters the human-animal bond and the use of animals as a therapeutic adjunct with hospitalized patients. He began his veterinary career at Battelle-Northwest, Hanford, Washington. Later he was professor of radiation biology at the University of California-Davis and spent ten years as dean at the College of Veterinary Medicine, Washington State University. He had been a National Science Foundation Fellow and had served on multiple committees of the National Institutes of Health, the National Science Foundation, and the National Academy of Science.

Bustad's address to the 1985 NCSU graduates was filled with philosophy and humor; typical of most commencement addresses, it had a theme. But, his theme was unusual for a

commencement address. He spoke to the graduates about their “personal eulogies,” urging them to consider “what people may write about you after you die. You are now about to begin writing your professional eulogy—it is important that you write it well, and that you begin immediately.” He told them their performances and accomplishments from that point on would determine the quality of their life’s work and how they would be remembered. Bustad had recently suffered the unexpected and traumatic death of an accomplished daughter who was involved as a volunteer in a third-world country. Thus, a eulogy was probably uppermost in his mind. It was an honor to have him here for the event. As we left the Coliseum and crossed the parking lot, graduates stopped him multiple times to compliment him and to seek additional comments. Our first commencement was over, and we now had thirty-seven alumni of the School of Veterinary Medicine at North Carolina State University.

A few months later we began another cycle when we held an orientation on August 23 for the new class entering in the fall 1985, the Class of 1989. They were the third class of seventy-two members being admitted. The orientation exercises started in the South Theater, where Howard introduced the other associate deans and me. I introduced the four department heads and they, in turn, introduced their faculty. This covered most of the faculty the class would encounter during their first year and included a review of their individual roles and the courses they taught. After the refreshment break the students reassembled for more in-depth orientation sessions concerning curriculum, dress, and other responsibilities expected from them. They were on their way.

### ***Accreditation: Eye on the Prize***

Accreditation was always at the top of our list of goals to be achieved. Departmental self-studies and preparation of our report to the AVMA Council on Education (COE) overshadowed the last few weeks of 1984. Their site-visit team was scheduled to be on campus toward the end of January 1985, and we shipped the report to them early in the third week of December. This was an important review for us. We would graduate our first class of veterinarians in 1985, and without some level of accreditation they would be able to obtain a license only in North Carolina. I felt good about the condition of the report we submitted and believed we would receive at least conditional accreditation. Our goal, of course, was full accreditation.

Seven members of the COE arrived in Raleigh on January 20, 1985, for the accreditation site visit. Chaired by Bonnie V. Beaver, Texas A&M University, the committee included representatives of other universities, government agencies, industry, and private practitioners. Herbert A. Justus (OKL’56), president of NCVMA, and J. R. Long (ONT’62), president of the Canadian Veterinary Medical Association, represented their respective associations.

Bonnie V. Beaver, D.V.M. (MIN’68), M.S., DACVB, College Station, Texas

Donald G. Low, D.V.M. (KSU’47), Ph.D., Davis, California

Richard J. Sheehan Jr., D.V.M. (COR’63), Mansfield, Massachusetts

Herbert A. Justus, D.V.M. (OKL'56), Hendersonville, North Carolina

J. R. Long, D.V.M. (ONT'62), Ontario, Canada

Bobbie E. Chancellor, D.V.M. (AUB'51), Collinsville, Mississippi

R. Lee West, D.V.M. (ISU'36), Schaumburg, Illinois (AVMA staff)

Adverse weather seemed to punctuate COE's visits to campus. In 1978 several inches of snow had greeted the first visiting team. The morning after this team's arrival, the temperature was nine degrees below zero—seven degrees below the coldest temperature ever recorded at the RDU (Raleigh-Durham International) airport. Don Howard was without electricity for twelve hours and could not get out of his subdivision because of melted and refrozen snow and ice on the streets. I was able to meet the committee at their hotel and bring them to the veterinary campus. They seemed to enjoy our first meeting, which was on the "Organization and Finance" section of the report. Don Low, University of California-Davis, engaged me in a debate about my attitude toward pre-DVM specialization. I tried to avoid serious confrontations with any of them. By the end of the day, I felt that accreditation was assured, unless we upset them with something before the site visit was over.

On the second day the lunch planned at the Faculty Club had to be canceled because of an equipment malfunction caused by the extreme cold, so a box lunch was quickly arranged. In the exit interview led by Bonnie Beaver, the committee members were complimentary on the manner in which our program had developed, on faculty morale, and on the positive attitudes of students and staff persons. They related that we had received almost unqualified support from the NCSU administration, the NCVMA, and members of the legislature with whom they had visited. They had no programmatic recommendations for us except to "continue to monitor the curriculum." I was pleased. If we had received much more than a hand slap from the committee, it would have meant that we had not done our job very well.

The next day Howard asked if the three associate deans could see me at 4:00 P.M. on Friday. He seemed very serious, as if something were wrong. I suspected the possibility of a palace revolt. All three had had recent disagreements with one of the department heads, I was aware of several instances of breaches in the chain of command, and a couple of the department heads had accused John Green of making decisions about the use of resources for which they felt they were responsible. I could not imagine other purposes for the meeting.

When I arrived at the appointed time, everyone had broad smiles. In a real expression of support, the three associate deans had arranged a wine and cheese party to celebrate our success with the accreditation site visit. Howard made a short speech giving me credit for planning the report and site visit. I would have liked to take credit, but I knew that this was a team effort that relied on the talents of the cabinet and their staffs, as well as on Rosanne Francis, Sandra Poole, Judy Cooper, and Marie Green. The party was a good way to end the week, almost like frosting on the cake.

We all believed that the site-visit committee would recommend full accreditation to the COE. In the coming months we continued to be optimistic about accreditation. The COE

had not requested any supplemental materials, nor had they contacted any of us to satisfy questions that could have arisen within the committee. Commencement, however, was rapidly approaching, and we had hoped to receive full accreditation before graduating our first class of veterinarians.

On May 10, 1985, the day before commencement, I received the following letter from R. Leland West, director of scientific activities:

Enclosed is the final report of evaluation and statement of classification of the North Carolina State University School of Veterinary Medicine, as approved by the AVMA Council on Education on 15 April 1985. Congratulations on the new status of Full Accreditation.

The Council used the summary on page 27 instead of its usual list of recommendations. If the page had been headed "Recommendations," it would have had to say, "Keep on doing what you're doing." What the review and site-visit committee read and saw was commendable all the way.

We had done it. We had achieved full accreditation by the time we graduated our first class of veterinarians. We wondered if such an accomplishment was unique. We hoped so; nonetheless, we had set the pace for the future of our institution. We intended to keep on doing what we were doing.

### ***Campus Politics***

With his retirement age approaching and a desire to complete some unfinished research, J. Edward Legates requested permission to step down as dean of the School of Agriculture and Life Sciences (SALS) after ten years in the position. Eric Ellwood, dean of the School of Forest Resources, was appointed chair of the search committee to recommend a replacement, partially because of his seniority and partially because the two schools were closely allied through the Agricultural Experiment Station. On his way to work early one morning, Ellwood was seriously injured in a motorcycle accident and was unable to continue to serve as committee chair. Chancellor Poulton then asked me to assume the responsibility, citing the schools' allied interests in animal agriculture as the reason for his request.

I knew chairing the committee would require a time commitment that I was not anxious to take from an already overloaded schedule. Feeling like I was between a rock and a hard place, I concluded I did not have other legitimate options or logical alternatives. I accepted the responsibility and scheduled my first meeting with the committee on the morning of May 27, 1985. Even though the committee contained a number of members from off campus, most were able to attend in spite of the short notice.

The published deadline for nominations and applications had already passed. I was at a great disadvantage with the committee, because I had not participated in the earlier discussions, the review of the applicants and nominees, or the deliberations related to the elimination of some candidates. I could not catch up by reviewing the minutes of previous meetings, because none were available. Just before being named committee chair, I had attended a

meeting of a small USDA group in Washington. The topic of the NCSU dean's search came up in a conversation there, and a couple of the attendees said they had heard that Legates's replacement had already been determined by several strong personalities within the committee. I had not followed the committee's activities very closely up until this point, but I had heard rumors that the committee was divided in its interests and that strong personalities on both sides were committed to prevail. Now, as I reflected on those bits of information, I found I was in the middle of it.

Forearmed with that information and the knowledge that I was not the first choice of several of the members to replace Ellwood as head of the committee, I called the meeting to order. The session was orderly, and general cooperation seemed to be the prevalent mode. I felt relieved. We agreed to meet again the next afternoon, and I spent the evening reviewing the files of the applicants and nominees who were still being considered for the position. The next meeting was busy, and we screened out all but four of the candidates. The process went rapidly, almost like "off with their heads," and we agreed to meet again on May 31.

By that time the mood had changed from one of cooperation to the emergence of at least three strong interest groups. Since the last meeting, I had been made aware that a couple of the off-campus committee members were being "wooed" with inferences suggesting that their specific commodity groups intercede with the legislature and other funding groups in exchange for a promise of increased research in their areas of interest. The internal politics and personalities on the committee were deep-seated, evident, and active, and the result was "camp pitted against camp." Early in the meeting, the committee eliminated one of the four remaining candidates.

One member who frequently commandeered the floor informed us that with the candidate list narrowed down to three, he knew of no reason the committee could not complete its function that day. He then made a motion that we submit the three names to Chancellor Poulton and make him decide to accept the slate or advertise the position again. Even before the motion was seconded, much discussion ensued. I could see this assignment was one in which I had lots of potential for learning to recognize maneuvers by adversarial groups. I appealed to them that their responsibility was to find the best administrator to lead SALS and not necessarily to protect their own personal or other special group interests. The motion to submit the three names to the chancellor was still on the floor. When the vote was called for, the motion passed by a narrow margin. Needless to say, it was an exciting meeting.

I submitted the materials to Chancellor Poulton, but it was several days before he could meet with me. We discussed the search and the candidates, and he asked for my advice on reopening the search. I said I favored reopening the search and gave my reasons. He agreed and stated several additional reasons in favor of such a move. Confidentiality was obviously not one of the strengths of the search committee, because the names of the three candidates seemed to be widely known on campus outside of the committee structure. The search was reopened and the position was advertised nationally and internationally. The three remaining candidates were informed and invited to continue their candidacy.

In the next weeks, the applicant pool expanded with many new names added to the list. While I was in Washington attending a meeting of the Joint Council on Food and Agriculture, several people mentioned the SALS search to me. The common feeling expressed was

that it had been a wise move to reopen the search. Most felt that it removed the stigma of the rumored predetermined selection and increased interest in the position. Personally, I hoped it signaled that ours was a strong School of Agriculture. At the same time, I hated to delay the selection of a dean and the corresponding new internal leadership on campus.

My position on the committee continued to be an uncomfortable ride. It demanded considerable time and attention, which could well have been applied to internal SVM matters, and in addition it was being played out entirely on their turf. However, this time I was able to stay current on the materials submitted to the committee by new or reapplying applicants. The interesting, but disconcerting, group dynamics within the committee continued. Several members seldom expressed an opinion, whereas a couple of the more forceful ones tried to ride over the others. The more prudently reserved members, though, resisted the let's-wrap-it-up-our-way arguments. In fact, as time passed, I began to feel that the antics of the few had increased the strength of my chairmanship and that of the internal opposition to them within the committee.

Many on the committee felt that involvement in the political arena, both state and national, was one of the most important functions of the SALS dean. I chose not to argue the point, but I personally believed the legislature would be changing in character. Redistricting was almost assured because of the rapid population shift from rural to urban. The new urban majority, as well as attrition and the one man-one vote movement, would dilute the "good old boy" strength in the legislature. Those factors could soon negate the SALS dean's role in the political arena as the "important function."

After the search was reopened, one of the vocal members insisted that a member of the SALS administration, whom he named, should personally interview all candidates brought from off campus to interview for the position. It was not clear if the request had originated with the administrator or with the committee member. However, the committee considered it a serious request, and legitimate discussion on the matter followed. The committee decided to deny the request on the basis that the administrator was still a potential interviewee. The issue might not have played an important role in the selection of the dean, but it became an important factor in strengthening a new cohesion within the committee. Even though I could have done without such an issue, it had been productive to consider the request.

The committee reviewed the new pool of applicants over the next few weeks. We were unable to settle on a limit for the number of on-campus interviews and finally agreed six candidates should be brought to campus. This was probably a prudent move. First, the position was extremely important to both the university and the agricultural communities of North Carolina. Second, the full committee agreed on the six candidates. Ideally, I would have liked to schedule all six within a short time, such as three weeks, but arranging the schedules of the candidates so the entire committee could be present required seven weeks. The first candidate spent two days on campus during the week of October 6, and the others came for two days each at the rate of one per week beginning the week of October 21. By November 14, all six candidates had visited our campus and had given a public seminar.

Committee activities picked up again after the campus interviews. We had to address the chancellor's charge to submit no more than three names to him. Within the committee, the group dynamics recognized in earlier meetings resurfaced, but to a lesser degree. I thought

perhaps they were getting tired of the process dragging on and were electing to be more reasonable. However, we did encounter multiple conflicting opinions and “druthers.” I asked for strict confidentiality on our deliberations and decisions about the candidates. I felt they complied, because I heard no valid outside rumors during the next few weeks. Our last committee meetings were held November 21 and 22. We met on the second day to reexamine and reaffirm the previous day’s discussions. We agreed on three names, and I delivered them to Holladay Hall in the late afternoon. I had a general feeling of relief with our decision and believed that my relationship with most members of the committee had strengthened over what it had been at our first meeting. Durward Bateman was offered, and accepted, the position.

At about the same time the dean’s search was being conducted, Associate Dean for Research and Graduate Studies Ed Stevens was becoming increasingly disturbed by the way biotechnology was being developed on the NCSU campus. Big games were under way with the placement and maneuvering of programs and assets. Bateman was named chairman of the Biotechnology Policy Committee, and the chancellor named several operating committees, including a graduate committee (Bateman, Monteith, and Curtin), and a research committee (Hart and Armstrong). I have no record, or recollection, that the graduate committee ever met. The existing biotechnology program was reorganized into the Biotechnology Center, and Frank Armstrong, its director, now answered to Bateman and Legates. When Stevens inquired, he was told about the reorganization and advised that the SVM could have its own separate program if it so desired.

Deans Garret Briggs, School of Physical and Mathematical Sciences (PAMS), and Eric Ellwood, Forest Resources, met with us about these developments. They shared their general feeling that “we were all left out” of the biotechnology circle. They also related that an institution called the North Carolina Research Corporation had been established with Frank Hart, Larry Monteith, Durward Bateman, Henry Smith, and David Buchmann as trustees. I was not aware of that, and we were not completely sure what function the trustees played. Briggs was clearly upset. He said, “Holladay Hall is saying they discussed it with the deans,” but none of us could recall being present when the subject was discussed.

I was not feeling quite as left out as PAMS and Forest Resources. After all, I had been named to the Graduate Committee, and we did get a few of the resources that came to campus—not as much as we wanted, but some. We received one \$10,000 faculty salary supplement, two research associates, and two research technician positions. In addition, we had our own research change budget submission, whereas Forest Resources was included within the School of Agriculture and Life Sciences request. As I reflected on this circumstance, the “haves” were SALS and Engineering; the “have nots” were PAMS and Forest Resources; and the “probably doesn’t care” was SVM. We could and would have some biotechnology without being part of their circle. Much of what we did, research-wise, fit broadly under a biotechnology classification. I deemed it futile to fight the system, because the immediate stakes were so small, and we had other “fish to fry.” The decisions concerning biotechnology on campus seemed to have been made. The die was cast, a little empire had been staked out, and we were pretty much peripheral to it.

Meanwhile, life continued at the SVM. My five-year administrative review was conducted in late May 1985. The provost’s office distributed questionnaires to all of our faculty; fifty-nine

were returned, and twenty-one contained written comments. I met with Chancellor Bruce Poulton, Provost Nash Winstead, and Vice Chancellor Frank Hart for my review on May 20. Poulton said the questionnaires contained less criticism than any dean's review to which he had been privileged, including his own. I was elated to have received such good marks from our faculty.

We discussed three main areas during the meeting. The responses revealed that some confusion existed about whether the associate deans or the department heads were in charge of programs. I explained that in my mind the associate deans were ultimately responsible, and that the department heads held the first line of responsibility for program delivery and faculty activities. Secondly, respondents perceived that our business office exerted too much authority in budget discussions. And lastly, remarks identified leadership problems with one of our department heads. Later that day Poulton, Winstead, and Hart met with the SVM faculty, in my absence, in the school's South Theater to present the results of the review.

As might be expected in any organization, a few rough spots showed up around the SVM during the summer months of 1985. First, tensions existed in both the Avian (Poultry) Medicine and Swine Medicine groups. Faculty within the Swine Medicine group had different opinions regarding program emphasis and the commitment of the section's resources. Long-standing personal interactions among them had become almost hostile. Within the Avian Medicine group issues involving faculty behavior and staff responsibilities needed attention.

Some specialties became sources of contention, since they often emerged as a result of the interests or activities of persons or groups. Apparently that is what happened with epidemiology. Initially, Food Animal and Equine Medicine focused on epidemiology in dealing with two diseases in pigs: pseudorabies and transmissible gastroenteritis. Then the Avian (Poultry) Medicine group, in the same department, applied it to field problems they encountered. As time passed, other faculty members with strong interests in bovine and population medicine redirected the focus and named their studies "Production Animal Medicine." Several faculty members in the Department of Microbiology, Parasitology and Pathology (MPP) were trained as epidemiologists, and they had active research programs in their areas of expertise.

When it was finally established, the "epidemiology program" seemed to be claimed mostly within the Avian (Poultry) Medicine group. They conducted a series of studies on field problems in North Carolina flocks and analyzed the data using their own methods. At a seminar, Wayne Corbett challenged their analysis of the data, and the fight was on. I met with members of the avian group, along with Corbett, Coggins, Stevens, and Oxender to listen to a proposal for an interdepartmental epidemiology unit.

It was not a simple matter to solve, and I resisted issuing an edict. I thought it best to solve what seemed to be largely interpersonal differences by steering them through some internal adjustments, a compromise or two, and the granting of a mutual concession. In effect, they agreed that epidemiology had enough breadth to encompass multiple forms of diseases, etiologies, and species, and should not be limited to any one departmental program. The data interpretation challenged by Corbett was examined again using another accepted method of statistical analysis. The latter analysis appeared to invalidate the previous conclusions reported. There seemed to be thin ice all around.

I decided not to become involved in settling Avian Medicine's discussions about shifting

responsibilities among and between its faculty and staff. In retrospect, I might have been wiser to wade into the fray, but I did not think it prudent at the time. On the other hand, a positive element was evident in the Dean's Office when the associate deans asked for a daylong retreat with me. The meeting was very productive, and we agreed to schedule them at irregular intervals. Fortunately, the positives at SVM far outweighed the rough spots.

### *Donor Cultivation*

Throughout its history, SVM benefited from the support of its friends and donors. On St. Patrick's Day 1984, a two-day competition of the Capital Classic Dressage opened at the James B. Hunt Equine Center located on the North Carolina State Fairgrounds. Christa Pritchard, show manager and later member of the NCVMF Board of Directors, dedicated the net proceeds from the competition for scholarships offered by the foundation. At the closing ceremony, Jack Laughery presented a proceeds check to the foundation, and his daughter Christie presented the awards to winners of the dressage competition. Both became active supporters and were involved in the growth of the college. Laughery served as a member and as president of the NCVMF board. Christie Laughery's interest resulted in a career in veterinary medicine. She entered the school in 1990 and was awarded a DVM degree in May 1994.

During the early planning period of the school, Bill Prestage of Clinton had been very supportive within the North Carolina Poultry Federation at a time when I felt an apparent hostility toward us from among its officers. Saying he had something to "run past us," he requested an evening meeting with John Gehrm, director of the North Carolina Veterinary Medical Foundation, and me. I was anxious to continue his friendship. Over dinner at the Angus Barn Restaurant on October 7, 1985, Prestage inquired about our interest in establishing the first distinguished professorship on campus in the School of Veterinary Medicine. In addition, he offered to take the lead in raising the necessary funds. He said that North Carolina's turkey producers were just completing a financially successful year and that market prices had been favorable for them. They had money, and when asked, several had encouraged him to approach us about the prospects of a professorship for which they would help raise the funds. We had not previously considered the possibility of such a position so early in our history. We discussed the advantages of a professorship to both the school and to North Carolina turkey producers. Surprised by the offer and excited about the possibility, Gehrm and I encouraged him to "go for it." That evening Prestage made a tentative significant personal pledge that would serve as the attractant for additional pledges. He asked us to prepare a general plan and description of the position that he could use to sell the concept to others.

I had trouble sleeping that night. I could not "turn my head off." I envisioned the length and breadth of the advantages of a distinguished professor in avian medicine, or of a distinguished professor in turkey medicine, or even of a distinguished professor in veterinary medicine. It would be great if we could lead the university with the first distinguished professorship on campus and have it in our flag to wave at the other veterinary schools and colleges. When I shared the possibility with the administrative team at the veterinary school, they were as enthusiastic as I was about this opportunity.

Prestage needed a plan to use when he contacted the producers. It was imperative that he

seek their contributions and pledges as soon as possible during the current tax year, because the prospects for similar success for the industry in future years were unknown. One of his strongest arguments to them would be the advantage of contributing to the professorship as a means of reducing their taxes; in addition, he would outline how such a professorship in North Carolina would complement the poultry industry. Unfortunately, my role in the search for a dean of SALS was compounded by the scheduled on-campus interviews of the six candidates. In addition, I had other "in progress" commitments that could neither be reassigned nor delayed. Consequently, I asked our faculty with avian medicine interests to define the position. When I had received nothing from them almost three weeks later, I asked John Barnes about their progress. I was shocked at what I learned.

Barnes said they had sought input from the poultry science faculty on campus, which was logical and which they should have done. However, instead of focusing on the professorship, they had designed an institute around the position. In their plan, an "Avian Research Institute" would be centered on the Centennial Campus and would be administered separately from SVM and SALS. The institute's board would include the heads of those departments in both SVM and SALS wherein the institute faculty would have their academic appointments. In their plan, the distinguished professor would be the institute director, whom they had already identified from among themselves. That in itself was unimaginable, because most distinguished professors are outstanding researcher-teachers and not administrators. Such a professorship would normally require an international search rather than an internal appointment to fill the position. The plan was unacceptable.

I instructed Barnes to redo the proposal within the administrative structure of SVM. Valuable time had been lost during the preparation of a plan for an institute. A couple of days later I met again with Bill Prestage, who was in Washington to make a presentation before the Joint Council on Food and Agriculture at my request. Needless to say, he was disturbed when I shared the status of the position description. It was already early November. We had little time to prepare a newly defined plan and for Prestage to make a satisfactory solicitation among the turkey growers. In a few days, Prestage called to tell me that the turkey producers had withdrawn their offer because the tax year was ending. We had lost our opportunity, mostly because I was over-scheduled and unable to stay "on top of it." It was a big loss, and a similar opportunity never presented itself again during my time at North Carolina State University.

Although letting a distinguished professorship slip away was a major disappointment, we did succeed in building strong relationships with noteworthy private donors. Ruth Kiger, a patron who lived in Winston-Salem, had been a faithful worker within the Humane Society in the Winston-Salem area. Brad Craig Jr. steered her our way because of her strong interest in animal welfare. She came to visit and look us over in late November 1985. Her concerns regarding animal welfare were allied to mine, so I gave considerable attention to the matter. Apparently I said the right things during her visits, because she named us to be recipient of her estate following her death. Kiger was an astute caretaker of her assets. She questioned several of our suggestions or proposals for its use, and she was almost scared away when we suggested that for legal reasons the North Carolina Veterinary Medical Foundation (NCVMF) should be named the recipient instead of the School of Veterinary Medicine. She accepted my pledge that her wishes would be followed. Kiger became a good friend to the college and a personal

friend to me. She visited us on several occasions as the school was being developed and was always interested in our plans.

The importance of matching donors' interests was also illustrated by another experience. One day during Alumni Week, John Kanipe called and asked if I could come to his office to meet someone. He introduced me to Mr. and Mrs. E. J. Wood from the Eastern Shore of Virginia. After a few minutes, they inquired about the mission of our school. I explained that our first mission was to train veterinarians to provide health care to the common domestic species of animals and specialized training for other species. They questioned if that meant "all" the common domestic species. After I elaborated a little, they were pleased and told me why they had asked the question.

Being long-time Virginia residents, the Woods were interested in contributing to an institution in that state. They were childless but had an old dog that was obviously the primary object of their devotion. Because of their affection for their pet, they contacted the veterinary school at Virginia Tech and asked for information about that program. They received a couple of brochures in which a mission statement declared the school's intention to provide health care for the livestock of Virginia without mentioning other species. This couple wanted to contribute to an institution that was broader in scope than what they interpreted from the Virginia Tech brochures. Wood was a NCSU alumnus, Class of 1933, and so he considered his alma mater next and named the school the beneficiary on their life insurance policies. That interaction convinced me that materials distributed to the public had to be written (1) to be as inclusive as possible; and (2) to emphasize that this breadth was viewed as one of the program's strengths.

### *The Busy Pace of 1985*

September and October 1985 were extremely busy months. The students arrived back for the fall semester. Because of my position, my presence was necessary at numerous activities at the school, elsewhere on campus, and off campus. The National Agricultural Research Council (NARC) met in Washington on September 12. I was a member of that council, and items on their published agenda were important to me. The NCSU trustees met September 13 and 14. The Council on Food and Agriculture met in Washington on the last day of September and the first day of October. The Emerging Issues Forum was held October 4 in the McKimmon Center, and the Southern Veterinary Federation met in Nashville, Tennessee, October 12 through 14. The NCSU Administrative Council served as the program committee for the Emerging Issues Forum, and I was a board member of the federation. During September and October several North Carolina agricultural commodity groups also scheduled meetings that I felt politically obligated to attend.

In the midst of this hectic schedule, the Dean's Cabinet held its annual retreat September 18 through 20 at Pine Needles in Southern Pines. It was the first and only time we met away from the coast. The coast offered the advantage of being too far from campus to allow participants to run home to "put out a fire." This retreat proved to be too close to Raleigh, because on two occasions members returned to Raleigh to attend to "a problem." Fortunately, the interruptions did not interfere with the purposes of the retreat, and it was a productive

meeting. The group had interacted since mid-1980, and we obviously felt comfortable enough to be candid with each other.

September 24 offered another opportunity to be reflective, on the occasion of a banquet program at the Civic Center sponsored by the *News and Observer* to honor all persons who had been previously recognized as "Tar Heel of the Week." I was impressed with the collection of outstanding people who filled the banquet hall. I wished I could have met and talked to everyone, but there were too many people in attendance. It was a grand occasion, and to my knowledge this was the only time such a gathering was ever held. I had been surprised when I received the honor in 1980. The award was an ego booster at a time when things in my day-to-day routine were generally unsettled and when I seemed to be under constant attack, especially from the *News and Observer*. When I received the award, I think my emotions resembled those a battered child experiences when the perpetrating parent puts his or her arms around the child and says, "I really do love you."

As 1985 drew to a close, I seemed to be hitting only the high spots at SVM. When I was there, I was not in the wheelhouse much. Instead, I spent most of my time tightening screws and making adjustments in the engine room. I had to accept that this was part of the process of leading a school that was changing, growing, and adapting.

CHAPTER VII

COMING OF AGE, 1986–1989

## Our Mountain Becomes a Mesa



*“All experience is an arch, to build upon.”* - HENRY BROOKS ADAMS<sup>5</sup>

By the summer of 1986, we had graduated our second class of veterinarians and selected the fourth class with seventy-two students, the Class of 1990.<sup>6</sup> Our greatest and longest lasting problem was the shortage of space—a shortage that had surfaced within a few months of occupying the new building. We could not expand the program without additional space, and I thought about the problem constantly.

Several times in recorded history seemingly impossible problems have been solved when some person, or a small group of persons, chose unusual paths to reach solutions. Their peers who repeatedly failed may have been more intelligent, more experienced, and maybe even better educated, but they did not stand back and take a fresh overview of an old problem, an old system, or a well-established body of knowledge. Maybe that is what the founders of our country did in developing the Bill of Rights and the Constitution. Obviously, they thought “outside of the box.” I could not count on that happening to us, but I hoped that a new thought or idea would lead us around the obstacles we faced. I believed, as I do now, that the potential for a new way always exists.

I wished that I could free my thought processes from tradition and break into a different mode, or that I could convince myself that we had already done so. When I was in groups like the AAVMC deans, I frequently felt “different” from the group consensus on issues. An issue of importance to the others was often less important to me by several orders of magnitude or

contrary to where I wanted to be positioned. Sometimes those differences were so great that I almost felt like a nonperson or an observer. I commonly experienced that same sensation within the NCSU Deans' Council. Yet, individuals in the AAVMC or the council would later seek my advice or collect documents that I had prepared, offering me some encouragement that perhaps others questioned the "group think." As the school came of age, thinking "outside the box" and distancing myself from "group think" would prove to be necessary on numerous occasions.

In other cases the school's coming of age reflected approaches taken by the university. In November 1987 the Board of Governors approved the change in designation of the university's schools to colleges, with the exception of the School of Design (at the request of its faculty). The School of Veterinary Medicine thus became the College of Veterinary Medicine, and the resulting change in nomenclature is used as appropriate in this and succeeding chapters.

### *Searching for Space*

The pressures of crowding were most acute in the research and clinical programs. Singly and collectively, we looked at how we were using our space with an eye to internal reorganizations to relieve some of the pressures. We formed the Faculty Committee on Space and Land Utilization with Charles McPherson as its chairman, and we charged the committee to review current uses, suggest improvements, and project future needs.

Occasionally, we had a pleasant surprise in dealing with space issues. Karen D. Brooks, a member of the Class of 1987, was among the winners of the 1986 national contest on therapeutic nutrition sponsored annually by Hills Pet Nutrition, Inc.<sup>77</sup> A matching award came to the SVM. That fall semester, our student association negotiated a program with Hills Pet Foods, whereby the group internally marketed pet food to faculty, staff, and students. The proceeds, administered through VETS, Inc., could be used for the association's projects—veterinary student loans, emergency grants, fellowships, and support for the Veterinary Medicine Library. Over the years the group's annual distributions to deserving and needful veterinary students consistently exceeded \$40,000. For this fund-raising initiative they needed a permanent site of operation and safe storage for the food that was not subject to extreme temperatures or the presence of rodents. We used the monetary award from the contest to outfit a short wing of the west barn with climate and rodent control to support the association's efforts.

More often, though, space surprises were unpleasant in nature. I was eating a late lunch at the Faculty Club on March 6, 1987, when I noticed what appeared to be ongoing construction beyond the trees north of the golf course. After finishing lunch, I drove to the spot. I was astonished to see that trees had been cleared and that a nearly completed building of approximately thirty by fifty feet occupied the area. One of the workmen thought a maintenance building was being constructed for the Faculty Club. In our *Land Use Plan* of June 20, 1984, approved by the NCSU Trustees' Buildings and Property Committee on September 28, 1984, this area had been designated as an isolation pasture to separate animals from other herds and flocks of the veterinary school. Although the land was heavily wooded and separated from most of our pastures by a deep ravine, it was definitely part of the veterinary school campus, and I believed the workman had to be in error. I wondered if it was possible that Charles

McPherson had decided to locate a supportive isolation unit at the site.

Construction had progressed far enough so that probable uses of the new building could be discerned, and it appeared to be a garage with an adjoining shop area, a laboratory, and a couple of smaller rooms suitable for offices. Upon returning to my office, I asked McPherson about the building. He was unaware of it. I called both George Worsley and Abie Harris and asked who was responsible for the construction. Neither one knew. Both seemed surprised by the construction, and both agreed that the land was part of the veterinary campus.

As we pursued the project further, Worsley's office located documents that showed the land had been transferred to the Faculty Club in 1978 with the provision that it would revert back to the State of North Carolina if it were ever used for nonrecreational purposes. Minutes of the Trustees' Buildings and Property Committee of September 23, 1978, included an entry of a motion by Crotts and seconded by Pitts, describing the "lease of 9.75 acres north of the Faculty Club to the N.C. State University Foundation, Inc. as described on Form DA-102, dated September 12, 1978." Curtin, Worsley, Harris, and several others were identified in the minutes as being present, but no one recalled the motion or the circumstances surrounding it. After these documents had been located, I asked Crotts about the discussion. He promised to check his notes but was unable to find them. Whether or not the motion actually happened, the record in the approved minutes of the Trustees made it official.

We also found a copy of the "lease" to the Faculty Club from the North Carolina University Foundation, Inc., for this property. The documentation included a map of the site indicating 9.75 acres had been added to the Faculty Club lease. The property description, consisting of a survey by Olsen Associates, Inc., dated August 4, 1977, stated the addition was actually 14.70 acres. Item 2 on the last page of that lease read, "2. Lessee shall use the added area as a site for expansion of the faculty recreation center and facilities and should this land not be used for such stated purpose, Lessor, may, at its option, terminate this lease agreement by written notice to the Lessee thereof." This latter document was signed by President, C. E. McCauley; witnessed by Secretary Rudolph Pate; and approved by Governor James B. Hunt, Jr. I believed Item 2 was included for a reason, and it had been violated.

The minutes of the Trustees' Building and Property Committee meeting of September 9, 1978, contained an item related to the same property. Worsley reported on the status of the acquisition of a small piece of property not previously owned by the university, but within the major roads defining the School of Veterinary Medicine site. The plot, isolated by the exit ramp from Wade Avenue to the Beltline, had been acquired and added to the veterinary medical campus. The meeting included a discussion of the Faculty Club's concerns that they would be denied future expansion with the development of the veterinary school on the University Dairy Center site. It was suggested that the Faculty Club should be able to compete with the developing veterinary school and SALS for the portions of land between them and Wade Avenue and between them and Hillsborough Street. I had agreed with that premise, believing it would never happen. I remember Trustee Joe Pou's joking remark that "you'll pay hell getting that piece of land [on the Hillsborough side] from the School of Agriculture. They have over forty years of turf study data from that site." The discussion seemed to have ended without any firm commitment or action by the committee.

Further inquiry revealed that the current construction project was not destined to be

a Faculty Club maintenance facility; it was being built by SALS to support their turf grass research studies located on the other side of the Faculty Club. We were told that George Kriz, associate director of the Agricultural Research Service (experiment station), School of Agriculture and Life Sciences, was also a member of the board of directors for the Faculty Club. He had negotiated on behalf of SALS with the rest of the board to secure a site for the construction of the building,<sup>78</sup> and the school agreed to level an area for a soccer field in exchange for permission to build on the site. Kriz's negotiations with the board while serving as a member seemed to be an obvious conflict of interest, and SALS definitely did not plan to use the building for "recreational" purposes.

We sent a written protest to Worsley, requesting that the veterinary school be spared further "surprises" that could affect its campus. The protest was based on (1) the conflict of interest during the negotiations, (2) the use of the land for other than recreational purposes in violation of the conditions of the lease, and (3) the fact that permission for use of the site should have come from the North Carolina University Foundation (the Lessor) rather than the Faculty Club (the Lessee). Neither Worsley nor Abie Harris responded. The CVM cabinet was sympathetic to my position but was not anxious to become involved in a dispute with Worsley or SALS. A simple reprimand by the university administration to the School of Agriculture and the Faculty Club would have satisfied me, but they ignored the matter and the "bad guys had won." The School of Agriculture and Life Sciences moved its fences onto our "northeast forty" and occupied the building. The School of Veterinary Medicine lost the 14.70 acres—its potential isolation area. Around the halls on our end of the veterinary school we henceforth referred to the incident as the "Faculty Club Scam."

Even though I seem to have dwelt on troublesome issues in the previous pages, many positive things happened to make the school a great place to be and to work. Mr. and Mrs. Ray Firestone were friends and patrons of the school, and our association with them was always rewarding. They made a major monetary gift to the NCVME, some of which was applied to easing our space problem. With their gift we converted the Multipurpose Teaching Laboratories in the B Section of the building into research labs on the second floor and teaching laboratories on the first floor. The open landscape design of the Multipurpose Teaching Laboratories affected the redesign of the rooms. The original air-handling system for environmental control required that the newly installed partitions not exceed ten feet in height so that air could be circulated over and through the area. After the renovations were complete, we named the laboratory in the 2-B area the Jane and Raymond Firestone Laboratory Suite. We officially dedicated the Firestone Laboratories on March 16, 1987, with a ceremony in the Green Commons followed by a formal luncheon at the Sheraton Imperial Center in the RTP.

At this point we had reexamined the uses of areas within the building and redefined some of them. We had surveyed the existing space, improved some areas, and combined activities to free space for reassignment. We had reached our limits. Space, our most desperate need, had to be addressed. The most obvious and best source of relief was additional space, and the two most obvious sources of support for new space on our campus were the North Carolina legislature and outside venture capital. I had several strong contacts within the legislature: Liston Ramsey, Wendell Murphy, and Billy Watkins. Each related well to the school and to me personally, and each was well respected by his peers within the legislature. As for outside

venture capital, I made appointments with Frank B. Holding Jr., president of First Citizens Bank, and Bill Prestage, president of Prestage Farms, which produced large numbers of swine and turkeys. Both had served as directors on the school's Foundation Board, and I felt both were approachable for counsel and advice.

I met separately with North Carolina Representatives Wendell Murphy and Billy Watkins on July 16, 1987, about the concept of a field service support laboratory as one means to relieve pressures on the other hospital laboratories. I envisioned it as a screening lab to integrate field services, services to large swine and poultry producers, and the training of herd health specialists. Murphy expressed surprise that our change budget request for such an item had not received stronger support on campus. He said that he would draft an outline for a bill to replace the initial \$455,000 we had requested, and that he would share it with colleagues in the legislature for an indication of support before he would consider its introduction. He said he really believed that those funds would probably have to come from the budget of the Board of Governors rather than from a separate appropriation.

As an alternate and additional approach, I also asked Murphy for his opinion on establishing an escrow account from the legislature. I proposed that the legislature fund the account with \$10 million, and that we would match it from nonlegislative sources in one to two years. He seemed enthusiastic but raised the question of the North Carolina Department of Agriculture's Rollins Animal Disease Diagnostic Laboratory (RADDL) being transferred from NCDA to the veterinary school as part of the trade. I rejected that for multiple reasons, primarily because their function was regulatory and ours was educational. During the next several weeks I introduced the concept of the \$10 million escrow account in a presentation before the House Agriculture Committee, and I distributed copies of the four-page proposal I had prepared for Murphy. I made the pitch before the NCVMF Board of Directors and the Smithfield Rotary Club. I wanted to keep up the momentum and to hear any questions and comments to improve and strengthen my presentation. The responses were not negative, but they were not wildly enthusiastic either.

During that same session of the legislature, I had to oppose a bill introduced by Murphy to grant a limited veterinary license to a nongraduate resident of his home district. I was sure that Murphy understood the error of the bill, and I understood the politics and necessity of his responding to his electorate. Those hearings became pretty heated—not on the part of Murphy, but on the part of local supporters from his district. I have often wondered if my stand on this issue was the kiss of death for support of an escrow appropriation, or if he heard overt opposition expressed from within the SVM against the concept of a screening laboratory.

My quest for space continued. On May 28, 1987, I met with Worsley and Nat Robb, assistant secretary of Crime Control and Public Safety, to talk about the possibility of transferring two pieces of state-owned property along Blue Ridge Road to SVM. We had also been negotiating for the transfer of a third parcel, the Highway Patrol Station located adjacent to the radio tower, since about the time the dairy farm was assigned to our campus. This new possibility involved properties used by the Western Wake Volunteer Fire Department and by the highway department for vehicle maintenance at the corner of Reedy Creek and Blue Ridge Roads. The fire station was to be relocated across and north of Wade Avenue, and the vehicle maintenance group was planning to move to a new location near Garner. Worsley and Robb

were positive about the reassignments, and I was elated. We could have adapted the buildings on each property to our needs with varying degrees of renovation. It was not to happen, however. The acquisition of the maintenance site near Garner fell through, and Crime Control and Public Safety renovated and built new structures on both the Reedy Creek Road corner and the contiguous fire department property.

Another blind alley that yielded little benefit, but lots of experience, was the "Cary Farm." The farm occupied approximately eighty acres on the south side of Western Boulevard just beyond Interstate 40, about two miles from the veterinary school. The site offered several advantages in alleviating our increasing critical space needs: pastures, laboratory space, faculty offices, and easy accessibility to the veterinary campus for moving animals, people, and equipment. We were interested in using the pastures as an alternate location for rotating part of our teaching herds and in converting the existing buildings to meet our programmatic needs.

Over time the property had been used for multiple purposes. Following World War II, part of it functioned as a repository for insecticides and herbicides that were then redistributed to various agencies throughout the state. During its more recent history, the property housed a flock of sheep maintained as a donor source of red blood cells for the State Department of Health and the North Carolina System of Animal Disease Diagnostic Laboratories. When our involvement with the Cary Farm began in fall 1989, the primary occupant was the Department of Natural Resources Conservation.

The central laboratory was a two-story building of about 2,500 square feet, and a couple of barns stood nearby. The area where pesticides and herbicides had been diluted and mixed with liquid or dry diluents was located on the southwestern side of the property. Since that area was reportedly contaminated with herbicides and chlorinated hydrocarbons, our animals and personnel would have to be isolated from it. A complex of long low buildings divided the contaminated area from the central lab and barns. These buildings had once been used as dormitories for "CCC (Civilian Conservation Corps) boys" and as administrative offices. Now they functioned as a storage facility, and they were filled with miscellaneous obsolete items: old fluorescent fixtures, office furniture, doors, window frames, partitions, etc. These structures offered possibilities for additional laboratories and program offices for us, but they were located relatively close to the contaminated area. A prominent Raleigh contractor had strewn construction waste along part of the rear of the property, and all of that needed to be removed.

The longer we considered potential uses for the property, the more unbelievable the stories of widespread contamination became. We were told, for example, that barrels of toxic materials had been regularly rinsed into a pit that still existed. Other toxic materials were supposed to have been randomly dumped into newly dug postholes as fences were being installed around the fields and throughout the property. The buildings had serious defects as well. Barn roofs leaked and a couple of end gables were badly damaged. Lower levels of the barns contained unused and discarded junk. The loft floor of one barn was covered with disintegrating small envelopes of what appeared to be soil samples. The depth of this debris varied from a few inches to a couple of feet, and the entire collection was covered with pigeon manure from birds that used the loft as a roosting area.

Planning began in mid-August 1989 to relocate the Natural Resources Council, the agency that occupied the Cary Farm. The agency had been reorganized and was slated to move to

a location across Wade Avenue off District Road. Our previous contacts were no longer “in charge,” and at least some of our previous negotiations were no longer of value. Did we have to go back to square one and start over? An earlier agreement with Environmental Health and Natural Resources allowed us to use the pastures and one barn for a year with no responsibility for the toxic dumps. By mid-January 1990, we had repaired many fences and built new ones around the pastures we planned to use. We had closed the holes in one barn roof and gable, and prisoners had cleared the debris in the loft. Cary Mayor Koka Booth made a public statement welcoming us to Cary and recommending that the state permanently assign the property to the veterinary college.

We continued to use the pastures and one of the barns on a temporary basis for over a year without knowing what the disposition of the property would be or when it might occur. In November 1991 we finally heard rumors that the State Property Office was preparing to make the reassignment. We learned that two North Carolina Department of Agriculture units—the Museum of Natural Science and the Plant Pest Administration—also sought the property. They certainly had individuals more active in the interdepartmental/interagency politics of state government than any of us, so we were aware that they might have an inside track. We hoped, though, to be first in line because of the work we had done during the previous two and a half years. We had maintained and replaced fences, reseeded pastures, and cleared away a significant amount of accumulated trash.

About that time, I decided to visit Commissioner Jim Graham and to share our interest in the property with him. I had not asked much from him except friendship, and I thought an appeal to him might help us in our quest. At the meeting in his office I was shocked at how frail that robust man had become. When our conversation got around to the purpose of my visit, he asked his secretary to call a couple of his department heads and a deputy to come in and meet with us. Even though they treated me with great courtesy, an air of tension and thinly veiled hostility permeated the discussion. It was an experience. They maneuvered, with great dexterity, to direct the discussion away from the reassignment issue. As I left Graham’s office, I felt that I had struck out and that the reassignment may have already been unofficially decided in their favor. However, I was glad that I had gone to see Commissioner Graham, if nothing else than for the social aspect of the visit and as a demonstration of my respect for him.

Another meeting about the Cary Farm was held in early November 1991 with representatives of the same two NCDA departments. I was not sure of the meeting’s purpose, but out of curiosity I agreed to meet with them. The attitudes at that meeting were a contrast to those experienced in Graham’s office. This was an amiable session with agreement from both the Museum of Natural Science and the plant science representatives that the museum should be given preference within NCDA. Either plant science or veterinary medicine, but not both, could cohabit with the museum section. It seemed to me that they must have been privileged to a decision and expected us to surrender our interest. Rather than withdrawing, I decided that someone was going to have to tell us that we had been eliminated from the competition.

Late in the afternoon of November 21, Stevens showed me a copy of a letter from “downtown” dated three days earlier (November 18). The letter was addressed to NCSU’s director of real estate, Howard Harrell, and informed him that the Cary Farm laboratory building had been assigned to the NCDA. Evidently, Harrell’s office had never forwarded our earlier

request for the space to the State Property Office because of “some questions” (about which we remained ignorant). I believed our long-standing interest was well known, both on campus and downtown. Our advances toward the property were all above board and honorable. The NCDA’s interest and requests seemed to be of relatively short-term duration compared to ours.

With retirement approaching, I wondered why I kept fighting when it was no longer my battle. Was my “position of decline” in the hierarchy of things making our college vulnerable to an uphill battle, or was it just the luck of the draw? We continued to use the pastures for the next couple of years, but in retrospect it was fortunate we were not assigned the property. Losing its assignment was time spent, but experience gained. If we had been successful in our quest, the location and the pastures would have been useful. Salvaging and converting the buildings for our purposes, even if done in the least costly and most time-saving manner, would have been expensive. We would still have had old buildings, and they would have contained only a few new laboratory benches. We would have ended up with a big commitment in “make-do” facilities, and in the process we could have had to adjust our program to fit them. The Lad upstairs had smiled on us again.

### ***Building the Program***

Most words in the English language have specific meanings. Other words have broader applications and can vary in their meanings depending on the manner in which they are used. We used words such as “programs,” “areas,” “disciplines,” and “activities” to mean specific things in one conversation, while in other conversations their meanings were intermixed.

Specific meanings were important to me because of budgeting decisions, especially in the assignment of discretionary funds to meet explicit requests that came to my office. In keeping functions separate in my mind, I tried to separate “how” we did things from “what” we did—the “activities” (how) from the “programs” (what). The terms “Program Areas” and “Program Activities” had entered our vernacular, and they seemed to be used interchangeably to describe “what” or to distinguish “how.” The word “disciplines” did not really answer either “what” or “how” for me, since I associated the word with the specialty orientations of the faculty. The terms “areas” and “activities” added to the confusion, because they often overlapped or were used interchangeably.

I continued to receive requests that intermixed words and terms, so for my own clarification I developed a system to define programs and activities. These definitions helped me to respond judiciously to requests for personnel and materials. The school’s major programs (the “whats”) included teaching, service, research, graduate/post-DVM fields of study, and internships/residencies.

The Teaching (Academic) Program related to instruction leading to the DVM degree, with various scientific and clinical activities contributing to the subject matter: e.g., oncology, anatomy, pharmacology, dermatology, parasitology, immunology, surgery, etc.

The Service Program included things we did for persons and programs outside of the School of Veterinary Medicine, primarily through the teaching hospital. Some aspects of the service program reflected upon the academic program, in that all of the clinical activities were potentially opportunities for teaching. The service program contributed significant, but often

unrecognized, efforts toward public education. Almost every contact between our clinical faculty and the owners of patients included information exchanges related to disease prevention, therapeutics, nutritional management, husbandry, public health, or similar instruction. As was true in the teaching program, scientific and clinical specialties contributed "action" to the program: e.g., anatomy, pharmacology, dermatology, oncology, immunology, parasitology, surgery, etc.

The Research Program included both sponsored<sup>79</sup> and non-sponsored investigations conducted by the faculty, staff, and students. These involved the same scientific and clinical specialties: e.g., anatomy, pharmacology, dermatology, oncology, immunology, surgery, etc.

The Graduate Program, which led to the Master of Science or Doctor of Philosophy degrees, was administered either within the Veterinary Medical Sciences Program with areas of emphasis or through approved programs on the NCSU campus. Both were structured under the regulation of NCSU's Graduate School. In 1989 the Board of Governors granted approval for a dual degree program in which students could pursue the DVM and PhD degrees simultaneously. During my years as dean no one applied for admission to the dual degree program, but it offered a tremendous opportunity to students with those goals.

Areas of emphasis in the graduate program included Cell Biology–Morphology; Epidemiology–Population Medicine; Microbiology–Immunology; Pathology; and Pharmacology. The SVM graduate faculty participated in other campus-wide areas of specialty under the regulation of the Graduate School, including biotechnology, nutrition, physiology, toxicology, and zoology.

Intern and Residency Programs were nondegree programs that prepared veterinarians to take the qualifying examinations for certification in the various national specialty boards and colleges. Entrants had to meet the minimal requirements for admission to the Graduate School at NCSU. Internships were limited to one year, and residencies could be three or more years in length. Areas of concentration for the internships were avian medicine, equine medicine and surgery, equine field service, ruminant medicine, and small animal rotations. Residency specialties included anatomic pathology, clinical pathology, companion and wild avian medicine, cardiology, dermatology, emergency and critical care, equine internal medicine, infectious disease, laboratory animal medicine, large animal surgery, neurology, oncology, ophthalmology, poultry health management, radiation oncology, radiology, ruminant medicine, small animal internal medicine, small animal surgery, swine health and production, theriogenology, and zoological medicine.

All of these programs were the things we did, the "whats." The programs were complemented by major activities—groupings of disciplines that collaborated primarily on research, but also on clinical issues. These activities constituted the way we addressed problems, the "hows." With both the "whats" and the "hows," things were moving fast. I sometimes likened it to a car "planing" on sheets of water on the highway—not quite in control and not quite out of control. Even though I saw our program as being in its adolescent years, we were rapidly developing into adulthood. I knew it was impossible for us to be everything to everybody. But, to graduate the quality of veterinarians I desired, I strongly supported a discipline-based curriculum, not a discipline-based program. I did not want to be the best school in anatomy, or pathology, or surgery, or any of the other disciplines. I did not want students trained in the

medicine of a species or class of animals. Mostly, I wanted to train generalists with a science-based curriculum.

Equally, I did not want to be the best school in "generalists," because that could not be as clearly defined. I preferred to have our strengths in systems: skin, gastroenterology, respiratory, reproductive, etc. That way, no matter what the species, our graduates could relate, or adapt, to the problem. To a lesser degree, I accepted strengths within species: poultry, swine, dairy, caged birds, horses, etc. And within the same limits, I accepted strengths within groups of diseases: oncology, neurologic, metabolic, etc. I wanted our Teaching Hospital services to be integrated. Even though patients in the various species required specialized facilities and equipment for their care and housing, I hoped our clinicians would involve their colleagues as consultants and thus integrate the teaching program for students.

To return to the analogy of "planing out of control," the internal "positioning" of disciplines and species was the water on the highway. People are attracted to different careers and specialties for multiple reasons, but most can be categorized under opportunity, inclination, or preordination. They might be in the right place at the right time (opportunity). Or they have a natural aptitude or attraction to a body of knowledge (inclination). Perhaps the career is thrust upon them because of family interests or limited avenues (preordination). The same is true of veterinary faculty. They are attracted to disciplines and species for those same basic reasons.

At the school's stage of development in October 1986, territories were still being actively staked out. I was concerned that perimeter fences were being erected around those territories. For example, our clinical departments had conflicting opinions about service delivery. One favored an integrated clinic, while the other favored providing individualized and specialized service by species. Equally problematic were barriers between the school's service, research, and teaching functions. In one instance, a researcher requested a histopathologic examination of tissues collected during a field investigation. The pathologist in the laboratory made a conditional response, demanding co-authorship if a paper were published on the field study. The supposition was logical, but I was not pleased that a demand had been made.

It was important to communicate the school's "whats" and "hows" both internally and externally. The North Carolina Grange had ardently supported the establishment of a veterinary school at NCSU and continued to support our needs. They always invited me to their annual meeting and treated me like royalty. In 1986 their annual meeting was in Winston-Salem on October 24. They clearly viewed our involvement with animal agriculture as our primary function, but they also recognized the importance of our clinical services to nonagricultural species and our biomedical contributions. It was fortunate that groups like the North Carolina Grange were unaware of our internal differences. But then, every group and organization has similar "family disputes" that could be misunderstood by the uninitiated. Humans are naturally competitive. They want and need to belong to something, no matter how large or small the group. They naturally compete with any and all other groups that frequent the same orbit. It was my job to mediate any serious differences of opinions and to direct the individuals toward eventual solutions within our program.

Soon after the last COE site visit, the associate deans had scheduled a mini-retreat. The four of us agreed that it was a productive session and that we should hold them more often. However, try as we might, we did not have another. In mid-1987 I tried to schedule a second

mini-retreat as we entered a new fiscal year. I wanted to confirm that we were all in the same mode and that we all had the same understanding of what we were about. In its broadest context, the three associate deans helped me get my job done, and their jobs were not intended to become “ends” in themselves. They knew, and so did I, that they were actually the operators of the program. If that was true, my job was to be in the pilothouse looking out to sea for floating logs and for new ports to target. I had to provide leadership for the school and not simply management.

The four of us interacted well. A few obvious philosophical differences existed, but I viewed these positively because they provided active rather than passive interactions among us. Bill Adams and Ed Stevens had long-standing differences on at least one major issue—the administration of post-DVM and post-graduate programs. Donald Howard participated in their discussions, but he diplomatically avoided taking sides. Each would have chosen a structure different from the one I had implemented. During our council meetings, Stevens and Adams often joked about “clinics” and “research,” but as time passed I sensed it became less of a joke. Their personality types were quite different. Stevens was a detail person, whereas Adams tended to lump things together in an overview. Maybe that in itself was the conflict. However, both were effective in their positions, and both developed *good* programs for us, even though their chosen end-points were markedly different.

My goal was to meld the administration of clinical and research-oriented post-DVM students by having one faculty advisory committee provide oversight for both, with smaller advisory committees for individual students. Stevens found the single oversight committee unpalatable. To him, clinical residents and interns were only involved in specialized “clinical” training. Adams, as well as Talmadge Brown, wanted requirements for resident training designed primarily to meet Board Certification. I believed that DVM graduates who held either advanced degrees or Board Certification would eventually become involved in both clinical and research applications to some extent during their careers.

In retrospect, their differences seemed to be a reversion to the “research versus clinics” mentality that existed when Stevens and I were students at the University of Minnesota. Probably the same competitive mode existed somewhere in Adams’s past experiences. I had witnessed varying degrees of the tension on each of the three campuses where I had been (University of Minnesota as a student, Purdue University in Extension and as a graduate student, and University of Missouri–Columbia as a department chairman). Tension and suspicion between clinical and nonclinical faculty seemed to be ever present. Clinicians accused nonclinicians of being people who worked forty-hour weeks and had no summer pressures. The nonclinicians denied the charges but did little to forestall the perception. Instead, they perpetrated the myth that research was something they did well, while “applied people” just messed around in research before screwing it up. At the same time, the nonclinicians flaunted the identity of being “basic scientists” as though that gave them license to see themselves as the specially anointed in the hierarchy of all medicine and biology; they were the “purists.”

Until specialty training and Board Certification became a standard by which clinical people were judged, at least in academia, their capabilities were not well defined; even greater variability existed among them than was common for those with formal research training. The improvements that accompanied Clinical Certification were not well understood by those

who had not experienced it, and the earlier variability may have fostered the attitude that “clinicians” were inferior to “basic scientists.” I wanted to break down those almost spiteful barriers and to include some of the philosophy of research in the residents’ program. I wanted to promote unity and cohesion within veterinary medicine and not to perpetuate the division. In retrospect, I believe my concept was proven valid, because a large number of our residents entered graduate programs soon after finishing their residency training.

As we neared the beginning of the 1987/88 fiscal year and a probable reduction in our requested budget, we were reviewing (for what seemed the umpteenth time) methods for saving or redistributing resources that seemed in jeopardy. On May 15, 1987, I received a long written justification from Stevens on his perspective of the nonpersonnel budget with comparisons made between research and the teaching hospital. Stevens made clear distinctions between the two aspects of our program with justifications for why research should be favored in the face of budget restrictions. A few days later, Adams’s response was on my desk. The old murky cloud of the research-versus-clinics debate had resurfaced.

I found it impossible to separate research and service, two core aspects of our program, into separate entities. During my career in veterinary medicine, I had witnessed remarkable advances in the application of clinical veterinary medicine. We had borrowed some of the advances from human medicine. An equal number were the result of research, both basic and clinical. From my perspective, I knew that future judgment of our program would be heavily weighted on the quality of our research program and the value of the publications coming from it. From that same perspective, funding received for sponsored research was the “brass ring” for other aspects of our program. Benefits from materials, equipment, new techniques, and personnel funded by sponsored research spilled over into the instructional and, to a lesser degree, the service aspects of our program. Unfortunately, research faculty must depend largely on the self-regeneration of funds to perpetuate their careers, and they considered clinicians as being “taken care of.” Yet, we were a clinical profession, and our school was created to train veterinarians. Clinical instruction, centered in the teaching hospital, was the capstone of our teaching program.

Adams’s statement was also well written, although it was somewhat more defensive in response to the position held by Stevens. Neither letter was personal and neither made comparisons between the goals or contributions of the two associate deans involved in the debate. I asked both men to come in without notes and memos. Adams was scheduled to be away that week, so the showdown was avoided. As I sat in the wheelhouse looking out for floating logs and new ports, I hoped that we had avoided the sandbar under the debate. Many years later, Adams wrote me about the debates and reflected that it was more gamesmanship than real. He said he believed that I took it more seriously than they did. If so, I guess that was my part of my job.

One of the best parts of my role at the veterinary school was that it was never dull or routine. I never knew what might occur any day, and these anecdotes give credence to the fact that I could be certain something *might* happen. But, as the old saying goes, “And, the beat goes on.” The research/clinic debate was an issue that hung around like the ghost of Hamlet’s father. My immediate goal of softening the differences was central to establishing that we all had a similar understanding of our mission. The topic seemed ideal for discussion

at a mini-retreat. However, I worried that that we might need to have an escape or an “out” if we introduced the topic as an agenda item. We would need to be able to walk away from the table and to get outside and pant, or we could end up with a fight or a stroke victim. The issue was not easily satisfied, even though it was readily defended. In addition, we had the problem of scheduling the mini-retreats. Each of us was on so many “strings” being manipulated by circumstances beyond our control that scheduling was almost impossible.

Fortunately for all of us, and especially for the program, both men had mellowed when Adams returned from his trip. Although I had avoided a major confrontation, another contentious issue soon surfaced. At the June 1987 meeting of the NCVMA in Asheville, newly exposed rocks replaced the previous sandbar. When I arrived at the meeting, I ran headlong into major disagreements between two factions within the association over the executive secretary. Again, I was in the middle. The seated president of the association, who had strong opinions in favor of the seated executive secretary, had not been a strong supporter for establishing a veterinary school in North Carolina. He was outspoken about how the school was not “meeting the needs of practitioners.” His father, also a veterinarian, added to the debate by voicing his opinions about our performance. The theme continued during the meeting and peaked when the prayer offered before the banquet asked God to “bless our Christian veterinarians.” That evening at least two small groups approached me and asked me to confront the pair. They wanted an apology, or at least to have the blessing publicly amended to include “all veterinarians.” I pleaded that it was an unintentional mistake, and that making an issue of it would just exacerbate differences. The meeting adjourned and attendees returned home without a confrontation.

As I looked ahead to the summer, things did not look very promising. The research/clinics issue was going to be ever present. I was certain that our requested budget for the 1987/88 fiscal year would be reduced and that we would have to review methods for saving and/or redistributing those assets. The Ninth Symposium on Veterinary Medical Education would convene at the University of California–Davis, and I knew that the Pew National Veterinary Education Program (PNVEP), another controversial subject, would be its central theme.

The Pew Charitable Trusts exerted substantial influence over the field of veterinary education during the late 1980s. Established by the children of Joseph N. Pew, the founder of Sun Oil Company, the seven trusts had traditionally awarded grants to nonprofit organizations in the areas of conservation, culture, education, health sciences, human services, public policy, and religion. In the mid-1980s, the trusts placed a major emphasis on “Strengthening the Health Professions.” Initially, they supported projects in dental medicine, nursing, population-based approaches to medical education, and nutrition. In 1987 they launched the Pew National Veterinary Education Program with a \$5.5 million commitment for an initial term of five phases over five years.

The project’s leaders were William R. Pritchard, University of California–Davis, as the study director; and Edward H. O’Neil, Duke University, as co-director. Pritchard had been a graduate student at the University of Minnesota at the time I was an undergraduate veterinary student there. He was a long-time acquaintance, and I had the utmost respect for him as a person and an outstanding teacher. Although O’Neil was unknown to me, I looked forward to working with both of them. The advisory committee established for PNVEP included

members from the veterinary profession, health professions, and higher education: Bonnie V. Beaver, D.V.M., M.S., DACVB, Texas A&M University; Richard Dierks, D.V.M., Ph.D., University of Illinois at Urbana-Champaign; Richard Fink, D.V.M., AVMA; Billy Hooper, D.V.M., Ph.D., AAVMC; Robert Levy, M.D., Columbia University; Franklin Loew, D.V.M., Ph.D., Tufts University; and John Welsler, D.V.M., Ph.D., the Upjohn Company.

In the early stage of the program, selected faculty leaders from each of the U.S. and Canadian veterinary colleges participated in an intensive workshop on strategic planning at the Center for Competitive Learning in Greensboro, North Carolina. I attended in early April 1988 with several of our administrators. In all my experiences, I had never been involved in more productive sessions. I came back all fired up to face the usual morass of issues that did not seem to want to go away.

The advisory committee and a number of consultants under the direction of Pritchard and O'Neil prepared a comprehensive document to define the future of veterinary medicine. It outlined the course academic veterinary medicine should follow, *if* the field was to meet the goals established in the report. North Carolina State University received a draft of the report<sup>50</sup> as faculty members were leaving to attend the AVMA meeting in Portland, Oregon, from July 18 through 22, 1988. There, the draft formed the basis of a work session held over a day and a half. Members of the advisory committee made presentations on various aspects of its content as preambles to discussions by those in attendance. The meeting was thought provoking, and the group hotly debated some of the draft's contents.

Much thought, research, outside interviews, and discussions went into the preparation of that draft report. Its contents included an excellent review of historic data, demographic notes, animal statistics, population data, and other pertinent material, and it was a valuable collection of usable information. The report also severely criticized the delivery system for veterinary care in this country and academic veterinary education programs in the U.S. and Canada. With its focus on subject matter content and methods of presentations, the report identified rigidity in many aspects of veterinary schools' programs as being a severe problem. Some of the older veterinary colleges were locked into systems dominated by long-established faculty empires. Often a senior generation of faculty had become so deeply rooted in the system that they were unchallenged or unchallengeable. In contrast, the PNVEP draft proposed drastic changes in curricular content and methods of delivery. As one step toward the solution, the committee prescribed reorienting the curriculum by limiting in-depth clinical instruction to a class or single species of animal.

The draft was rewritten and published in December 1988 as *Future Directions for Veterinary Medicine*. Portions of the report changed, but it still contained many of the recommendations that had raised objections. The report remained controversial, particularly since its prescriptions were presented as a national formula for all schools. I was diametrically opposed to the concept of the clinical "tracking" of a single species or class of animals being promoted by the PNVEP committee. The concept was in direct contrast to one of the principles upon which our college was based, but it was attractive to clinical faculty who had already chosen areas/species within which to specialize. They found it appealing to teach in an area with limited breadth and to leave students with depth in their own image and likeness of specialization. I believe in a strong science-based curriculum covering a range of species, which allows

students to adjust to evolutionary changes and demands throughout their veterinary careers. Solely on that point I was at odds with the PNVEP committee.

The trust made plans to provide grants in late 1989 to three to five schools of up to \$1 million per institution. These grants would cover part of the implementation or capitalization costs involved in making major institutional redirections. The potential for an influx of dollars always stimulates faculty, and a simultaneous spasm of activity occurred at every veterinary college. On October 17, 1989, I distributed an advance notice of the PNVEP grants program to the Dean's Cabinet. Their reaction was positive. Our experience with recent grants program development and ongoing planning already placed us in an advantageous position in the grant application process. I hoped we could compete in areas of educational innovation and presentation outside of the "tracking" point of contention.

The CVM was a new program with a new curriculum and new faculty. Our curricular program was more traditionally science-based than *avant garde*, but it was dynamic and constantly changing as new faculty arrived and introduced their techniques. The faculty had been given considerable freedom in course development and presentation methods. A number of innovative methods of presentation had already been adopted for portions of the curriculum. The program remained in an active state of development with several unique features, but it retained those elements germane to veterinary medicine in its respective service areas. Our ongoing system of planning adjusted to meet the "priority planning" mode wherein disciplines, species, services, and departments interacted in a supportive and complementary manner. The objective was a curriculum to advance the program(s) and serve clientele groups with a minimum of duplication, to avoid omissions of critical information, and to reduce the traditional parochialism of disciplines and departments. The AVMA Council on Education and consultants to the college considered the program to be up-to-date, comprehensive, and progressive.

At the national level the Pew project was interpreted as defining the method that must be followed to correct what PNVEP felt was uniformly wrong with academic veterinary medicine, accompanied by the promise of money. It was an implementation of "he who pays the piper calls the tune," and I felt that that a form of "lemmingry" was being created in which all schools were being asked to follow a prescribed route. The potential of external funding gave faculty an impetus to plunge headlong into "their thing"—a discipline, a species, or a department. External funds always give freedom from established internal constraints.

When driven by external imperatives, individual missions become blurred, or standards become compromised by "doctrine." Because of the constraints being given us, this movement forced us to adopt the paradigm of the piper. Understandably, not everyone accepted, *carte blanche*, PNVEP's entire premise. The veterinary professionals who questioned some of the project's motives were accused of feeling threatened by change. Cultures change all the time. To survive, every culture must continually adjust to changes in both the natural and social environment. Instead of resisting change, the PNVEP critics may have been deep thinking and perceptive. But, why should one model dominate the system? Normally, our own imagination, creativity, and self-assessment are stimulated by our differences. Diversity, not uniformity, should be the goal.

The PNVEP emerged before the veterinary manpower controversy had died down, and

the two sometimes became entangled. Those AVMA officers favoring a reduction in manpower were prominent at meetings of AAVMC. Because NCSU had been in the process of developing a new school, I had spoken widely in opposition to those who claimed a surplus of veterinarians and to portions of the PNVEP movement. Both groups seemed to consider us a common enemy.

The PNVEP divided the funds from Phase Three grants into institutional grants and regional awards. These were both a boon and a problem for veterinary colleges. They were a boon because they made supplemental funds available for curricular reforms that otherwise could not have been attempted. They were a problem at NCSU, because the time frame for submitting proposals was superimposed on already busy schedules early in the fall 1989 semester. The veterinary colleges at the University of Georgia, University of Tennessee, and North Carolina State University decided to compete for one of the regional awards. We met twice for organizational and planning meetings at Spartanburg, South Carolina, and again in Atlanta. Nine persons from the three universities attended the first two-day meeting, but only six attended a subsequent one-day meeting in Atlanta. At the first meeting Dean Hyram Kitchen, University of Tennessee, proposed Great South Eastern Triangle and G-SET as the name and acronym for our regional group. He suggested we insert the hyphen in the acronym to give it "eye appeal," and the group adopted the concept.

The three schools faced common problems. One was that veterinary medicine, basically a clinical profession, did not fit well into the established academic framework of higher education on campuses. The Doctor of Veterinary Medicine (DVM) degree was often viewed as a professional degree rather than a doctoral degree. Because campus committees preferred the terminal Doctor of Philosophy (PhD) degree, awarding tenure was sometimes a problem. We recognized that clinical (non-PhD) veterinarians were often not specifically indoctrinated with the "philosophy" of research. On the other hand, physicians appointed to medical schools and various institutes seemed to be successful in establishing research careers and securing funding for research projects. The impediment to hiring non-PhD persons into research positions was a problem within our respective systems. At NCSU the campus committee had denied tenure recommendations for persons with only a DVM degree, and we had defended the recommendations with second appeals. The planning group decided the value of post-doctoral research training and the establishment of one or more such programs within G-SET was worthy of study.

Another area that we chose to develop related to our enrollments and curricula. Curricula were similar in each of the participating institutions, but the clinical orientation varied among the schools because of slight differences in economic factors and animal populations among the states. During the admissions process, and again after admission, students were interviewed on each campus. It seemed probable that the students entered each of our institutions with slightly different motivations and interests. We discussed the advantages of establishing common acceptance requirements and evaluations, with the possibility that students from one state could be accepted into one of the other schools that most nearly met their interests, or that they could move among the three schools during their matriculation. For those students, the DVM degree would be granted from the school of origin. This would make it a truly regional program, and we were pleased with the concept. Each school would necessarily serve

as an advocate to its own campus administration to enable the process.

Although we faced a short deadline to apply for Pew money, we submitted a proposal and received some funds. Open communications continued among the three schools. In anticipation of success with the proposal, we identified topics for future development, discussed schedules for completion and distribution, and determined subsequent meeting dates and locations. On December 5, 1989, I received notice that PNVEP had denied NCSU's Institutional Grant Proposal, and that they had approved the G-SET proposal with funding greatly reduced below the request. Kitchen was upset because the funding did not meet the minimum necessary to accomplish the goals we had identified. He called O'Neil to request permission to use the allotted funds for a meeting of principals from the three schools twice per year, and O'Neil agreed to the amended use of the budget.

Other veterinary colleges needed curricular revision far more than we did, so the denial of our Institutional Grant submission was understandable. We were not privileged to see proposals from other regions, so it was difficult to compare the strengths and weaknesses of our proposal with the others. However, the concepts contained in our regional G-SET proposal were inspirational and would have added a new dimension within veterinary curricula.

From the time of our earliest planning until we finally received approval to proceed with development of a veterinary school, we met blind alleys galore that captured and used an undue amount of our attention and effort. However, even though these blind alleys seemed unproductive program-wise, they often resulted in positive learning opportunities. Through them, we identified schedules, concepts, and persons that should be avoided or handled with either suspicion or trust. Those blind alleys did not disappear as we progressed through the school's birth, infancy, childhood, adolescence, and now, early adulthood.

One initiative in particular that demanded attention far beyond its yield originated outside the college and was thrust upon us. The proposal called for the development of a training program for nurse anesthetists. This seemed to fall outside of our area of primary responsibility, but many of our support staff had training and experience in human medicine institutions. Because of that, and because the UNC General Administration presented the concept, we considered it. The proposal, which had originated at East Carolina University, involved Triangle universities and cooperating institutions such as Rex and Wake County Hospitals. For reasons I cannot document, neither of the medical schools at UNC—Chapel Hill or Duke University had much interest in participating, but the School of Nursing at UNC was interested. We had mixed feelings about committing resources (budgets, faculty, staff, and space) to a program without a strong veterinary orientation. While we worked on the plan, we learned in discussions with administrators on our campus that several people in the General Administration were upset with the "attitude" of the UNC medical school. We were advised to "go easy" and to be able to "justify" our decision if we declined the opportunity to participate.

We spent a lot of time in the spring of 1989 examining the resources that would have been necessary, as well as trying to make it an academic "fit" with our existing profile of programs and goals. We favored a joint Master's Degree/Residency Program, but the other potential participants did not embrace that approach. Their reluctance probably stemmed from the differences in graduate school requirements among the campuses and the question of where program control would be centered. I do not know what finally happened or if any part of the

program was ever implemented. Our attention to the project dissipated without any conscious intention on our part. It was just one of those things that just seemed to fade away. But, like other times, it was a learning experience. I learned to be cautious about either rapidly endorsing or denying a program proposal that was tangential to our purposes with uncertain merit for us. This program lacked a clear definition of goals and would have had only minimal, if any, benefit to us. Nonetheless, an immediate, off-hand rejection would not have been wise. Even with a clear vision of the “whats” and “hows,” we occasionally had to take a minor detour in building the college’s programs.

### *Adjusting to Personnel Transitions*

Don Howard was usually willing to accept the “power of the signature” during my absences from campus and had done so when I attended the USDA Joint Council meeting held in Portland, Oregon, in mid-October 1986. For months, definite signs of stress had been apparent among both faculty and staff. So much needed to be done. Throughout the school people were unusually edgy, tired, barely communicative, and sometimes argumentative. Summer vacations had not eased the stress, because things were waiting when people returned to work. Our circumstances were such that “things” did not seem to go away. I used to think that if I worked in a filling station, someone else would either pump the gas or close down the place during my absence. And, when I came back on duty, I would pump only the gasoline sold that day. That was not so in our situation; whenever we returned to campus, all the gasoline still remained to be pumped.

In recounting the events and issues he had confronted while I was away, Howard described an unusual interaction with Bill Adams. Adams was putting on his walking shoes preparing to go home as Howard entered his office. Adams looked up, shook his head, and stated, “I’m not going to argue with people in the hospital any more.” Terry Walker came into the room and mentioned he was leaving in the morning to attend a meeting in Columbus, Ohio. Adams said, “I’m going with you.” Howard tried to lighten the mood by saying, “But Bill, I haven’t signed your travel authorization.” The mood did not change. Adams indicated that he intended either to go with Walker or to winterize his farm in Pennsylvania—travel authorization or not. I am not sure which option he chose.

On my first day back Ed Stevens came into my office and said, “I’ve either got to get away for a short time, or for a long time.” He, too, was obviously tired and distraught. I had noticed similar signs in John Green, our business officer. Green suffered from a progressive rheumatoid arthritis, and I attributed some of his fatigue to physical discomfort. The evidence of “burn out,” though, was common among all of us. I encouraged Stevens to take a couple days off and relax.

As for myself, the things waiting for me were the problems that had not solved themselves or that had not been solved by anyone else. They were mostly everyday issues that would not go away and that had to be addressed. They were usually not the things I was all fired up to tackle when I came back to the office. What we had achieved was new among NCSU’s academic programs. We had no previously determined path to follow in veterinary medicine. Every time we drew a line in the sand, it was a new line. At this point in the school’s evolution,

my job was to pump whatever gas needed to be pumped.

Obviously, a combination of stress, uncertainty, and protectionism was taking its toll. Conditions were probably similar at other public or private institutions and in any other career stream within our profession that we might have chosen. It seemed to be the mode of the times. I believed we were fortunate to have accomplished all we did in the face of some of the resistance we had met. I personally applauded that good fortune, and, except for occasional moments, I would not have had it any other way. General George Patton once observed that there are "more tired division commanders than tired divisions, and all tired men are pessimists."<sup>81</sup> I knew we were all tired and recognized that optimism was not at its highest among our troops, especially among those on my end of the building. I had to ease their pressures the best I could.

I have chosen to relate these last anecdotes to show that we faced stresses almost every day, not only at that time, but throughout the school's formative years and as it matured. I could fill volumes with just the provocations and disappointments we experienced, collectively or singly. Because of the consistent presence of stresses in the day-to-day management and administrative responsibilities, I will avoid further reference to our problems with the exception of those that threatened some or all aspects of the program. The reader will accept that they existed. They were handled and will be of little interest to readers of this "history."

By the last half of 1986, it became obvious that the minutiae arriving at my office had increased to the point of consuming almost all of my time. I believed the same phenomenon was responsible for some of the stresses experienced by the associate deans, administrative assistant, business officer, and department heads. If I intended to give adequate attention to the kinds of things necessary to carry the college forward (space, budgets, people, programs), the minutiae were going to have to be neglected or addressed at another level. At a cabinet meeting during the last week in February 1987, I proposed a "new order" of operation for all of us. I planned to buck the multitude of little things that had been coming to my attention back to the associate deans and department heads, and I expected them in turn to buck a share of it back to others in their offices and departments. Even though venture capitalists *per se* were not my primary target, I was going to have to think and act on a different scale in dealing with the people in Holladay Hall, the Research Triangle Park (RTP), in industry, and in Washington, D.C., who were, in effect, our "venture capitalists." As we moved forward, teamwork would continue to be essential.

I do not know why the other members of the school's administrative team had chosen to become veterinarians. However, I believed that without exception we had chosen the veterinary profession because of an attraction to medicine, the science of its application, and the opportunity to participate in the day-to-day delivery of its art to our patients. In addition, we were teachers; we loved knowledge, and we wanted to make a contribution. Personally, I chose veterinary medicine over human medicine because I had witnessed what I interpreted to be an authoritarian hierarchical system among physicians that seemed to be based more on age and length of time in the profession than on basic skills or knowledge. To me, that pattern denoted a false system of rank. As I gained more experience (and age) in veterinary medicine, I recognized the same structure existed, but to a lesser degree, among veterinarians. Additionally, my peers and I entered academia, a hierarchical society, where the benefits of higher rank

are as glaringly obvious as one can possibly imagine.

When I think back on our administrative team, I would describe them as people of vision. They chose to improve the science and art of medicine, to advance the welfare of man and his animals, to facilitate the growth of the profession, and to contribute new knowledge to all of those things. In retrospect, I wish we had taken more time to find out about each other's views. Perhaps we were not old enough during the school's early history to be truly reflective, and we could not have identified the primary motivation that affected our choices. Most likely, the attractions to veterinary medicine among the lot of us would have varied just as widely as our other individual differences.

Nonetheless, academia was the final route we chose within the profession, and the long-term effects of what we did between 1974 and 1981, and beyond, will affect the lives of many people *ad infinitum*. When the first class of veterinary students was accepted in 1981, I remember thinking that North Carolina State University would graduate its one-thousandth veterinarian before the year 2000, and that it would probably graduate its ten-thousandth veterinarian before the year 2100 A.D. I was reminded of my oft-repeated challenge when we were doing battle with AVMA over their manpower prediction of too many veterinarians: "If we do the kinds of things we are trained to do, we'll never have too many veterinarians." Pondering the long-term effects of what we had started and trying to imagine the contributions that our graduates would make in the future were always thought-provoking exercises. Those kind of musings, and the conclusions drawn, compensated me for the daily stresses we experienced.

We could usually count on dealings with the state personnel system to generate stress. In November 1986 the SVM Dean's Council considered a proposal to upgrade the position of hospital director to hospital administrator, which meant converting an SPA to an EPA-level position. Earlier we had attempted to upgrade the director of biomedical illustration. The provost had approved the request, but the chancellor denied it, citing something to do with "being on parity" with UNC-Chapel Hill. We really never understood the decision, nor were we given a definitive reason for why the upgrade was denied. Howard questioned the hospital administrator recommendation, because he was concerned about equity issues related to the personnel in the two positions. The general consensus was to submit the request, so Howard withdrew his question and its implied objection.

Another minor source of conflict in the personnel arena stemmed from the common practice of having clinical faculty and some preclinical faculty attend various functions (dinners, golf outings, etc.) as guests of the sponsoring corporation, commodity group, or production association. The practice had both advantages and disadvantages for us. We gained contacts with persons whose interests were allied to the specialty of the faculty member. Sometimes the interactions led to sponsored research support or collaborative studies, and they usually provided dialogue about common interests. The disadvantages were more subtle. Most meetings sponsored by corporations were actually sales meetings, albeit in disguise, and attendance by our faculty could be seen as an endorsement of the product(s) by the veterinary school. I asked our department heads to discourage the practice as much as possible, especially for local meetings in the state. I felt the problem eased, at least for a while. However, I did have to remind one department head about my reservations when his golf outings with "industry" began to

conflict with cabinet meetings, and when it became obvious that a couple of faculty in his department were not receiving the kinds of counsel they needed from him to meet tenure/reappointment requirements.

A related custom was a universal problem throughout all veterinary schools, and probably throughout all of academia. Persons with various specialized talents and abilities would become in great demand as speakers at professional conferences and scientific meetings. Publication of a new or modified technique or procedure or the release of a new book or edition prompted attention, and their presence as participants theoretically stimulated conference attendance. Consequently, they were asked to speak on multiple programs at frequent intervals. This, too, had advantages and disadvantages. The exposure reflected positively on the school and identified them as experts. The main disadvantage was that while they were "on the road," someone back at home had to perform their responsibilities on the clinic floor, in the classroom, or in the laboratory. This was a difficult issue for department heads to address without being accused of restricting academic freedom. My counsel to them was to adjust to it within limits. If the privilege was being abused, I asked the department heads to visit with the offender, explain the problem, and request a reduction in the number of "outside" commitments. In those cases personal and professional activities had replaced the current responsibilities of the position, and the consequences of short-changing priorities associated with the position could be reflected in annual reviews.

Overall, though, the actions and productivity of the faculty and staff were a source of pride, and I could point out numerous examples of exemplary leadership. Howard was the first among us to establish an award or fellowship for our students. In mid-December 1986 he established the Surgical Proficiency Award within the North Carolina Veterinary Medical Foundation, Inc., for students who demonstrated proficiency in surgery. Howard was a Diplomate of the American College of Veterinary Surgeons and had served in most of the offices within the College of Surgeons. He served as its president in 1983 and chairman of its board of directors in 1984. Howard expressed repeatedly that veterinary medicine and surgery had been good to him. This was his way of repayment, and his commitment set the pace for the rest of us. Richard Dillman followed suit and funded a similar award, the R. C. Dillman Award for Excellence in Anatomical and Clinical Pathology.

Personnel changes are inevitable in any organization, especially when growth is involved. In 1986 we experienced a major change in the fund-raising arena when John Gehrm, the first director of the North Carolina Veterinary Medical Foundation, Inc. (NCVMF), resigned to become director of foundations at a small college in another state. After interviewing three candidates, we offered the position to Jerry Ocorr. He accepted, even though the salary offered was low for his level of experience. I was impressed with him, and I believed that our foundation had the potential of raising considerable support for the school. Because I feared he might be considering this as an interim position, I offered to supplement his salary from the dean's portion of the Veterinary Practice Plan after setting in place performance standards to be met for the supplement to be continued.

Ocorr had many years of experience as a higher education development officer. Before joining our foundation, he was a capital campaign consultant with Ketchum, Inc., and had been assigned to the School of Business Administration at UNC-Chapel Hill. He had served

as director of development at two colleges in Roanoke, Virginia, and another in Vermont. His membership and service as a past officer in various fund-raising associations gave him a wide circle of acquaintances in the field. In addition to his development work, he had been editor and publisher of a weekly newspaper for fifteen years and had retired as a commissioned officer after twenty years in the Naval Reserve. Ocorr's appointment as executive director of the North Carolina Veterinary Medical Foundation became effective on November 1, 1986. While Ocorr's title changed several times during his time with us, his role as fund-raiser, program coordinator, and foundation leader remained pretty much the same. Ocorr's background and his interest in people served us well. He drew widely and creatively upon his experiences, and the foundation demonstrated marked growth under his direction.

Prior to 1988, a few faculty had left the school for various reasons, including better positions or promotions. Fortunately, our administrative team—the associate deans, department heads and business officer—had remained stable. No one had left. I was very happy with our team and believed we “played well together.” We were comfortable with each other and could be open and candid without fear of causing serious offense. By the spring 1988 we had been on the scene long enough to have proven ourselves, and opportunities for change began to come our way on a regular basis, especially for the younger ones. Nearly every week someone was approached and invited to submit an application for a position at another university or in industry.

Don Howard had been seriously considered as a potential dean several times and was nominated for such a position at Louisiana State University. After the interview his name was among those submitted to the president. I hoped that he would choose not to go if they offered the position to him. Arthur Aronson interviewed at Texas A&M University for a department head's position. He indicated he would likely accept an offer, although he was concerned about the position's reporting structure. The department reported to both their veterinary school and the Agriculture Experiment Station (AES), leading him to observe with some apprehension that “the system works now, but if the players change. . . .”

The University of Minnesota was wooing Gary Dial and John Fetrow, and the University of Missouri—Columbia was interested in Joe Kornegay. Steve Crane interviewed with Mark Morris and Associates for a position to represent them throughout the United States and Canada. Each of these individuals was important to the program and to the productivity of their departments. Dial was being asked to head up the Minnesota swine medicine program. Although he was not a department head, he was an extremely important leader of our swine medicine group in FAE. Kornegay was being considered for chairman of the Department of Clinics at Missouri. Even though he was under repeated pressures, he did not leave until 1993. It was a compliment to CVM that other universities were considering our faculty for leadership roles, but their departures would be our losses.

During the same period, I was approached on two occasions to consider administrative positions in other universities and once for a corporate vice presidency. The university positions would have been the safest, because I had spent the previous thirty years in academia and understood those systems. I did interview for the industry position for the experience, and because the position offered a marked increase in salary and lifetime benefits over academia. I do not know if I would have been offered the position, because I withdrew from competition.

I am not sure exactly why I withdrew, except that I had an uneasy feeling and was reluctant to make a major move to a new community outside of North Carolina.

I felt there was still too much to be done here for me to “back off.” I really and truly believed that we had just broken the ice as far as the potential of our faculty was concerned. The faculty’s enthusiasm and productivity had already brought much attention to our young college throughout academic veterinary medicine and the allied sciences. If I could just provide the leadership and secure the appropriate space within which to work, I was confident that the faculty would exceed all existing limits in the areas of clinical advances, research accomplishments, and the delivery of instructional methods. By my own evaluation, though, I was spending too much of my time on mediation instead of the things that most needed doing or that I most liked to do—innovating, “imagineering,” building programs, and the myriad of things that could be included under interpersonal “stroking.” I wondered if this could be the “quiet desperation” about which Thoreau wrote. My spirits lifted when Howard told me of his withdrawal from candidacy for the deanship at Louisiana State University. He said that it had been a real “emotional roller coaster” and that he was relieved it was over. The calm did not last long, though.

“I intend to leave.” At the beginning of the second week in June 1988, Steve Crane gave me a memo informing me that he would leave NCSU on August 31 to accept a position with Mark Morris Associates in Topeka, Kansas. The resignation represented a double loss, because his wife Vickie would be leaving as well. She had joined us as a department head’s secretary in 1980 when we were in the temporary building at 1212 Blue Ridge Road, and she had continued in an important support position in Adams’s office. I hated to lose both of them, but Crane was being offered an excellent opportunity. He was the first to leave our administrative team. Over the years Crane had built a great department and recruited superior people, and he had solved or prevented some potentially serious problems for us. From my perspective, he would always be a permanent member of our “family.”

Crane’s decision to leave the Department of Companion Animal and Special Species Medicine made a few things unclear and in a state of flux for me. I was thankful for the long-term stability of the administrative team, which I believed was reflected in the high quality of the program that we had developed. But, it was only reasonable and probable that several of us would leave in the near future for reasons of age or other opportunities. My thought processes formed a kind of an ethereal perspective, not quite clear and complete. The concert was not quite “in tune.” It felt as if any little outside factor or unforeseen problem could be disruptive. In some respects, the uncertainty was similar to what we had experienced in the earliest times of the school’s history. However, this was different enough to make me wonder if my age was a factor. Or, did the kinds of growth and problems we now faced demand more detailed input, and less “imagineering,” than I had given at an earlier time? In the past these kinds of musings eventually coalesced into a successful plan of action.

As had become my custom, I made notes that defined the problems and listed probable consequences, alternative actions, and further consequences in the chain. With good luck and good fortune, I could continue to build and expand the program. Or, I could delegate (or just give away) more of my responsibility and coast until retirement. I rejected the latter option. Instead, I chose to search for Crane’s replacement, someone who would build on what he had

started and perhaps add a new dimension to the college. Crane's departure was a loss, but maybe we could turn it into an opportunity. I concluded my role had not changed much from leading and searching the horizon for new quarry or problems. When I reviewed my notes several years later, I could see that a flexible plan developed within a relatively short span of time.

Charles McPherson was scheduled for an "update" on June 15. He was recruiting for several vacant laboratory animal technician positions. Some of his extremely capable technicians had left to join other animal care units at Research Triangle Park institutions for considerably greater salaries. He had few qualified applicants, and those interviewed were not willing to accept the low pay scale. We discussed reclassifying the positions, but we had both previously experienced denials of similar attempts. So, that did not seem to be a feasible approach. The main topic of discussion, though, was Crane's departure.

The timing of McPherson's update was opportune, and I asked him to serve as the acting department head. McPherson accepted the assignment with the condition that he would not be considered as a candidate for the position. McPherson had earned his DVM degree from the University of Minnesota and a Masters of Public Health degree from the University of California. He was broadly experienced within the intramural animal resources programs of the National Institutes of Health (NIH) in Bethesda, Maryland. There he had advanced through various assignments and had served as chief of the Animal Resources Branch for ten years. At NCSU he was an experienced leader and a senior professor in the Department of Companion Animal and Special Species Medicine. We hated to lose Crane, but we could have found no one better than Charles McPherson to fill the role of acting department head.

I found it much harder to resolve long-festered problems in the swine medicine unit. Internally, the faculty were committed to the delivery of health care for the swine industry, but they were divided by interpersonal differences. The American Association of Swine Practitioners met in Indianapolis, Indiana, March 8 through 11, 1987, and our faculty were involved in various aspects of the meeting. Because swine had an extremely important economic influence in the eastern part of North Carolina, I elected to attend that meeting. I principally wanted to meet with the leaders of our swine medicine group in an environment away from the school to see if I could resolve some of the conflict or reach some kind of compromise. During those couple days, my feelings ranged from a sense of success during the first day to mixed frustration by the time I returned home. I was glad that I attended for several reasons, mainly because I felt I gained deeper understanding of the issues. But, I had not found a workable solution to unifying the group.

Externally, small disagreements between our Swine Field Services Unit and a couple of "down east" veterinary practitioners had been occurring on an almost regular basis, particularly over the division of treatment responsibilities. North Carolina State University clinicians outlined specific herd health programs for corporate owners and made regularly scheduled visits to the herds with their students. Between visits, the local practitioners provided routine veterinary services to the herds. Upon my return from an AVMA meeting, I learned of several calls from one of the practitioners concerning recommendations he had made to a swine herd manager that were contrary to those of the Field Services Unit. The herd manager questioned the practitioner's recommendations because they were not included in the outlined herd health program. My position was that the herd manager should make the final determination for his

herd, and he could follow whichever recommendation he chose. We asked the practitioners' cooperation under those conditions.

When he accompanied Wayne Oxender to visit Carrolls of Warsaw, Bill Adams heard some interesting things. One of these was that our Field Services Unit was no longer going to take students on field service calls. I was not certain at what level that decision had been made. After I had time to think about it, having students spend six hours on the road down and back was probably not the best use of their time. Different teaching clinicians, though, used the travel time in different ways and to different advantages. On a couple of occasions students related to me how Ben Harrington had made the most use of their travel time, and how being with him was a great learning experience. As they traveled and were trapped in a van, he always covered topics related to the herd they were going to visit or had just visited. He led the group discussion, quizzed them, and often posed "what if's" to broaden their experience.

I worked to make Gary Dial the designated leader of our swine medicine group, but the other players had not changed. H. D. Cornelius, president of the North Carolina Pork Producers Association, had always been one of our supporters. He called and offered to help in any way possible, either personally or with the "Pork Producers." Commissioner Jim Graham called to update us on the pseudorabies problem of swine in the state. I met with Cornelius and Bob Ivey, National Pork Producers Council, and they agreed to make Dial the focus point of their contacts. I met with Dial, and he outlined his plans for interactions in the field, with the pork producers, regulatory people, and internally. I had a good feeling about the future of our swine group under his leadership. I only hoped that we could keep him and that he would withdraw from being a candidate for a position at the University of Minnesota.

Negotiations to retain Dial continued, but we realized we could not match, or best, the University of Minnesota's package. They were offering a significant increase in his salary, consulting time, research support, supplemental funds for graduate students, and an annual contingency fund from their Pork Producers Association. The fact that he was already here and would not have to face the trauma of moving and adjusting to a new system with new players was our "highest trump" in competition for him. We could make some concessions to him, such as a little more laboratory space, a graduate student, and animal quarters at the Trinity Road Unit. But even with the support from the North Carolina Pork Producers Association, we could not equal the University of Minnesota's offer. Several times I heard rumors that he had accepted their offer, but I received nothing definite from him. Monte McCaw had recently joined the swine group, and we hoped his presence might make us look more appealing to Dial. We were still hopeful we might be able to keep him. Our fingers were crossed.

In late July 1988, I learned that Dial had accepted the position offered to him by the University of Minnesota. We had been fair with him and had supported his leadership of our swine group. Rather than giving him leadership of the swine medicine group by edict, I had chosen to work through his department head and our associate deans responsible for service and research and with the faculty in that section. I hoped that through discussions and rational adjustments his obvious leadership qualities would emerge naturally. And, that is how it happened. His reasons for leaving were the same kinds of things that would have influenced me if I had been in his position. When I talked with him, Dial said he was not absolutely sure he would receive his department head's support in the event a strong-willed member of

his group disputed his authority. The University of Minnesota also had a veterinary medical extension program, whereas NCSU had repeatedly resisted our requests to establish one. Needless to say, Dial's decision to leave and other problems in that department were matters that had to be addressed, and soon.

Since the start of the 1988/1989 fiscal year, I had been under increasing pressure to address problems within the Department of Food Animal and Equine Medicine. I felt the head of that department had the most difficult faculty to lead. Not that they were personally difficult, but they provided medical management to a marked diversity of species, each of which was unique and very different in its physical and medical needs. In addition, the species they ministered were an important economic enterprise in the state. Most of the individual animals they treated were part of herds or flocks. In those cases the owners had not only an emotional attachment to their animal(s), but also a very real economic investment. Often the animal and its herd or flock represented financial stability to the owner's family.

I hoped to address the situation through rational discussions involving both sides of the issue, in much the same way as I had done with the swine medicine group. I wanted to proceed openly toward a logical solution without causing too much disruption. Yet, the numerous problems articulated by faculty, administrators, and representatives of commodity groups had to be resolved so the department could 1) fulfill its role in the college, and 2) focus on its growth and development. I spent much of the summer exploring different options; ultimately, Wayne Oxender decided to resign as department head, effective August 31.

Ben Harrington was my choice to serve as the acting department head. At first he declined, saying that he had no experience with directing an academic department, its system of operation, the assignment of responsibilities, or planning processes. I asked him to consider it, at least over night, and to meet with me again the next day. The next day, he said he had "worried" about it all night. He kept coming back to the conclusion that he was the senior veterinarian in the department—not the longest in academia but the longest in the profession—and he felt an obligation to accept the offer. I was pleased, and the department responded positively to the announcement of his appointment.

The banquet of the North Carolina Poultry Federation annual meeting was held on August 29, 1988. We sat at the head table, and the group did everything to make us feel welcome. It was a grand evening. I expected that some reference would be made about the transitions in the department as we mingled with people, but it seemed to be far from everyone's minds. I was relieved. The date of Steve Crane's departure was also August 31. It was coincidental that both of our medicine departments had acting department heads on September 1, but I was confident that things would be in good hands with Charles McPherson and Ben Harrington.

I went through my "what if" exercise again and again in early September. I was faced with the possibility that Bill Adams or Ed Stevens might step down and that John Green might take disability retirement. Two important faculty members, John Fetrow and Gary Dial, had been actively recruited to leave the FAE. A number of issues and sensitivities seemed to have surfaced: parochialism, some very real personality clashes within the faculty, uncompromised decisions relating to the Pew Foundation application, a "chill" sensed in Holladay Hall toward us (me), movements within FAE for reorganization along species lines . . . I had any number of uncertainties about which to ask "What if?"

On numerous occasions I wondered about our relation to Holladay Hall. Occasionally I felt like General Halfrack “waiting for the Pentagon to call.”<sup>82</sup> It was not clear how we were being perceived on campus. Were we seen as doing a good job and not needing their attention? Or, were we doing just OK? I was within a couple years of the age when it became mandatory to leave administrative positions, and that regulation hung over my (our) future. From my perspective we still had unlimited potential for program growth, and I did not want the silence from the offices of the chancellor and the provost to mean we were to be left to wither on the vine. Consequently, I made excuses to be seen in Holladay Hall and to be visible at university- related social and academic functions.

Because of the coolness we sensed toward my office from Holladay Hall, I requested a session with the Chancellor Poulton. During our visit on June 7, 1989, I tried to interpret any subtle inferences that would give cause to my perceptions. I concluded that the chancellor was under pressure after the appointment of Jim Valvano as both athletic director and coach and that those problems had his attention rather than any differences with me. In the course of a wide-ranging discussion, I questioned Poulton about any concerns he might have about leadership at the college. He responded that if he did not think it was OK, I would have heard about it. I was glad to have had the “face to face” with the chancellor. I left with a feeling of relief and a better understanding of “how things were.” I never failed to feel support from Chancellor Poulton. I do not think either of us ever considered the other to be a threat. In that respect, we were a fit.

### ***Defending and Nurturing Research***

Even as the school matured, we had to tread carefully in the vicinity of established interests. By May 1, 1986, I became aware that rumors about our ill-fated distinguished professorship proposal had resurfaced. In them, I was being given full credit for its demise. Some of the more vocal leaders in the poultry industry were saying that my actions were consistent; I had “blocked” the formation of a department of avian medicine six years earlier and subsequently had rejected the possibility of an institute. It was true that I had opposed departments with limited species orientation. It was also true that I did not believe that academic departments should be created that could be subjected to undue self-interested pressures from the outside. The character of the rumors indicated that I must have re-bruised some of the same egos that I had confronted earlier. I met with the associate deans to discuss the situation and to listen to their advice on a response. They believed this campaign could be “blackmail,” an attempt to wear us down, or an effort to engender sympathy and exert pressure on us through Holladay Hall. Obviously little had changed in this game; some of the players were new, major facts were distorted, and the battlefield had broadened. But, the focus remained unchanged.

We scheduled a meeting with the Avian Advisory Group in mid-May to discuss this latest professorship ploy and to assure them that our research funds had been distributed on a competitive basis. The school’s Faculty Committee on Research reviewed research proposals from the faculty and judged them on their scientific, instead of political, merit. Over 22 percent of our research budget was earmarked for poultry disease research before proposal reviews began each year. In the same way, specific amounts were also allotted for research related to other

animal groups. Any unused funds reverted to a general research pool. After all proposals had been reviewed in the first round, the pool was opened to general competition for worthwhile proposals from all areas. They were ranked again according to merit, but without the previous species priority and supported as far as available funds allowed.

We also shared with them a few of our inputs to the poultry industry since the school's inception. We had supported and trained two avian interns each of the previous five years in a program initiated by Donald Davis before his death. As of May 1986, the Avian Medicine Section had four full-time faculty members, two graduate students, and two interns. In addition, faculty members in other departments were actively interested in topics and problems that related both directly and indirectly to poultry: microbiology, pharmacology, toxicology, physiology, pathology, and the avian medicine of caged birds. We had also underwritten from our teaching budget the entire cost of poultry field services offered by the SVM.

What we had received in return was less impressive. The North Carolina Poultry Federation had given us \$1,500 to support the interns in the first year of Davis's program. That amount did not cover the cost of supplies and materials used by the two interns, and the federation did not offer subsequent direct support for the program. Holly Farms had more recently given our North Carolina Veterinary Medical Foundation (NCVMF) \$6,500 earmarked for poultry research. We had heard the federation's claims of support on our behalf with the legislature, but none of us had witnessed, or were aware of, anything more than the claims. Furthermore, when we sought some of our initial funding from the legislature, one of the federation's spokesmen had openly opposed legislative support for the school in a presentation before the House Committee on Agriculture. That happened at the same time I was resisting their pressures to form a department of avian medicine. I was not singling them out, because I also opposed the formation of any other species-related departments. Some members among the advisory committee seemed to be nodding in agreement as we recounted those items and times. They were either remembering or agreeing with our presentation.

That day we asked the advisory committee to encourage a survey of field problems that were within our ability to address, to prioritize the list, and to share it with us. Faculty could use such a list to develop proposals for the school's research funds or for outside funding. Members of the committee agreed to share our message with the industry. I believe they did, but to the best of our knowledge the industry took no action. Apparently, we had taken the right approach to quell the rumors and to repel the attack on our flank. At least things on that front quieted down. We had faced the tiger.

On occasion the results of the campaign were less successful, as was the case with the Rivieres. The husband/wife team of Jim Riviere and Nancy Monteiro-Riviere collaborated on research with far-reaching implications. In a series of several surgical steps, they connected the epigastric artery and vein of a pig and surrounded it with skin and subcutaneous fascia so that it resembled a finger-like projection on the pig's belly. After surgical removal, they suspended the mass in a human baby incubator and perfused it with an oxygen-rich nutrient fluid. Abdominal skin from the pig is similar to that of humans, so the project offered a potential model for an *in vitro* source of readily available, propagated skin to transplant to humans.

The Battelle Memorial Laboratory in Columbus, Ohio, became very supportive of the program, and in September 1989 Battelle explored the construction of a building on the

Veterinary Medical Campus to support the Rivieres' research and other potential projects. Negotiations progressed to the point that a building site was identified adjacent to the water tower on Blue Ridge Road. Our campus, however, had not yet been approved for collaborative construction as was possible on the new Centennial Campus. The restrictions of building to the existing code prolonged the planning and development period beyond Battelle's tolerance. Their interest continued for a while, but the obstacles were too many and too large to overcome. The Rivieres' skin project remained in a third floor laboratory, and their research continued to seek methods to improve techniques to prolong the life of the skin *in vitro* and to develop systems for its "harvest."

Arthur Aronson was head of Anatomy, Physiological Sciences and Radiology (APR), the department in which both Rivieres held their appointments. After efforts for the Battelle Center dissipated, Aronson proposed establishing a Skin Flap Center around the project. If we could establish the center, Aronson proposed a mid-year salary raise for Montero, whose salary was paid from "soft money" received from research grant overhead funds rather than from regular state funds. We met again in a few days, this time with the Rivieres and Stevens, to discuss the initiative, and we agreed philosophically on the propriety of both the center and Nancy Monteiro-Riviere's raise. I would try to sell the concept to the administration, relying on a proposal prepared by the Rivieres. I asked that the proposal define the center, as well as its purpose(s), administrative structure, sources of income, and goals. Both Aronson and Stevens were pleased with the opportunity. I knew the Rivieres were experienced with grant preparation, and I believed they would produce a successful proposal.

During the next couple weeks, I had the opportunity to describe the skin flap project in casual conversations with Chancellor Bruce Poulton, Vice Chancellor for Research Franklin Hart, and Vice Chancellor for Finance and Business George Worsley. On one of my daily "walk arounds" in the building I unexpectedly met Chancellor Poulton in a hallway. I knew he made unannounced stops throughout campus and was not surprised to see him in our building. He asked to see the skin flap laboratory, and he seemed excited about the project after the tour. With Hart and Worsley, I started by discussing other matters, casually mentioned the failed Battelle Center effort, and indicated that we were thinking of an internal center as an alternative. Hart made little response either positively or negatively, but Worsley reacted negatively.

I suspected Worsley was still bothered by a report in the *News and Observer* a year earlier that gave me credit for establishing a contract for pastureland at the North Carolina Museum of Art. Although it was not reported that way, the arrangement was little more than an oral agreement with Secretary of Cultural Resources Patric G. Dorsey. Dorsey did take it seriously enough to follow up our meeting with a letter to validate the agreement. She would let us use the pasture if we cleaned it up. The removal of accumulated debris, trash, and brambles improved the area between the museum and the belt line, and the animals were a bucolic addition to the landscape. Worsley felt I had committed a breach of protocol and had done an end run around his office.

I really liked Worsley as a person and admired his ability to manage the university's assets. He had provided helpful counsel to me on many occasions and had probably saved me embarrassment on others. I felt bad that he had taken offense at the mutual agreement about

the pasture and that he was not supportive of the proposed skin flap center. I sought to salve (and salvage) the situation, particularly since I was unable to develop the concept of the center without his support. I was convinced of the potential of the skin flap project and believed there would be related benefits from its development into a center. When we seemed to be getting nowhere, I recognized the danger of alienating Worsley and elected to shelve the concept for later reintroduction when its success seemed more possible. I shared the circumstances with Aronson and complimented the Rivieres for their ingenuity and for being able to enlist the assistance and talents of others necessary to make the skin flap model work. They were obviously disappointed, but they accepted my explanation and continued their work.

### *Leading on the Regional and National Stages*

Throughout my tenure as dean, service in various associations was an important component of my professional life. The Southern Veterinary Medical Federation held its annual meetings at various locations in the southeastern states, and it met at the Riverview Plaza Hotel, Mobile, Alabama, from October 12 through 15, 1986. I had served two terms on its board of directors, and this was to be my last meeting in that capacity. Attendance was small in comparison to regional meetings elsewhere in the country, but its members were loyal. The group's scientific program was of high quality and oriented toward practitioner application. Its meeting in the fall also served as a timely place for a caucus of AVMA's District III<sup>83</sup> Executive Board and House of Delegates members.

In the early and mid-1970s, serious consideration was given to disbanding or combining "The Southern" with another regional group. I was told that a former member made a bequest of Coca Cola stock to the organization, and that had kept the organization solvent. The stock bequest provided a cushion that allowed the group to reorganize and change its name from an association to a federation. I am not aware if other operational reorganization was necessary because of the name change, but the bequest gave the group new life and preserved its meeting for the Region III caucus. These caucuses were interesting and seemingly unstructured, and it was at them that ideas emerged concerning the kinds of issues and candidates that Region III would support at AVMA's annual meeting the following summer. I am sure that personal discussions were held often between individual delegates over the several days that may not have been general knowledge, but I believe the meetings were basically open. I never felt that secret bargains were made.

Mobile was a perfect location for the meeting, and the local veterinarians served as gracious hosts. The area offered much to see and do and abounded with historical sites. The trip provided an opportunity for me to follow a bit of my own family lore. My great-grandfather James Farley wrote an account of his experiences during and immediately after the Civil War in which he described the area across the bay from Mobile, between Spanish Fort and Montrose, as being one of the most beautiful spots he had ever seen. I always assumed he must have seen it when the azaleas and other flowering plants were in full bloom. Before we left Mobile, we rented a car and drove across the bay bridge. When we inquired about the location of the "old" Spanish Fort, residents told us they believed a parking lot had been built on the site. But, as we drove to and through Montrose, I was impressed with my great-grandfather Farley's ap-

preciation for beauty. Large estate homes with high ornate fences and gated entrances limited many of the views, but what we saw was beautiful.

I was elected president of the American Association of Veterinary Medical Colleges on Super Tuesday.<sup>84</sup> Being warmly received in congressional offices was always reinforcing, but it was thought-provoking to see how ineffective, or at least unsuccessful, we were in impressing elected officials and their staffs with the needs of veterinary medicine. Was it because we were such a small group? Was it because our professional interests were so fractionated? Maybe it was some of both. Lobbyists make an impression because they represent large groups and organizations. I rationalized that for us to take best advantage of an association with powerful lobbyists, we had to emphasize areas of common interest. We must ride along with them on issues that were complementary to our goals, because we could not do it ourselves.

I tried during the following year to attach myself, and our interests, to various strong lobbying groups. The large agricultural organizations were friendly to me, but most saw the kinds of research conducted in veterinary colleges as being too basic for them. They favored short-term projects with potentially large returns to their memberships. Representatives of human medical groups, on the other hand, understood that answers come from basic research and long-term, in-depth studies, but they seemed to consider me as an onlooker rather than a contributor. I was amazed that young medical people and their support groups (nurses and laboratory technicians) failed to look beyond human medicine. From their perspective, human medicine was the ultimate of all biology. I believed many of them were too one-dimensional.

I felt even less successful with other biology groups and associations. It was a strongly competitive arena; they were less than receptive to sharing with us and seemed to regard us with suspicion. Those attitudes seemed so strong in some of the people I encountered that I wondered whether my interpretation was a manifestation of challenges to my self-esteem or self-centered ignorance on their part. While it may have been a tinge of the former, I believed it was a lot of the latter. These interactions were a set of experiences I could have done without and became almost an adventure in frustration, but I did learn a lot and observed some interesting people in the process.

March 1987 was filled with events at which I either had a role to play or felt it was advantageous for me to attend and be seen. I spent the first week of the month in Washington, D.C., at meetings of the AAVMC and a USDA committee. The week was not very effective in terms of educating those at that level of government about our needs at home. However, the week reacquainted me with the fact that veterinary medicine was given only peripheral consideration within the perspectives of USDA, and that our alternatives were not much better with either Health and Human Services (HHS) or the National Science Foundation (NSF). With both of those agencies, we needed to restart the selling of our profession and telling them what was "in our bag."

### ***Building upon Traditions and Containing the Alligators***

Our new fiscal year had started smoothly in July 1986, but as a "continuation" of the previous year's budget. By that time, with several years of experience in the job, I was convinced that the dean's office was perpetually confronted with demands of some kind: uncertainties

about funding, arguments about the tenure system, personnel position freezes, purchasing snafus, space shortages, shortages of support personnel and/or equipment, and threats to leave if solutions were not forthcoming. These were not necessarily negative signs, but simply the normal day-to-day confluence of what came to my office. The demands represented one of the prices we had to pay as the program matured; we were coming of age.

The fact that several of our key players were being "hustled" by other institutions or by industry was also a positive sign. It meant that others viewed our people as desirable, and it meant that our people were not coasting in their careers. I had always done whatever I could to keep the winners, but with budget constraints my options were limited unless I tightened up or closed the doors on some promising directions. I had no desire to narrow our focus and elected to tread water until the new budget allocation was announced.

I was surprised to learn of internal challenges to our initiatives in the Caribbean. A couple of our department heads had shifted wavelengths and now wanted to be involved in Japan and China. They each favored input at a more basic scientific level, as opposed to the "third-world" efforts we made in the Caribbean. I agreed that what they recognized and proposed were real opportunities and needs. However, the rationale for our focus in the Caribbean remained unchanged, and we had not exhausted the possibilities there. Also, the Caribbean was a part of the world that had not received much attention from other veterinary colleges of North America. I listened to their arguments but elected to continue with our program in the Caribbean.

During the summer of 1986, the deadline for submitting salary recommendations changed several times due to legislative vagaries. The due dates changed, as did the guidelines upon which the recommendations were to be based. These modifications were interspersed among our series of summer meetings: the NCVMA; the Association of American Veterinary Medical Colleges (AAVMC) held in Athens, Georgia; the AVMA, in Atlanta; and the Joint Council for Food and Agriculture, in Portland, Oregon. Fortunately, we had established alternatives to fit several levels of funding that might be forthcoming. Even so, we had to make a number of telephone calls between campus and our meeting sites before we submitted the final recommendations.

August was traditionally a slow month on campus, and 1986 was no exception to that rule. Summer school was over and the fall semester had not yet begun. Regular classes were not in session, and our clinical rotations were about the only sessions regularly scheduled that involved our students. Other than the meeting of the Joint Council on Food and Agriculture, my calendar was pretty open. When I returned from the Joint Council meeting, a number of "alligators" lurked in the shadows. Henry Jones, a Raleigh attorney and good friend, had received a call from a woman about being "hounded" by a collection agency in Charlotte for a bill she owed the Veterinary Teaching Hospital. I promised to look into it. The bill was for elective surgery that had been performed soon after the hospital opened. We had received only a token payment at the time of discharge with a promise for the balance at the end of the month. After she and her pet left the hospital, we received nothing. As a state institution we were often confronted with an attitude that our services should be considered as a "state service." We shared the circumstances with Jones but did not forgive the debt. I do not know its final disposition, but we took no action to relieve the original charges.

At that time many overdue bills were being sold to an agency, so we elected to have a cash-only policy. Not long after the hospital opened, we instituted a policy of discussing probable fees and making firm arrangements for payment at the time the client's animal was admitted for treatment. I had heard my peers at other veterinary colleges speak about losing half or three-quarters of a million dollars per year because of unpaid bills and poor tracking of pharmaceuticals and materials. We had a computerized system being programmed in which all drugs and materials were charged to a patient's case number at the time they left the pharmacy. That system plus determining the mode of payment at the time of admission solved most of our problems related to unpaid bills.

A horse risen from the dead and a Mexicali rose were among the "alligators" I confronted during March 1987. I wished both had been April Fool's jokes, but no such luck. The two events probably started innocently as personal favors done for people and ended by absorbing much time and energy. The horse in question was a research subject to which a clinical resident became emotionally attached. The research protocol for this project required the horse to be sacrificed at the end of the trial. The resident asked the principal investigator, who was also her residency program advisor, to allow her to keep the horse. Because the horse was a control subject and had not been compromised, the protocol was amended to spare its life. The resident was completing her program and leaving the state, and she took the horse with her to Georgia. It was nice and neat.

Both the State Bureau of Investigation (SBI) and the State Auditor have "hot lines" which citizens can use to report unusual situations. Someone (probably someone internally) called the hot line to report that a state-owned horse had been given away, and auditors came to the building on March 6, 1987. Bill Adams found records on the horse that appeared to be in order, and the principal investigator confirmed that the protocol had been revised to spare the horse's life at the end of the trial. The auditor contacted the former clinical resident, who said that the horse had been "given" to her. Two cardinal sins had been committed: state-owned property had been given away, and the research records were incomplete as far as the disposition of the research subject. Immediately the SBI examined all of the principal investigator's research records to document the disposition of his other research subjects. The last I heard, an appraisal was being done to determine the fair market value of the horse with the probable intent of selling it to the resident.

In the "Mexicali rose" incident, one of the persons involved was from Mexico. Carol Grindem was granted a maternity leave before the birth of her daughter, and arrangements were made for a replacement to begin on February 1, 1987. We hired a clinical pathologist from Mexico as a visiting professor to cover all of Grindem's responsibilities in the classroom and in the Clinical Pathology laboratory during her absence. Jerry Stevens, the laboratory supervisor, wanted the replacement to start before February 1, and he arrived a few days early to assume his duties. About that time, his son suffered a broken leg. To accommodate him with medical insurance, his appointment date was moved ahead to the last week in January. Someone "downtown" accused Vice Chancellor for Finance and Business George Worsley of a scam, and he in turn rattled our cages. That issue faded quickly to be replaced by some other crisis.

On a much more positive note, we were privileged to have two senior veterinary academicians give sponsored lectures on campus during spring 1987. On March 30 Ralph Kitchell

delivered the Harrelson Lecture, a campus-wide lecture named after an early NCSU chancellor. During the previous week, William "Bill" Armistead spoke at several SVM functions, including the Student Chapter of the American Veterinary Medical Association (SCAVMA), a noon-hour seminar in the South Theater, and the Phi Zeta lecture. Both men had served as veterinary deans on more than one campus. Kitchell had been dean at Kansas State University (1964–1965) and at his alma mater, Iowa State University (1966–1971). At the time of the Harrelson Lecture, he was a professor at the University of California–Davis. Armistead had served as dean at Texas A&M University (1953–1957), Michigan State University (1957–1974), and was the founding dean at the University of Tennessee–Knoxville (1974–1979). He was a past president of the American Veterinary Medical Association (1957–1958). At the time of his visit he was vice president for agricultural affairs at the University of Tennessee.

Kitchell's presentation at the Harrelson Lecture focused on the use of animals in research and attempted to ease some of the objections to the practice. His research interests in neurology had provided an improved understanding of the senses of taste and pain in animals. The topic of his lecture, "Understanding Animal Pain," obviously raised a high degree of interest on campus. Kitchell extended his visit and conferred with various professors on campus and at the school through April 3. We held a reception for him and his wife at our home on the evening before their departure. Armistead's talks, which were delivered to more restricted audiences, were appropriately informational and philosophical.

The 1987 commencement and academic hooding ceremonies went without incident and marked the graduation of our first "full-sized" class of veterinary students. Cynthia (Cindy) A. Kimbrell gave the students' response at the hooding ceremony. Her response was more free-wheeling than those given by Mark Thompson in 1985 and John Bingham in 1986. As the class sizes increased from forty to seventy-two, achieving interpersonal bonding with the faculty was more difficult, and that may have been reflected in the tone of Kimbrell's message.

In late March 1988, Rich Howard in the Office of Finance and Business called to say that our budget had been reduced because we had fewer veterinary students due to attrition for various reasons. Instead of 288 (four classes of seventy-two students), we only had 278 enrolled, approximately a 3.5 percent reduction. I knew that a formula was used to establish academic budgets based on student enrollment, but I understood it to be based on the number of students enrolled in October of each new school year. Because of program similarities, I checked with Stewart Bondurant, dean of medicine at UNC–Chapel Hill, to inquire about their budgeting formula and the effects of attrition among medical students. He assured me that they had never encountered a budget reduction for that reason and that their budgets for the year were based on the number of medical students, house officers, graduate students and special students in the fall. I shared the information with Howard and he in turn with George Worsley. They accepted the practice, and our budget was left unchanged.

C. D. Spangler, president of the University of North Carolina system, made an appointment to tour the veterinary college with his wife on the morning of April 28, 1988. It was our privilege to have them visit. Both were actively interested and kept up a flow of good questions. As we moved through the building, they met and talked to quite a few of our students, staff, and faculty. At about 11:00 A.M. Mrs. Spangler excused herself to attend a luncheon for which she was committed. Spangler stayed more than an hour after she left and continued the

in-depth tour. In all, he was in the building about three and one-half hours. They both seemed enthused about our program, and I hoped they enjoyed the tour as much as I did.

Kathy Williamson of Oxford was president of the North Carolina Veterinary Medicine Auxiliary and very involved with the auxiliary to the Student Chapter of the AVMA (SCAVMA). She said the group was difficult to motivate, and they had discussed disbanding for lack of participation. She called and we talked about it. The school year was about over, and she decided to wait until the fall to see if it could be revived. That same day, I met with the mother of an unsuccessful applicant to CVM. I dreaded the session, but like most things about which one frets, it turned out to be a pleasant visit. She fully understood the competition for admission, but she came to demonstrate her love to her son. I admired her for it.

Our spring 1988 Open House enjoyed the usual success of previous years. That year Vicki J. Scheidt served as chair for the Open House Committee. On May 6, 1988, we held our fourth Hooding Ceremony. Adrian Kreeger made the student response, and for the first time we had music at the ceremony. Musician-in-Residence Xiao-Lu Li played his violin with an accompanist, and I overheard many favorable comments at the reception that followed. The music provided an additional touch of class to the ceremony.

We graduated sixty-eight new veterinarians on May 7. For a second year the commencement exercises were held in Carter-Findley Stadium, and the number of graduates, families, and guests in the east stands still impressed me. Even though I was "further" from them as students than I was with the first couple of classes, I was proud to call their names, see them come across the stage, and get their diplomas. It was a good show! They always seemed so young and innocent when they came for their initial orientation and so mature when they graduated.

Fall 1988 was filled with the usual morass of issues, of which we seemed to have our share. Our change budget request for new funds had been reduced to 93 percent by the time we finally received it. Our base budget remained unchanged but was not expected to meet all the fixed costs that had increased over the previous biennium. Portions of our program were still developing, and we made plans for implementing new activities. The reduced budget meant that we had to reorder some of our priorities, and it rekindled the debate between our business office, department heads, and the associate deans about resource management responsibilities. In addition, two of the four tenure decisions related to reappointment had unanimous decisions for nonreappointment. Both decisions were challenged and required mediation. The summer had not eased the stress that had been observed among the associate deans earlier in the year. As the year drew to a close, I had lots of causes for reflection and many things to wonder about.

### *Fostering Camaraderie*

After the first couple of classes were admitted to the program, my contacts with our students became less frequent, and I had fewer opportunities to get to know them. I genuinely missed the contact. My wife, Sharon, also enjoyed students, and we agreed to a plan to have students visit our home. We invited small groups to dinner on a quasi-regular basis beginning on February 23, 1988. Unfortunately, circumstances made it possible for us to host only mem-

bers of the classes of 1988 and 1989, and we chose to invite those senior students who were in clerkship rotations. They rarely encountered emergency duties and could plan their attendance without last minute interruptions. It worked out great. We encouraged them to bring their "significant other," and on one occasion even a baby was included among our guests. We entertained anywhere from two to more than twenty students at a time. The largest number, twenty-four, attended the first dinner and was the result of a backlog; we had invited all those who had completed the clerkship earlier that year.

We usually served a baked pasta dish, salad, and dessert. Afterward, we asked each attendee to tell us about themselves and their siblings, where and how they grew up, how they became interested in veterinary medicine as a career, their plans and goals, what attracted them to NCSU, and other interesting facts about their lives. Each student's story usually prompted questions from their colleagues. Not only did we get to know them, but their classmates also got to know them better and to learn new things about them. We were exposed to almost all of the students in the classes of 1988 and 1989, and my only regret is that I could not have known the earlier and later classes as well. I felt I established a rapport with those who attended. I was able to recognize them in the halls and often called them by name. In later years when I encountered those same students at NCVMA and other veterinary meetings, they reminded me of those dinners and how impressed they were to be invited to our home.

These get-together meals were prompted by my own experience as a student at the University of Minnesota. Robert Merrill was "the" ambulatory clinician, and four students were assigned to that service with each rotation. Dr. and Mrs. Merrill invited "his" students to their home for dinner during each rotation. I can still picture us seated at their table with good china, an array of silverware on either side of our place setting, and quiet conversation. I hope hosting students at our house somewhat repaid the Merrills for their thoughtfulness and hospitality.

Equally enjoyable was the Christmas "Cookies and Punch" held at our home on the afternoons of December 10 and 11, 1988. The house could not hold all of the invitees at one time—faculty, most of the staff, the chancellor, vice chancellors, and the deans from all of the NCSU schools and colleges on campus. Thirty-five to forty people came on Saturday afternoon, and over a hundred on Sunday. At one time on Sunday, guests occupied both floors of the house, and we exceeded the neighborhood's parking capacity. Our subdivision streets had no curbs, and neighbors tended their lawns up to the edge of the pavement. Using surveyor's tape and stakes, I did my best to protect the close neighbors' lawns, while allowing parking on the grass on both sides of our corner lot. Everyone seemed to understand my motive with the stakes and tapes, and they respected the concept even beyond the yards that were being protected.

So, the year ended on a good note. I took pride in the camaraderie that still existed throughout the college. Our progress continued to exceed expectations and seemed to be limited only by the measure of our resources. We had graduated our fourth class of veterinarians, and we were viewed by our peers throughout North America as a credible and a credited College of Veterinary Medicine. We were definitely coming of age.

THE SUM OF ITS PARTS, 1989–1992

## Riding the Tiger



*“He who rides the tiger cannot dismount.”* - CHINESE PROVERB

The college was now fully operational. We had reached the projected class size for veterinary students, with a full complement of veterinary students and a nearly complete complement of faculty members. The enrollment, quality, and size of the graduate program, along with the intern and residency programs, had matured beyond what we, or anyone else, could have expected at such an early point in our history. All of these programs had enviable reputations for quality, nationally and internationally, as evidenced by the size of our applicant pools and the level of outside interest. The graduate and post-DVM programs attracted applications from graduates of almost all of the veterinary schools in the United States and Canada, as well as from Great Britain, France, Utrecht in the Netherlands, Australia, and New Zealand.

The growth of our research program had exceeded even our expectations. We had received outside funding from several federal agencies and from private and public corporations and foundations. The research program gave a marked boost to the teaching and service components of the program. It was a great form of winning, and it generated enthusiastic attitudes among faculty and staff. Enthusiasm is caught, not taught, and faculty and staff carried the joy of discovery into both the classroom and the hospital. Our success reflected several factors: the quality of our faculty, the assets provided by the legislature, successful grant applications, and support from the university administration. The sum of the parts was infinitely more interesting and visible than each component by itself.

We were justifiably proud of our students and what they accomplished. Their participation in the NCSU Student Chapter of the American Veterinary Medical Association (SCAVMA) illustrates the high caliber of their achievements. Every year one of the chapters hosts a national SCAVMA conclave, usually during the spring. These conclaves are both educational and competitive, with each school identifying teams for various activities: pregnancy diagnosis by rectal palpation in cows and mares, radiograph interpretations, clinical pathology, and numerous other skills and disciplines. Students from NCSU first attended the conclave in 1982, and they did well in several contests. They placed third in the theriogenology competition, even though they had not yet progressed in the curriculum to the introductory course in that subject, and they placed first in that category for the next three consecutive years.

The NCSU Chapter sought to host the conclave in 1987 and in 1988. They submitted in-depth supporting materials, including a VCR tape of the campus and community, for the competition. The portfolio of letters from Chancellor Poulton, Governor James Hunt, Raleigh Mayor Avery Upchurch, other Triangle dignitaries, and various members of North Carolina's veterinary community extolled the university, the community, and the Research Triangle Park. The chapter failed on its first submission but was successful the second time. The national conclave came to NCSU on March 13 through 17, 1989, with 750 participants and sessions held on campus, at the Raleigh Civic Center, and at Memorial Auditorium. As the host chapter, NCSU did not have an opportunity to shine in the theriogenology competition. Coach Michael Whitacre did not enter a team; the cattle that were being used belonged to the college, and he felt it would be an unfair advantage to our students.

### *Personnel Transitions*

At the start of 1989, my highest priority was filling three high level positions—two at the department head level and one at the associate dean level. The search for the position of head of the Department of Companion Animal and Special Species Medicine (CASS) had attracted a strong pool. Interest in the candidates was high, and the three public seminars had standing room only. The committee eliminated one candidate after the seminars and recommended that I make my selection from the remaining two candidates—one local, and the other from off campus.

The selection of leaders is always difficult, because one can never be sure how people will perform until they have been in a position for a few months. I have heard it described as being comparable to "buying a pig in a poke." The person from our faculty was a known quantity and philosophically would have been a good fit with the other department heads and the associate deans. I ultimately chose Michael Stoskopf, the outside candidate, because he would bring a new dimension of special species medicine to the department. He was less well known to us, but he had the potential for moving the program in a developing direction. Stoskopf had served on several faculties and had foreign experience. At the time of his appointment, he was on the faculty of Johns Hopkins University and served as chief of staff at the National Aquarium in Baltimore. He accepted the position verbally on March 27, and the official appointment soon followed.

Recruitment for the position of head of the Department of Food Animal and Equine

Medicine (FAE) was also in progress during March. The three candidates who interviewed were all from other campuses, highly qualified, and well known throughout academic veterinary medicine. Two of the candidates withdrew for personal reasons following their interviews, and several years later both would become deans of other veterinary schools. The remaining candidate was well qualified, but I was uneasy with having the decision being made for me through the withdrawals. Since this department was involved in the application of medical management to animal species vital to human food supply, we had to find the best available leadership for it. I wanted to give the department, and our college, the greatest long-term advantage, so I chose to reopen the search. I wished I could have moved Ben Harrington from his acting status into a permanent appointment, but I respected his request not to be appointed.

I explained my decision to reopen the search with the remaining candidate. He understood and reapplied for consideration among the new applicants. I hated the delay, but Harrington agreed to continue to serve as the interim head until an appointment could be made. The response to the new advertisement was immediate, and the number of applicants exceeded the initial pool. The applicants included many of those from the earlier search, as well as other well-recognized names. They obviously interpreted that we were serious about seeking a high quality administrator and strengthening both the department and the college with this appointment. For the right person, the position offered a challenging opportunity for new emphasis and recognition.

After completing the interviews, the Search Committee submitted two names to me in mid-May 1990. One candidate was external to NCSU, and the other was already a member of the department. The ball had been passed to me, and the dilemma was similar to what I had experienced with the search for the head of CASS. This time, though, I chose the internal candidate and offered the position to Malcolm C. Roberts. First appointed to the veterinary faculty on August 1, 1981, Roberts had received two veterinary degrees—Bachelor of Veterinary Science (BVSc) and Member of the Royal College of Veterinary Surgeons (MRCVS)—at the University of Liverpool in England. After several years in private veterinary practice, he entered an internship program at the University of Bristol and later earned a Doctor of Philosophy (PhD) degree there. In 1975, he went to Australia as a senior lecturer in equine medicine at the University of Queensland, from whence he joined our faculty as a professor of equine medicine. He assumed his new role as department head on July 1, 1990.

The first retirement at the administrative level created a vacancy at the associate dean level, and that occurred when William M. "Bill" Adams retired on August 31, 1989. Earlier in the year I sensed his declining interest in the big picture, but I had failed to respond to little statements like "Yes, it's OK," or "Whatever you decide," or "It doesn't really make any difference." Maybe he realized he had decided to leave and had chosen to dampen his influences on the decision-making processes. After a Dean's Council meeting on August 1, he came into my office and said he was "not interested in the cabinet retreat." That caught me off guard, because we had not yet scheduled the retreat. He said he was tired of the constant struggle and was "fed up" with budget cuts and the games played on us and within the school. He was ready to retire as soon as possible, but he wanted to "stay in the chair" until he left.

I was anxious to accommodate him. I considered Adams a close friend, and I owed him.

We all owed Bill Adams a great debt for his vision, his actions, his support, and his manner of getting things done. He was an important team member. He had developed the first clinical program at NCSU and had set it on a course that would ensure its quality far into the 21st century. That day, we talked about a retirement date and an interim replacement. We reminisced about the early days, laughed about some of the things we had faced together, and, in general, had a pleasant conversation. We agreed that August 31, 1989, would be his last day, and we concluded that Richard Ford should be asked to serve as the interim associate dean. I asked him to draft a letter of resignation and to sign whatever forms the university required.

Even though I should have anticipated this change, the timing of the decision was unexpected. But, I was always alert for talent that could replace any of us. Ford's qualities were attractive to me, and I believed him to be a good fit in our complement. I was pleased when his name emerged in my discussion with Adams. Ford agreed to the appointment and was appointed interim associate dean for services effective September 1. After an international search, we held the last of five on-campus interviews for the position on May 29, 1990. As might be expected, we attracted some outstanding candidates, and the finalists included Ford and four other candidates.

The four external candidates represented a spectrum of diverse interests and philosophies. Each could have done the job, but differently. On the basis of discussions and their seminar presentations, I concluded that each preferred a slightly different organizational structure for the hospital and service program. My choice was Ford, who had done a remarkable job in the interim position, but I needed to wait for the search committee's recommendations. Ford withdrew from competition on June 15, although he agreed to serve in the position as long as was necessary. I was disappointed, because he was such a good fit in the organization. He was away for two weeks fulfilling a military reserve duty in Texas, and then two more candidates withdrew during the next week. Both expressed continued interest in the position and apologized for any inconvenience they had caused. They were being pressured to accept other positions so that appointments could be confirmed before the beginning of another fiscal year. I shared the circumstances with the chair of the search committee and was told that our delay had been caused by the conflicting schedules and commitments of the committee members. In a couple of days, though, the committee did recommend the remaining two candidates.

I reflected on a Chinese parable that could be roughly paraphrased as "the Chinese make a decision based on one reason, and the Americans must have a thousand reasons upon which decisions are made." When Ford returned in early July, I shared with him that he was my choice for the position. After talking and negotiating a little, I offered him the position. He promised to think about it overnight and accepted the next day, with the appointment effective on August 10.

### *Campus Transitions*

The personnel changes in the college absorbed much of my attention, but they paled in comparison to what was happening on campus. At a meeting of the Administrative Council held on August 22, 1989, Chancellor Poulton informed us of his intention to resign effective September 30. The reaction in the room was hard to read, but we expressed support and at-

tempted to discourage his action. As for me, I felt his decision as a personal loss. No matter what else happened, his departure had the potential to disrupt things in the near future and to cause changes in the long run. I thought that the solutions to his immediate problems had already been set in place and that he had weathered the storm. Obviously that was not true.

From what I knew, Poulton's biggest problems were centered on athletics. I was not sure when that began, but the problems magnified when he appointed Jim Valvano as athletic director while retaining him as the head basketball coach. That led to a series of events that seemed to grow rapidly in significance, accentuated by the Wolfpack Club's involvement in attempting to run the athletic program and its operations. Poulton shared with the Administrative Council that Valvano had agreed to step down from the athletics director position several weeks earlier, and that he had just accepted the resignation.

Poulton further explained that he had placed the Academic Skills program under the supervision of the Administrative Council. This was the program that coordinated academic counseling and tutoring for athletes, with the purposes of (1) maintaining athletes' eligibility to play in varsity competition and (2) helping athletes meet the requirements for graduation. Athletes, who are always expected to be on call for practices, games, and appearances to benefit the team and the university, should have extra help available to them to compensate for the heavy demands on their time. However, in this situation the academic side of eligibility had been almost disregarded, if not discarded, in some quarters. The academic side needed to be salvaged.

I knew that my perception was probably a superficial overview and that we were not privileged to many things that Poulton confronted. From my own experiences, I knew that that all things are not as they seem; like icebergs, they often have much of their mass below the surface. I hated to see Poulton resign as chancellor, both for personal reasons and for the effects his departure could have upon the College of Veterinary Medicine and the other colleges on campus. When Poulton left the meeting that day, the deans remained. Suddenly, we had no leader. Larry Monteith was the senior dean by virtue of his length of appointment, and we urged him to take on the leadership role. He was reluctant to do so, but he did chair the subsequent discussion about composing a letter of support for Poulton. I do not believe one was drafted, because we did not decide to whom it should be submitted.

President Spangler attended the NCSU Board of Trustees meeting on August 28. The trustees reviewed documents related to the beginning of a new fiscal year, elected John Gregg as chair for the coming year, discussed the Poole Report on NCSU athletics, and then recommended that Chancellor Poulton's resignation be accepted. Bill Burns was named to head the search committee for a new chancellor, and within a relatively short time Larry Monteith was named interim chancellor. When Monteith resigned his deanship, I became the senior dean in length of appointment.

Monteith had some hard decisions to make early in his term. At his first Administrative Council meeting, he made it clear that he wanted the deans to continue in an advisory capacity similar to that initiated by Poulton. He also wanted the deans to remain active in overseeing the university's academic policy, including the Academic Skills Program. Several of the group's members were far more familiar with the circumstances within the Academic Skills Program than I had been. But, as senior dean, leadership in addressing

the program's problems seemed to fall to me.

Very early I learned of apparent irreconcilable differences between a couple of faculty at the operations level in athletics and the Academic Skills Program. Many things were unclear. By the time the deans became involved, the problem seemed to be academic participation and performance by athletes versus athletic participation and performance irrespective of academic performance. Athletic interests, supported by vocal members of the Wolfpack Club and other outspoken enthusiasts, wanted to win games, and they cared far less about academic performance, eligibility requirements, and the well being of athletes as individuals. I had been far removed from that level of varsity activities, and it appeared to be a no-win situation. The principle actors in the scene were essentially unknown to me, and I had no history (real or contrived) upon which to place judgment. I understood and believed in the need for academic performance, but that position was not good enough for my critics.

The deans seemed to be in full agreement with the intent of the NCAA requirements for eligibility—an academic performance sufficient to remain as “a student in good standing.” We agreed that the Academic Skills Program needed to be restructured to be able to achieve its purpose and to have sufficient authority to enforce its acceptance. The longer we studied the situation, the more apparent it became that we would not be able to resolve the interpersonal differences between the faculty members who stood on opposite sides of the issue. At the same time, we knew that the university was considering a new position of dean for undergraduate instruction, under which the Academic Skills Program would eventually be placed.

Our recommendation to Monteith was that the personalities (and interests) involved should be made responsible administratively to two persons within the chancellor's staff or the provost's office until a permanent structure was established. We believed this would avoid pitting the two parties in a face-to-face confrontation and cause any compromises to be handled by persons who had no ties to the Academic Skills or the athletics programs. We thought that removing those decisions from the two conflicting philosophies could soften the issue and make it acceptable to the athletes. As it was, some of the athletes were playing one side against the other, and they were quite comfortable with not being responsible for performing academically. I always felt that the deans did not solve the problem, but we were only advisory and had little authority. In effect, we passed the problem on to someone else. Soon thereafter, Harold B. Hopfenberg assumed a role within the Monteith administration as an interface between the two factions. I am sure that he became a strong voice in determining the eventual outcome, and evidently he did a good job in resolving the issues.

For me personally it was a bad experience. So much about the matter was unknown and seemed destined to remain that way. The two people in the dispute were each willing to give me one side of the issue, but I found it difficult to obtain sufficiently unbiased information to allow us to form judgments and take action. In the short time the deans were involved, I became the focus of attack from numerous directions by persons, mostly outsiders, who cared only that the varsity teams win. I saw the seamy side of unsavory sports fans, and, although I could not document it, I had a feeling that the deep underlying causes were “all about the money.”

The Administrative Council meeting of May 22, 1990, held yet another surprise announcement, when Provost Nash Winstead informed us of his intention to retire on August

31. I had given no thought to when he might retire, and I had not considered that he might be nearing a mandatory retirement age. During the meeting, we complimented him on doing a good job, and Chancellor Monteith asked for volunteers to serve on a committee to recommend an internal candidate to serve as interim provost.

I had lunch with Winstead the next day, and we talked about his decision. He said that "Larry" had his own agenda and that he was ready to retire anyway. He noted that "they" were expecting two people who reached sixty-five to step down within the next year—Lawrence Apple and me. I had not expected the conversation to include the topic of my own retirement. I told him that I had made some lists of "what ifs," but that I had not made up my mind about a retirement date yet. He said the decision about whether I could continue after sixty-five was not mine to make; the decision was up to the chancellor. That conversation was the beginning of what appeared to be a concerted effort to ensure that I was headed toward retirement.

On May 27 Chancellor Monteith asked me to chair a committee to find an internal candidate to work with Provost Winstead from July 1 through August 31, at which time the person would be appointed interim provost. The committee considered a number of names, including that of Frank Hart, who regularly attended the Administrative Council meetings. When I visited with Hart, I asked who might replace him as an interim research administrator and what he might do if he were not appointed provost on a permanent basis. We had an interesting discussion, and I was satisfied with his answers. However, I hoped we could keep a person with a biological science orientation someplace in the university administration. The chancellor appointed Hart as interim provost and William Klarman as interim vice chancellor for research and extension. Both men did creditable jobs in their positions. Eventually Hart was appointed provost, and the position was later expanded to include graduate studies. With all of these personnel changes, riding the tiger was not becoming any easier.

### ***Animal Rights and the Benefits of Veterinary Medicine***

The editor of the *North Carolina Medical Journal*, E. A. Stead Jr., called several times to inquire about news items for inclusion in the journal. During our conversations, I always emphasized comparative medicine and the close relationship between veterinary medicine and human health. Stead asked if we would prepare an article that defined those roles. I assured him that we would submit something. I knew exactly who could write such an article, and I hoped that he would agree to do it.

I asked Wayne Corbett to tell our story, and his article, "The College of Veterinary Medicine at North Carolina State University: Its Role in North Carolina's Health Care System," was published in November 1989.<sup>85</sup> The article described some clinical human exposures to diseases communicable between animals and humans and the resulting interactions between the attending physicians and veterinarians. He explained the breadth of our research program and its involvement in human health, and he outlined our participation in the Core Center for Diarrheal Diseases, Cancer Therapy Center, Center for Cutaneous Pharmacology and Toxicology, FACS/Hybridoma Center, and the Core Center for Visual Research, all of which benefit humans and animals alike.

Since many conditions in animals parallel diseases seen in humans, naturally occurring

models provide critical insights in research programs. Efforts are constantly being made to expand the range of diseases under investigation and to seek responses to them. Corbett explored three animal models with similarities to human immunodeficiency (HIV) diseases, elaborating on the Feline Immunodeficiency Virus (FIV), which almost duplicates in cats the clinical signs as seen in humans. He concluded with environmental studies and international programs conducted within the college.

The medical community's response was positive and almost instantaneous. East Carolina's medical school contacted Corbett to ask if he thought we could contribute anything to the Agromedicine Cooperative Agreement they had with the College of Agriculture and Life Sciences. We had been unaware of the agreement, so the article succeeded in telling our story and opening new avenues for collaboration. We knew the benefits of veterinary medicine were not obvious to everyone, but none of us would have imagined or predicted the events that transpired over the next few months.

At about 6:30 A.M. on February 9, 1990, Hiram Kitchen, dean of the University of Tennessee-Knoxville's veterinary medical college, was shot multiple times near the end of the long lane that formed the driveway to his home near Knoxville. We were all stunned by the news. He had been very active in AAVMC and was well respected among his peers of veterinary deans in the United States and Canada. His death was a shocking loss to the veterinary academic community and a personal loss to me. Relations among all the veterinary colleges of the United States and Canada were productive and amiable, but NCSU worked most closely with the colleges at the University of Tennessee and the University of Georgia. I interacted frequently with Deans Kitchen and David P. Anderson from those two neighboring universities.

Naturally, rumors about the murder were rampant, particularly those related to animal rights activists. An activist had reportedly threatened to kill one veterinary school dean every month. Unfortunately, animal rights groups had been destructively active during this time. On other campuses, activists had entered biomedical laboratories, destroyed contents, and freed or stolen animals. At the University of California-Davis a veterinary building under construction had been burned, and animal rights activists seemed willing to take credit for the act. Throughout the country various biomedical investigators and staff had been harassed. But, prior to Kitchen's murder, I had not heard of any individual suffering physical harm.

Perhaps naively, I felt that the college was not in jeopardy. Our clinical programs and animal disease research were beneficial to animals, and I hoped that we were viewed in that context. The NCSU Office of Public Safety immediately gave me protection. They assigned an officer as a bodyguard during working hours; he stayed by my side all day and surveyed the interior of rooms before I entered. The city police were involved as well. Early one morning when I went out to get the paper, city police cruisers were positioned about a half block away in two directions from our corner lot. That scare lasted several weeks, and the rumor about a monthly murder slowly dissipated.

On February 21 the sheriff of Knox County, Tennessee, sent an all points bulletin to states with veterinary medical colleges. The bulletin gave a detailed description of the murder and credence to the rumor that a splinter animal rights group was threatening to kill veterinary school deans. Channel 10 in Knoxville called seeking our reaction and any personal highlights we could add about Kitchen. On-camera interviews of me aired locally on Channel 28 and

nationally on CNN. Ralph Harper, Director of Public Safety, and Captain Laura Reynolds came to my office and offered two officers from their auxiliary force to provide extra security around our building.

The implied threat from animal rights advocates became more real on March 6, when I received several postcards in the mail: nine postmarked at a Holiday Inn in St. Cloud, Minnesota; two postmarked in Chicago; and seven postmarked from Raleigh. This was obviously an attempt to intimidate me because of the national coverage the interview had received. I gave the cards to Captain Reynolds, who called back within twenty minutes to say they had contacted the Holiday Inn at St. Cloud. The hotel provided a description of a man (40–50 years of age, grey hair, dressed in a business suit) who had mailed 24 cards at the hotel desk. When they checked the hotel registrations, three persons from the Raleigh area were there at the time. Those names could not be traced further, and police suspected false names had been used. Handwriting comparisons made between the postcards and items written by persons active in the animal rights movement from this area were inconclusive. Officials strongly suspected a couple of persons, but they did not confront them. On March 8 I received two more postcards—both postmarked in Raleigh. These had more pointed messages “promising” to make an issue in the form of a public debate about our Teaching Animal Unit (TAU). That promise never materialized, unless one considers articles on the subject of animal rights published later in the *News and Observer* and the *Independent Weekly*.

The *Independent Weekly's* feature story supported the premises of Tom Regan, a philosophy professor at NCSU, who wrote about cruelties associated with animal research. Regan's book<sup>86</sup>, published in 1983, had been widely acclaimed by various animal rights groups, and he made numerous appearances and presentations at meetings and protests throughout the country. The *Independent's* correspondent did not specifically mention the College of Veterinary Medicine, but members among our faculty were uneasy about what had been written. Several stopped me on my in-house walk-arounds to inquire about steps they should take to protect themselves and their projects.

Subconsciously, I knew that we were limited in what we could do to protect ourselves, but I did not believe that an attack would occur in the immediate future. The faculty were concerned about recent incidents in both this country and Europe resulting in the destruction of laboratories and the confiscation of research subjects and records. They were also apprehensive about the issues stirred up by the local press. I met with a small group of faculty to assure them I felt we had little to fear, because our role was beneficial to animals. However, I had to admit it was impossible to provide absolute security, even for the president of the United States, and I encouraged them to take precautions to protect themselves, their families, and their work.

Later that week, I drafted a letter to Vice Chancellor for Research Franklin Hart suggesting that the university should make a positive statement supporting the rational use of animal subjects. I pointed out that animals were of paramount importance to Agriculture and Life Sciences and to Veterinary Medicine, both prominent colleges on the North Carolina State University campus. Neither college condoned the flagrant misuse or abuse of animals. In addition, agricultural and companion animals were economically important to the citizens of the state and to the university's well being. I never received a response to my letter, and no one seemed to be aware of any position having been taken by the university on the matter. One

of our faculty noted that even though the university was silent on the matter, we were “being the conscience.”

I feared that the momentum to protect ourselves would ebb unless we made our interests and capabilities known to the public and to sponsors of research. I was reminded of my “Parable of the Tomatoes,” something I often used to emphasize the need to “tell our story.” It went like this: A little boy heard the word “fair” mentioned in conversation and asked his mother, “What is a fair?” She explained it was a festival at which people exhibited their animals, produce, and crafts for everyone to see. He thought about it and asked if he could show his tomatoes. He had lavished tender care and extra attention on one plant at the end of his mother’s garden. Pleased by the suggestion, his mother helped the boy pick four tomatoes of similar size and color, polish them, and put them in a bag. She kissed him, patted him on the head, and sent him to the fair. He was gone all day. When he returned, she asked, “How did they like your tomatoes?” He answered, “Nobody asked what was in my bag!”

We had to tell people what was in our bag. I believed we should use a language targeted at the general public. If the public could understand the message, so could legislators and sponsors of research. When I suggested the need to commit an unfilled and unassigned staff position as an informational resource position to tell our story—the story of the good things we did for the benefit of humans and animals—I received agreement from both the council and the cabinet. They were divided, however, in their opinions about the message and the audience. Potential audiences included other investigators in the scientific community, the poultry or swine industries, kennel clubs, and biomedical groups. One person felt the message should be aimed at legislators to gain their support for bigger appropriations.

Multiple arguments could be made for and against these specific audiences. For example, busy people in the scientific community would likely choose to spend their time reading abstracts published in scientific publications or the monographs found in their mailboxes and libraries. The probability that the research community would see, much less read, any of our news releases was highly unlikely. The same was true for some of the other groups. Because I had made the proposal, I prevailed. I wrote a job description for a public information specialist, only to have it meet a stone wall. I was informed that *all* public information *must* be routed through the Campus Office of Public Information and News Services, and the classification of the position was denied. I concluded that we were not meant to tell what was in our bag.

Nonetheless, potential threats to security in the building remained a constant concern. In addition to personnel, the building contained personal items, privately owned pets as patients, miscellaneous animals owned by the college, instruments, equipment, chemicals, pharmaceuticals, and computers. Biohazard agents existed in many hospital and research laboratories, and unauthorized persons in the building could unintentionally expose themselves. We were operating a hospital in which disease control and the prevention of contamination were of foremost importance. Controlled security was critical for the well being of our staff, patients, and visitors.

During one university break skate boarders had entered the building in the evening. I was told that they were unpleasant when challenged. If the building was accessible to them, it could be open to anybody and everybody. We could lock the building or isolate parts of it by controlling access to most interior hallways and entrances, so I proposed locking it from 5:30

P.M. until 6 :00 A.M. Faculty, students, and appropriate staff had keys, but restricting access to the building would effectively close the Veterinary Medicine Library during the evening hours.

In early February 1991, Associate Director of Administration Donald S. Keener and Associate Director of Public Services Charles L. Gilreath, both from the NCSU Libraries, came to discuss the situation. They had underrated, but soon understood, our security problems. No one wanted to close the library to persons not affiliated with the college during evening and weekend hours, and we considered short-term and long-term solutions. The main entrance foyer could be isolated from the rest of the building and still allow access to the stairs leading down to the library. Opening a new entrance at the foot of the stairs would provide access to the library but not the rest of the building. However, that option was not acceptable because it also prevented access to the restrooms located off the hallway. We decided to use security guards as a short-term solution and eventually installed an enclosure outside of the library entrance. The enclosure maintained access to the rest rooms but limited access into other areas of the building.

We had learned that we could never relax our vigilance when dealing with security issues. To this day, the murder of Hiram Kitchen remains unsolved.

### *A Difficult Budget and a Difficult Decision*

Budget cuts in mid-year were especially disconcerting, and they frequently resulted in additional expenses when we tried to adjust ongoing programs to them. I used to liken it to trying to stop in the middle of a sneeze; there was going to be some pain. But, budget cuts began to happen almost every year with an almost certain regularity. On January 11, 1990, we were informed that the legislature had mandated a 5% budget reduction for all state agencies. Our share of NCSU's funds to be returned amounted to over a million dollars. When a 5% reduction of the annual budget occurs in the third quarter of the year, and when three-fourths of the non-personnel annual budget has already been spent or encumbered, the cut is catastrophic. In this case it amounted to about 18% of our remaining funds.

The teaching, research, and service programs were integrated, as were the resources that supported them. We did not mix funds received through grants and contracts with state-appropriated funds, but their uses complemented each other. When one or the other was suddenly cut back, it was like losing part of a three-legged stool. When that happened, the options were few. If the leg could be propped up quickly, things could go on. But if the prop was temporary, such as a small block slipped under a leg, one had to be careful of any sudden movement. If the shortened leg could not be made to match the others, something had to go, and it was usually parts of the other legs. Gift and trust funds could sometimes be used as props, but those funds were limited in a new college. The Chart of Accounts under which we operated restricted redistributions within the budget without approval from the NCSU Office of Finance and Budgets. Several times we were able to delay the delivery of a capital item and then petition the university to assign those funds to "Supplies and Materials" so our daily operation could continue until a new fiscal year began. While it seemed predictable that budget cuts would occur, usually in round numbers of 5% or 10%, we avoided the cynical practice of restricting programs in anticipation of such cuts.

As I was grappling with budget issues, Provost Winstead called on July 12 to tell me that he had discussed the “problem” of my retirement with the chancellor. Monteith felt it was all right for me to stay on, but Winstead conveyed the message that it would probably be best if I stepped down. A mixed signal. I asked to delay a formal decision until September. Winstead said he would tell Frank Hart, who would be the interim provost at that time. I was struck by the fact that the next day would be Friday the 13th. State and national veterinary meetings filled the remainder of July, and in early August I met with the three associate deans to review the retirement pressures I was experiencing. I asked for their counsel and advice. They gave me their support for whatever decision I wanted to make. I appreciated their confidence, but they had not helped me with the decision.

I felt that someone was determined to have me retire, even though I would not be sixty-five years old until June of 1991. Was this a personal campaign or were other forces at work? Winstead seemed focused on ensuring an imminent retirement. I realized that finding a replacement would take time, but I understood the code of the university to say that administrators should step down in the year “following their 65th birthday.” I still had lots of things to do at the college. For example, unconfirmed, internal rumors had surfaced about redistribution of some of the functions of the business office. If the rumors were correct, the changes altered the operation of the college and had been decided unilaterally from within the college’s business office. Neither the associate deans nor myself had been consulted, and we could not confirm the rumors because John Green was away. These internal issues made me put the Winstead questions on a back burner.

As it turned out, Green had decided to decentralize the responsibilities of his office into the departments and other units. When I learned of the decision, mostly by accident, I reacted. I could not be involved in every decision, but I insisted on knowing “who, what, and why” when operational or organizational changes were being considered. I tried to reciprocate the practice by keeping everyone apprised of changes I wanted or planned to initiate. This decentralization plan was a surprise to most of the administrative team.

John Green had been an invaluable asset for us from the time of his appointment, and I often allowed him more freedom than sometimes may have been prudent. In addition to monitoring the budget, he enjoyed running the building—the phones, security, receiving and shipping, housekeeping, budgeting, etc. He stepped into a void and did a great job of coordinating operations. A few complained about how some of the things in the building functioned, but he freed the rest of us to respond to the myriad of other programmatic problems with which we were confronted.

As I was preparing to leave for Washington, D.C., on August 13, Green handed me an envelope that contained his letter of resignation to be effective at the end of the month. His resignation made his actions a little clearer to me. When I returned at the end of the week, rumors about Green’s pending departure and the reassignment of various functions of his job were creating anxieties. In an attempt to quell the rumors, I explained that I had received his resignation, that the position would be advertised and filled permanently as soon as possible, that a new business officer would be appointed, and that things would function in much the same manner as they had in the past. My statements satisfied many of the questions, but they did not ease all of the stress that seemed so pervasive.

On August 20, I received a memorandum from Provost Winstead informing me that the business officer position was being reduced from an EPA to an SPA classification. August is a heavy vacation month in most universities, and Winstead would soon be leaving. I never received an answer to my inquiries about the reason for the reclassification. The action seemed unwarranted, and the reclassification complicated the recruitment of a new business officer. We were faced with recruiting for a yet-to-be-classified SPA position. Talk about having a demon on one's shoulder. The business officer was one of the most important positions within the college, and it had just been shot down for no apparent reason. Fortunately, Terry Walker was our hospital administrator, and I felt confident that he had the ability to assume Green's responsibilities and possibly to continue the activities on a permanent basis. I conferred with the associate deans, both collectively and individually, about the situation. They concurred with my assessment, and Walker accepted the business officer's duties until a permanent solution or appointment was possible.

The beginning of a new fall semester kept me busy at a hundred other things, including the collapse of Leroy Coggins on Labor Day. His problem was diagnosed as a cardiac neurotransmitter interruption. His condition was extremely serious, and for a few days even his survival was uncertain. He recovered to return to his position, which he occupied for several more years; his health improved, and he began again to participate in recreational tennis and golf. Billy Hooper of West Lafayette, Indiana, delivered the Litwack Lecture on September 14, and Elizabeth Hardie organized the College of Veterinary Medicine Open House held on September 15. In spite of a busy schedule, though, thoughts about retirement were never far from the surface.

### ***Resignation and Search***

The 1990 Cabinet retreat began on September 30 at Emerald Isle. We followed the usual format of going around the room on the first evening with each person having fifteen minutes to surface issues that could be incorporated into the two-day agenda. Arthur Aronson, Richard Ford, Michael Stoskopf, and Charles McPherson served as the Agenda Committee, and Malcolm Roberts, Terry Walker, and Talmadge Brown (substituting for Leroy Coggins) joined the group as first-timers.

We missed John Green's epicurean talents in the kitchen, but I helped Rosanne Francis the best I could. She always added class to the retreats. Even though she mostly listened, her perspective on some of the issues was valuable. I thought about how it might be without her and wondered if being a female staff person among ten to twelve men made her uncomfortable. She never acted self-conscious or ill at ease. I am sure the retreat would have been different without her.

In one of the retreat's later sessions, I described my exchanges with Holladay Hall on the subject of a retirement date. I told the group I would be submitting my letter of intent to Provost Hart soon after our return to campus and asked them to keep the news confidential until I could share the information with faculty, staff, and students. On October 4, I gave Hart my formal letter of intent to step down on June 30, 1991, a few days after my 65th birthday. He said he was aware of some of the pressures I had experienced from that office and empathized

with me. He was unable to explain or rationalize what it meant. He asked me to stay in the chair until a replacement could be found and installed. He also suggested that I remain on the faculty and write the history of the founding of the college. He said, "Ninety percent of the *real* history is in your head." I agreed to write the history, but *only* if I could make it as interesting to read as it had been to live.

At a General Assembly held on October 9, I read a portion of my letter to Provost Hart and then recounted a little of the early history of the college and some related anecdotes. This was the largest turnout since the dedication of the building; everything was very positive, and people made some very nice personal comments to me. The event marked the beginning of what I believed would be a series of "lasts." I gave my last dean's report on November 8 before the Board of Directors at the annual North Carolina Veterinary Medical Foundation meeting. That same evening I hosted my last faculty reception at the North Carolina Museum of Art. I returned from the National Association of State Universities and Land-Grant Colleges (NASULGC) meeting held in Kansas City, Missouri, on November 13—the last of a long line of attendance at those meetings. While I was there, the Commission on Veterinary Medicine accepted my resignation.

As might have been predicted, in the months after my announcement groups of faculty engaged in lots of internal positioning in an obvious effort to stake out areas or empires. Around the same time, the university started an exercise of developing a ten-year budgeting plan and rewriting the mission statement. Throughout the campus, faculty seized the opportunity as a facade to propose programmatic domains that were insulated from much of the oversight to which they felt they had been previously subjected. Plans and requests had become less centered on discussions to find solutions and were instead presented to me as solutions. The problems of occupying a lame duck position were becoming very evident to me.

As much as possible, I brought proposals back before the appropriate faculty committees for review. However, a proposal for a new campus-wide graduate track in biotechnology, to be centered in veterinary medicine, was submitted directly to the campus planning committee rather than going through the college's review process. Since I was a member of that campus planning committee, I was able to intercept and redirect the proposal back to our Faculty Committee on Graduate and Residency Programs. That committee eventually rejected the proposal because of budget concerns. With the budget restrictions we were experiencing, the cost of any new program would have required reductions in existing budgets. The committee's action pleased me, because I could see approval of the proposal as the first step toward establishing a new department. I feared that the success of proposals such as this could lead to subsequent attempts for additional departments by other groups.

As 1990 drew to a close, the search committee to replace me was announced in the NCSU *Official Bulletin* on December 10.<sup>87</sup> Leonard Bull, Department of Animal Science, College of Agriculture and Life Sciences, was its chair, and the twelve committee members included the following:

Leonard Bull, Chair  
Donald E. Thrall  
Talmadge T. Brown

Animal Science, CALS  
Anatomy, Physiological Sciences & Radiology, CVM  
Microbiology, Parasitology & Pathology, CVM

Elizabeth A. Stone  
Lola Hudson  
H. John Barnes  
David Harling  
Randy Stoecker  
Max Colwell  
Bernard Fischer  
Malcolm Roberts

Companion Animal & Special Species Medicine, CVM  
Anatomy, Physiological Sciences & Radiology, CVM  
Food Animal & Equine Medicine, CVM  
NCVMA  
N.C. Pork Producers Association  
N.C. Poultry Federation  
CVM alumnus, Durham  
Food Animal & Equine Medicine, CVM

Some people were unhappy with the chair being a member of the CALS faculty. I felt that Bull was objective, and his philosophies had always seemed to be compatible with those upon which the college had been established. Over lunch on January 3 he praised the high quality of the applicants and nominees, but he cautioned me that I should be prepared to serve into the next fiscal and academic year, beyond my anticipated step-down date of June 30, 1991. Neither the university nor the committee wanted to rush the process. Because I was here and available, they believed they had time to attract and choose the right person as my replacement.

I had lunch with Bull again on January 25. He shared that the applicants and nominations were many and highly qualified. The pool included four seated deans of other veterinary colleges and an equal number who were recognized as leaders within the Association of American Veterinary Medical Colleges. He said two members of the committee had asked him to invite a veterinary dean who was a personal friend of mine to give a seminar on our campus about the future direction of veterinary medicine. He had already declined, and, without saying so, I was glad he had refused. I respected the individual and had worked with him on several AAVMC committees. But, he was a strong advocate for some of the actions and directions proposed by the Pew National Veterinary Education Program (PNVEP) that I opposed.

My next contact with Bull was on April 22. He said serving on the search committee had been a positive learning experience for him, because he had gained new insights into the interconnected community of veterinary medicine. He added that managing the behavior of some members of the committee also had been a valuable learning experience. After the committee was formed, they requested that a veterinary student be appointed as a voting member, so Howard gave them three names as possibilities. Then paranoia appeared; some of the members were sure the students had been arbitrarily selected to "stack" the committee. I am not sure how Bull solved the problem, but the committee moved forward.

Bull told me that the committee probably would not make a recommendation to the chancellor before July 1. He believed that the search for a provost would be reopened, creating further complications for the appointment of a dean for the College of Veterinary Medicine. Ten viable candidates remained among the applicants/nominees, and the committee faced the challenge of reducing the number to no less than three nor more than five. On May 2 the committee notified Howard that he had been eliminated as a candidate. His disappointment was obvious. I considered Howard to be a strong candidate, but I was not in a position to lobby the committee actively on his behalf.

After an NCSU Administrative Council meeting on May 8, a delegation of the deans

asked me to consider serving as interim provost, because Frank Hart wanted (or planned?) to return to his position of vice chancellor for research. I was honored, but I declined immediately. I wanted to finish my tour of duty with the College of Veterinary Medicine, and I had no desire to move bed and board to Holladay Hall. On May 13 Hart asked me to remain as dean beyond July 1 and to keep the term "open ended." We agreed that, for the protection of both of us, a paper trail should be established to document the request.

Bull had been right about the timetable for selecting the dean. He asked me to check on vacation and summer meeting schedules for our associate deans and department heads. They were heavily committed during June and July, and August was the earliest all could be available to participate in interviews. The last of the five candidates did not complete his interview until September 20, 1991. The slate of candidates was strong, and I was glad that my time in the position would soon be completed. I felt Oscar J. Fletcher had made the most impressive seminar presentation, and he was someone I had tried to attract to our faculty on two earlier occasions.

I hoped that the search committee would quickly make a decision and send a recommendation to the chancellor. But we heard nothing. At that point, the delay was worrisome, and my "what if" questions were foremost. What if the most promising candidates withdrew? What if none of the candidates fit the pattern favored by the administration? At the end of October we learned that two of the candidates for the deanship were to be brought back to campus for further interviews. The other three had been informed that they were no longer being considered for the position. The wait continued.

### *Reflections and Farewells*

Although I felt that I was participating in a long string of farewells, the business of the college continued, and I wanted to leave things in good shape for my successor. In mid-December 1990, Terry Walker, acting as the CVM business officer, made a disconcerting discovery, at least disconcerting to me. While looking for an entry in one of John Green's spreadsheets, my "Dean's Drawer" on the server showed up with Green listed as co-owner. The file contained over 400 documents, some of which were confidential in nature. Although it was possible, I could not recall having specifically given access to him. The problem was soon corrected, but not without some musings about worst-case scenarios that could have resulted from the inadequate security.

January 1991 was marked by a series of off-campus meetings at which I had a role to play. Now that I had accepted the inevitable retirement, I was anxious to get on to the next phase(s) of my life. I left Raleigh on January 10 to attend the veterinary deans' retreat in Naples, Florida. I believed this would be my last retreat with peers from other veterinary schools and colleges in the United States and Canada. As I listened to the issues and problems introduced for discussion during those three days, I was glad that I was not going to be involved with those kinds of questions much longer.

The deans' retreat preceded the Eastern States Veterinary Meeting in Orlando. The Eastern States is a large regional meeting that usually attracts attendees from throughout the country and that features alumni receptions sponsored by each of the schools and colleges.

Immediately upon my return to North Carolina, I attended the NCVMA Winter Meeting in Southern Pines on January 17 through 20. Members of its nomination committee shared with me that they wanted the next president elect to be from the school. I was pleased with their choice of Leroy Coggins.

The Student Chapter of the American Association of Equine Practitioners (SCAAEP) held its annual Sport Horse Medicine Seminar on January 26, and, as usual, I gave a short welcome to its participants. Breeders, grooms, and trainers, mostly from North Carolina, attended the seminar; the small meetings were cordial, and everyone seemed to enjoy each other and the presentations. The meetings also served as a training opportunity for our students, clinical residents, and graduate students to make presentations to a specialized, but non-academic, audience. Several persons whom I admired attended regularly, and this was the only opportunity I had to interact with some of them.

A luncheon meeting with Ned Huffman on April 1 provided opportunities for a lot of mutual stroking. I had always admired him as a person, and I appreciated all the help he had given when we were seeking support from the Board of Governors, the university system, the legislature, organizations in RTP, potential constituents, and our own campus. He was careful to avoid being placed in an awkward position because of his role in RTP administration. He was very effective at keeping a low profile as he worked for us among the decision-makers in the state and nation, and he kept me aware of potential problems and pitfalls. He was very perceptive, and he frequently asked for information or data that he could use to our advantage. I learned a lot from observing him, and I admired his intelligence, vision, and finesse. That day he told me about the ranch he had once owned with his father in California. They lost the ranch due to foreclosure during the Great Depression, and his grandfather died of a stroke on the day of foreclosure. No doubt those adversities had a role in building Ned Huffman's character.

Internally, I devoted attention to the departments with new heads over the spring to assist with the leadership transitions. Things in the Department of Companion Animal and Special Species Medicine were not going as well as I would have liked, primarily because most of the senior faculty were oriented toward traditional companion animal medicine and the new head was oriented primarily toward special species. In addition, several of the faculty seemed to be loyal to their colleague who had not been selected for the position. I was confident that the expanded range of expertise would be invaluable to the college in the long run and met individually with some of the key players. My lame duck position limited the extent to which I could become involved, but I felt a foundation was now in place to support the evolution of a cohesive and productive unit.

Commencement exercises are always celebratory gatherings and occasions for reflection, and the 1991 exercises were especially meaningful to me. On May 10 and 11 we held our traditional hooding ceremony and graduated our seventh class of veterinarians. I was sure this was the last graduation ceremony in which I would participate. The ceremonies were impressive, and I was proud of our graduates. The *Sunday News and Observer* pictured one of our graduates on its front page on May 12. The positive coverage about the college was nice and demonstrated that we had come a long way in gaining the paper's favor since the days of Claude Sitton's editorship. A few weeks later Hills Pet Foods Corporation informed us that

the nutrition essay submitted by Kathy Harrelson, one of the May graduates, had been judged a winner in their national essay competition. She had just moved to Minneapolis with her physician husband so he could start a residency program, but she agreed to be present at the AVMA Annual Meeting in July to receive a plaque and a monetary award.

A press conference on June 26, 1991, highlighted another significant accomplishment. The efforts of Steve Crane, Jim Wright, and Mike Loomis had led to a cooperative program between the College of Veterinary Medicine and the North Carolina Zoo that supported three-year residencies in zoological medicine. After Crane left NCSU to join Mark Morris Associates, Michael Stoskopf became involved and added his experiences to the zoo medicine program. The press conference announcing the program attracted administrators from the zoo and from campus, Secretary of Environment and Natural Resources William Cobey, representatives from Governor James G. Martin's office, and members of our faculty.

James Wright had been a prime mover in fostering unwritten cooperative agreements between the zoo and the veterinary school almost since their beginnings. As a career commissioned officer in the United States Public Health Service (USPHS), he had spent eleven years of active duty detailed to the U.S. Environmental Protection Agency (EPA) in the Research Triangle Park as pathologist and section chief in the Health Effects Research Laboratory. Wright was a veterinarian, and he also held a position as a pathologist and adjunct professor in the School of Veterinary Medicine. Early in the school's planning process he had served as an advisor to our teams of academic consultants and to me personally. Prior to being assigned to the Research Triangle Park, Wright had worked at several USPHS primate laboratories and had been a veterinarian at the National Zoological Park in Washington for five years. With that background, he was broadly experienced with laboratory animals, primates, and zoo species.

As early as 1978 Wright became actively involved in the zoo's Medical Advisory Committee and participated in the medical care and treatment of animals there. He routinely made several trips weekly to the zoo, and he probably single-handedly initiated the active participatory bridge between the school and the zoo. When Michael Loomis became zoo veterinarian in 1983, he was invited to serve as an adjunct assistant professor in the Department of Companion Animal and Special Species Medicine through the efforts of Steve Crane. Crane, Loomis, and Wright were deeply involved with establishing an early medical management system and clinical facility at the zoo. As soon as veterinary students entered the clinical aspect of their educational programs, several participated in medical management and treatment routines at the zoo.

The residency agreement that was established in June 1991 was binding and beneficial to both the zoo and the college. Its provisions allowed selected faculty and their residents to have established responsibilities at the zoo, and veterinarians at the zoo could be members of the college's teaching faculty. The zoo had access to the college's facilities and talent, and the college had access to a population of zoo animals for teaching purposes. The highly specialized Zoological Medicine Residency Program received recognition throughout the country and was helpful in our recruitment efforts to attract outstanding faculty. Lucy Hamilton Spelman was the first resident student to enter the program, and she went on to serve as director of the National Zoological Park. Other residents achieved similar positions of responsibility throughout the country and the world. Several entered into post-doctoral research positions

or continued graduate studies after completing their residency training.

As I reflected on the circumstances created by this and other agreements, I marveled at the development of these kinds of joint efforts. The faculty demonstrated ingenuity in seeking, and effecting, interesting links to developing areas. I recognized our geographic location favored us with many opportunities and advantages. Included in those advantages were the Research Triangle Park with its multitude of internationally known scientists; four medical faculties with allied Schools of Public Health, Nursing, Dentistry, and Pharmacology; an outstanding College of Agriculture and Life Sciences; excellent library systems; an airport facility served by most of the major airlines of this country; three major interstate highways; the range of resources offered by NCSU, UNC-CH, and Duke University; the broad social and intellectual opportunities in the community and the state; a pervasive cooperative and collaborative attitude; proximity to state government; and more, and more, and more. I often thought about another obscure and ill-defined quality that was hard describe but equally important. For now, I just think of it as the personality of North Carolina. None of the other veterinary schools and colleges in North America were surrounded with the advantages to which we had grown so used to having.

### *The Tightening Budget Noose*

Along with my retirement announcement, other changes threatened to disrupt what I considered to be a stable and effective administration. In early February Ed Stevens began to discuss the option of stepping down from the position of associate dean for research and graduate studies. The retirement of William Adams several months earlier probably prompted most of the original administrative team to think casually about retirement. Stevens, however, was not ready for full retirement, and he wanted to go back into the Department of Anatomy, Physiological Sciences and Radiology (APR) to continue his research, writing, and teaching. Unfortunately, we had just received notice of our share of the legislative budget reduction, and we would be losing 6.1 Full Time Equivalent (FTE) positions and over \$150,000 of salary funds. Consequently, we had no unfilled position into which Stevens could rotate. Because of the short time left to me as dean and the problems associated with leaving any of the top administrative positions unfilled, I asked that he remain in his current position until the selection process for a new dean was completed, and he agreed.

On February 4 I had lunch with four members of the North Carolina legislature: Representatives Walter W. Dickson (Gastonia), H. C. Loflin (Monroe), John W. Brown (Elkin), and Robert Grady (Jacksonville). The conversation over lunch led me to believe that combining FTEs and dollars into the recent budget reductions had originated either from the university system or from within our own campus and not from the Office of Budget in the legislature. It made little difference where the format for the reduction had originated; we now had new rules of the game under which we had to play. When the budgets for the coming fiscal year were finally confirmed, we lost four positions instead of six, but the reduction in available salary funds exceeded the previous estimate by more than fifty percent.

In mid-May we received another "be there" summons from Holladay Hall to appear about the budget. In previous administrations, or at in least previous years, meetings were

arranged through telephone calls in order to avoid conflicts. But, throughout the spring and summer of 1991, we were summoned almost as if by edict. On at least three occasions, I was given short notice of a time and date to *"be there."* Two of the meetings conflicted with previous schedules and necessitated changes to comply. Former Speaker of the House Tip O'Neill is credited with saying, "They're probably gonna vote for you anyway—but they like to be asked." Those same kinds of feelings applied to this circumstance. I would have preferred to be scheduled instead of issued a summons, even if the scheduled time had turned out to be the same as that of the summons.

Participating in new budget reviews seemed to have had little influence on the final result. Signals were confusing and contradictory; Karen Helm gave one signal. Steve Keto another, George Worsley another, and Billy Jones a fourth. I was aware that all of them were uncertain about the final distribution of funds, because the legislature could not agree on a budget. I realized that they, too, were at the beck and call of the university system, which in turn answered to legislative committees, which in turn responded to others. A series of interdependent organizations and institutions were all trying to respond to an uncertain national economy, to rising costs, and to the wants of people. Maybe it was a good thing that my time as dean was running out. Such uncertainty used to stimulate me, but now it unnerved me.

We put a lot of effort into the preparation of our budget. When we were called over to Holladay Hall to defend our requests for the 1991/1993 biennium, we seemed to be speaking into a vacuum. We received no reaction, no response, and no argument. It was like waiting for an echo in a sound absorbing room. Our presentations just hung in the air, and I could not figure out why a hearing had been held. Even though I knew all of the people in the room, I felt that we had made a presentation to people who spoke another language. The only satisfying sensation I had was the knowledge that I would never have to do it again.

At the end of June we received another hand-carried budget status update. The two houses of the legislature were unwilling to compromise on their versions of the budget, and all unfilled positions remained frozen. On campus the positions of provost and vice chancellor for research remained unsettled, and a game of musical chairs was possible at that level. In addition, Les Sims, assistant vice chancellor for research, was leaving NCSU to become the dean of the graduate school at the University of Iowa. Stevens was interested in filling the position being vacated by Sims on an interim basis. He suggested that Coggins could fill his associate dean position and that Talmadge Brown could become the interim department head of the Department of Microbiology, Parasitology and Pathology. If Hart returned to the vice chancellor's position, then the acting vice chancellor would become the assistant vice chancellor, and everyone else would return to their positions. It seemed like a row of dominos.

On June 25, Stevens said "they" wanted his answer on serving as the interim assistant vice chancellor from July 1 through December 30. I cautioned him not to make even a partial commitment and to continue to negotiate if he wanted the position. From all the uncertainties I saw in Holladay Hall, I believed they would play the game a while longer if they really wanted him. My preference was to have Stevens, Coggins, and Brown remain in their respective positions until the uncertainty of position freezes had been clarified. I imagined that might not happen until late in the fall when the legislature adjourned. We could not take a chance on parts of our operation being "uncovered," and from my perspective that was where

we were headed. The situation illustrated that a shift within an organizational structure can affect the entire organization.

### *The View as a Lame Duck*

As I started into what I believed was to be my last six months as dean, I was confronted with multiple contradictions. On the one hand, I was experiencing the disadvantages of the lame duck syndrome, during which the various offices on campus seemed to treat us as an outpost and conveyed the attitude that we already had more resources than were due to us. On the other hand, a number of events had been organized to honor me personally, and where the "atta boys" were piled on deep. Fiscal uncertainties existed in almost all quarters, and we watched the various legislative committees related to ways and means and appropriations intently. Budgets at all levels of state government, and throughout its agencies, depended on the receipt of operating funds through those sources. Within the university and college, the probability of budget expansion was "iffy." Even though I probably would not be in a position of primary responsibility when the new budget arrived, I was anxious to preserve all of the assets we had. I also hoped for the opportunity, however remote, to continue at least a modest level of program expansion.

Unfortunately, the beginning of the 1991/1992 fiscal year started almost like an epicenter of everything wanting to go wrong. I realized my lame duck status magnified the situation, but the program had to be maintained until my replacement was in the chair. Each morning I looked at myself in the mirror and asked, "What in hell can happen today?" And, it usually did. My approaching departure caused a high degree of uncertainty among the people with whom I interacted almost daily. People were leaving the school for new opportunities. Positions were frozen as they became vacant; replacements could be funded temporarily with non-appropriated funds, but permanent replacements could not be appointed. Some of the unease was understandable, because none of us knew who my replacement would be or what internal reorganizations and reassignments might occur. But, mostly we were being hurt because of the uncertainty related to lost or frozen positions.

Brookie Nixon's departure from Don Howard's office was a serious loss. He was discouraged that he had been eliminated from the list of candidates being considered for the deanship. Phyllis Edwards, who had worked with Nixon part-time on Pew Foundation funds, would have been able to fit into the slot, but she had just taken a permanent position elsewhere. Judy Miller informed us that she was leaving the Grants Office on September 1, and Martha Smith wanted to fill Nixon's position. John Green had gone on "leave without pay" during the previous February—a ploy so we would not lose the position of business officer when he left. In late August we were notified that the position had been recalled anyway, along with several others, on June 30. Terry Walker ably filled Green's position operationally, but he could not sign time slips for one employee because of the nepotism rule. Rosanne Francis did not want to sign time slips for reasons that she hesitated to relate. So, I signed them.

Stevens was still being pressured to make a six-month commitment to the Research Operations Office in Holladay Hall, without a reciprocal commitment from them. He eventually agreed to spend half time in the NCSU Research Office and half time in his CVM position,

and Coggins and Brown remained in their positions. The demands for his attention remained unchanged in our program, and that caused some strains within the college. Little signs of internal disagreement surfaced within the Council. I did my best to mediate them, but without total success. After only a few months in the split position, Stevens seemed to have gained a different perspective on participating in the central research office. I interpreted that he would not be interested in a permanent appointment when he remarked that the central administration was a "hotbed of indecision."

Holladay Hall was facing its own series of musical chairs involving the provost, the vice chancellor for research, and second level responsibilities in both offices. All of academia at NCSU seemed to be churning around—not as if it was going to break free, but as if it had no place to go. Once during our earlier development Chancellor John Caldwell had told me to be aware that not everyone was going to have the same commitment to the veterinary school as I did. It seemed that time had arrived again.

In spite of the many uncertainties, events and planning activities continued as usual. The Class of 1985 celebrated its fifth anniversary at the annual Veterinary Medical Homecoming on September 28. Their war stories reminded me of my first couple of years in practice. Although techniques had changed and more effective therapies were now available, the challenges were similar. An air of familiarity also pervaded the cabinet retreat held during the last week of October at Emerald Isle. The agenda focused on topics that had surfaced in previous years: shortages of program spaces, faculty responsibilities, budgets and funding strategies, hospital infrastructure (the roles of service chiefs), and curriculum. One obvious change in the priorities for budget requests became evident to me. The cabinet gave a much higher priority to stipends for graduate students and residents than in previous years, reflecting a new level of maturity in the program.

The aftershocks of the Pew Foundation's emphasis on curriculum change were evident in some of the philosophies expressed about our own veterinary curriculum. Surprisingly, changes proposed for the curriculum had little impact on projected costs. Nonetheless, curriculum changes were difficult to implement, especially if they involved the introduction of additional material. An exchange that occurred about this time illustrates the problems that we confronted in this arena. Dr. Jack Hill of Fayetteville had maintained a strong interest in the status of the program since its early inception. He visited us at intervals and usually volunteered something he believed could be added to, or incorporated into, the curriculum. These were usually reasonable suggestions. But because the curriculum was already so loaded, implementing his ideas would have required displacing something else.

On November 13, 1991, Hill told me about a series of seminars he was conducting that dealt with "common-sense management of resources." He was a former Rotary governor and said that Rotary International would support the effort with funds as long as the organization received full credit for the contribution. I believed that resource management could be as important as medical competence to the success of new graduates as they established practices, but several problems were immediately evident. Fitting the seminars into an overcrowded curriculum was nearly impossible. The fourth-year students participated in rotations of clinical clerkships throughout their final year, and many of them were off campus. The probability of more than sixty to seventy percent of these students being present at any one time was highly

improbable. During the third year, it might have been possible to incorporate the seminar into the ethics section of a course supervised by Peter Cowen and Ed Erickson, but even this approach would have displaced materials considered essential to the curriculum. Despite the seminar's apparent worthiness, we were unable to schedule it into the students' already heavy schedules.

Issues related to space were equally daunting. Space shortages remained critical and limiting, and we concluded that an addition to the main building was the only permanent solution. We used the Foundation Board as advocates with several on- and off-campus groups, and Arthur Aronson agreed to chair the Space (building addition) Committee to plan the structure. My assignment was to make an end run directly to the legislature for funding. I felt that it would be important to have something to sell rather than just saying, "We need more space." Something a little sensational would attract public interest more than commonplace needs such as expanded laboratories, new specialized laboratories, service centers in the hospital, storage spaces, etc.

We had several real and viable possibilities, but each would require program changes to obtain the maximum benefit. I considered AIDS to be a strong contender. Within our animal species we had FIV (Feline Immunodeficiency Virus) and EIA (Equine Infectious Anemia), and we had two internationally recognized members on our faculty around whom those programs could be developed—Wayne Tompkins (FIV) and Leroy Coggins (EIA). Other possibilities included a pharmacology-toxicology center, FARAD (Food Animal Residue Avoidance Database), biotechnology, and the Skin Center concept (with emphasis on the Battelle Institute's interest). These latter possibilities would probably contribute more to human welfare, but the AIDS-related viral studies could potentially gain a larger pool of support from legislators and constituents because of the publicity being generated by Magic Johnson. Realistically, I had a limited role to play in solving this perennial problem, because the new dean would be the one leading the charge for the new space.

In late fall of 1991, the College of Veterinary Medicine made an interesting addition within its existing space with the acquisition of the "Patton Horse," a model that stands approximately two feet tall with fitted parts that can be disassembled to show relationships among the major muscle groups, muscles, and organs. Historically, we know the H. Hauptner Instrument en Fabrik Company made the model sometime before 1940. American troops found it in Berlin at the end of World War II, and General George S. Patton, Jr. ordered it sent to the War Department in Washington, D.C., for reasons about which one can only speculate. He undoubtedly recognized it as an unusual piece and decided to preserve it prompted by his love of horses and experiences as a cavalry officer. Colonel Daniel F. Boone and Major General Wallace Graham, who both had sons in Boy Scouts, used the model in conjunction with their scouting activities. By that time official interest in the model had waned, and the War Department gave the model to Boone.

After his retirement, Colonel and Mrs. Boone moved to Myrtle Beach, South Carolina, where the model occupied a special illuminated niche in their home. Boone died in 1989, and Mrs. Helen Boone elected to move into smaller quarters. North Carolina veterinarian William A. Sumner of Oriental suggested the college as a potential recipient of the model, and Ed Smallwood, professor of anatomy, accepted the gift after visiting Mrs. Boone. While most

of the model was in excellent condition, parts had deteriorated due to handling. David Goist, chief conservator at the North Carolina Museum of Art, recommended a special adhesive to touch up areas and preserve the original model, and Dennis Money, a CVM technician, performed the work. After its restoration, the Patton Horse was used for instruction and resided on public display between uses in showcases outside the North Theater classroom.

### *The Uncertainty Ends*

Provost Frank Hart called on December 3 to tell me that Oscar Fletcher, Iowa State University, had accepted the position of dean, subject to approval by the Board of Trustees and the President's Office. He did not give me the date that the appointment would be effective. On one hand I had a sense of relief, and on the other I had a sense of displacement. Fortunately, the first hand was dominant between them.

Hart called back to say that he needed a departmental vote on tenure for Fletcher before he could submit the recommendation for appointment to the board. To me, this seemed contrary to the NCSU tenure guidelines, since new appointments at the level of full professor carried automatic tenure. He agreed, but said that he must have the approval of all full professors in the department into which Fletcher would be appointed. Malcolm Roberts agreed to survey all those who would have a vote in the matter and to request them to maintain confidentiality until an official announcement was released. The department approved the tenure award and Hart was notified of the results.

Hart had given permission to inform the department heads and faculty after the tenure matter was cleared. I shared the good news with Sandra Poole, Judy Cooper, and Rosanne Francis in the morning, with the Dean's Council at midday, and with the Dean's Cabinet at their regular meeting on December 4. They all seemed pleased that the matter was finally settled, but I sensed some degree of apprehension among them for the next few days—probably a natural reaction to some of the unknowns they faced in the coming months and years.

It may have been the pending circumstances of change, the approach of the end of the year, or possible sunspots, but a good case of "foul brood" seemed to be going around. The faculty were vocally divided over the teaching hospital's schedule for the Christmas break. Individuals associated with the various clinics took repeated "pot shots" at each other about commitment to client services and the limited availability of some hospital support services, and more. Then an off-campus practitioner complained loudly about the hospital's telephone policy. He said he could get patient information from the teaching hospital at Auburn University that was unavailable from us. The Skin Center had received attention from two pharmaceutical corporations and a venture capitalist—offers that would have resulted in the departure of the center from the college.

Leroy Coggins said he planned to step down when the new dean came, because he did not want any surprises. He shared that he planned to apply for the permanent position of associate vice chancellor for research. I believed he would have been a good choice because of his personal relationship to Dean Durward Bateman in the College of Agriculture and Life Sciences. If he were successful, we would have a biologist with influence in the office. Maybe it was just the closing of a chapter in my life and a corresponding decline in my authority, and not foul

brood, that caused some of these things to surface. I hoped things would not disintegrate too far before Oscar Fletcher assumed the position of dean.

But all was not bleak. Many events related to the end of the year were being held across campus, and I now knew I would be attending them for the last time as a dean. I presented my final dean's report at the Administrative Council on December 11 and attended the Libraries' annual fall luncheon on December 12, where our own Herman Berkhoff was honored with the NCSU Libraries Faculty Award. On Friday the thirteenth I had lunch with Katie Toole, gave her a tour of the facilities, and attended the Christmas open house at the chancellor's residence to conclude the afternoon. Mrs. Toole gave me numerous "atta boys" during the lunch and tour; she also made me realize that I had many stories to tell and that I had been lucky with my many experiences at State. Her visit changed the complexion of the times, and the remainder of that calendar year seemed to continue on a high plane.

A reception honoring mid-year NCSU graduates and the symbolic (without diplomas) university commencement exercise in Reynold's Coliseum were held on December 17 and 18. The annual journey to Knotts Island on December 30 through January 1 capped one year and opened the beginning of another with the usual attendees. A. C. Barefoot was a first-timer and a good addition to the group. On January 2, 1992, the Provost's Office informed all NCSU deans of Fletcher's appointment.

### *Wrapping It Up*

The annual retreat of the deans of United States and Canadian veterinary colleges was held January 9 through 11, 1992, in Naples, Florida. At that meeting, Dean Hugh Lewis, Purdue University, informed me of his university's decision to honor me with an honorary Doctor of Science degree at their spring commencement. This unexpected honor was one of the most prized I ever received. The annual Eastern States Veterinary Conference in Orlando, Florida, immediately followed the deans' meeting. At that time the numbers of our alumni were still relatively small, so we shared a reception for our alumni in attendance with the University of Tennessee, another relatively new college.

Upon my return to Raleigh, Rosanne Francis and Sandra Poole came to tell me of a "surprise" retirement party planned for January 31. They were reluctant to reveal the secret, but they wanted to prevent me from accepting any other commitment on that date. They shared that many of my family and former associates from distant parts had been invited and were planning to be present. Francis and Poole had always been protective of me and continually looked out for my best interests. The warning was timely, and I promised to act surprised.

The NCVMA winter meeting was held in Greensboro on January 16 through 19, almost immediately after I returned from the Florida meetings. We traditionally hosted another reception for alumni and honorary alumni at that meeting. Since all veterinarians practicing in North Carolina had been declared honorary alumni at the time of our building dedication, that designation included almost everyone in attendance. Those who did not fit into either category were invited as guests. I returned to Raleigh on January 17 to meet with Carol Ecker of South Bend, Indiana. Ecker was a Purdue University trustee whom I had taught at Purdue. She delivered a formal letter from Purdue University President Steven C. Beering informing

me of their trustees' approval of the recommendation to award me the honorary degree. I felt doubly honored: first to receive the invitation, and then to have her deliver it. It was like being elected to a hall of fame.

I returned that evening to the NCVMA meeting in Greensboro. After attending veterinary conferences, I often reflected on how I had remained interested in the subject matter and enjoyed the lectures. Even though I was no longer actively involved in the clinical aspect of our profession, I seemed to understand the topics discussed and the vernacular used (even though some of the acronyms were unknown)—all the time knowing that I'd probably never, ever make use of the information. It was a circumstance that always caused me to wonder.

The "surprise" retirement dinner was held at the Prestonwood Country Club. I had attended many retirement functions in the past, but this one was special; it was a great testimonial. I received many nice gifts, including a laser printer and an expensive briefcase, and used all of them for years afterwards. My siblings, children, grandchildren, plus several Curtin cousins attended from various places throughout the country, as well as a couple of hundred peers, friends, and colleagues from campus, state government, and locations throughout the state. It was a memorable evening. Throughout the festivities I reflected on the good fortunes I had experienced at NCSU and the wonderful people I had met since arriving immediately after Christmas in 1973. During my years here I was often asked, "What brought you to North Carolina?" My stock answer was "divine guidance." That evening I believed my answer had to have been true.

My last few months as dean were not without a few trials and tribulations, though. We were upset to learn that one of the physical plant personnel assigned to CVM was being transferred back to the Physical Plant shops on campus, although he preferred to remain with the college. We had found him to be competent, courteous, and willing to assist faculty and staff. Physical plant personnel were responsible to us, so we never understood why we were not more involved in performance reviews and decisions such as this. In fact, in the early days of planning, I had suggested that we should have a physical plant crew separate from that on campus because of our size and critical needs. About the same time the transfer occurred, we were notified that our physical plant staff was being reduced from 16 to 6 persons. When I questioned this reduction, I was never given a straight answer. The message seemed to be that CVM was just an outpost that already had too many campus assets.

Was I wrong about "foul brood" having disappeared? Maybe, or maybe not. We also ran into problems with Human Resources when they denied our recommendation to fill a position classified as facilities manager in early February. The person we put forward was experienced with the duties of the position and had been serving in that role for us. Human Resources rejected the candidate because he was not a graduate architect. We had jumped through all the hoops, provided the information that had been requested, and documented his experience and competence—only to have our proposal be rejected. Even after all my time at the university, I could only wonder about the system.

Before I left, Grover Gore was anxious to set the wheels in motion to have a brass plaque installed in one of the main foyers of the building. When I suggested that he should give some thought to its inscription, he shared that he had already done so. He wanted to include the architectural firm that had designed the building, the university administration at the time

of its construction, the chancellors involved, NCSU trustees at the time, planning committee members, and a few historical notes relating to the founding of the school. We reviewed the inscription, and I told him I would pay for it from the Dean's Gift and Trust funds. Several weeks later, he discovered the manufacturer had shipped the plaque C.O.D. to Wilmington, so we made arrangements to have it shipped from there to us. We officially unveiled the plaque during a small ceremony in the main foyer later in the year in October, with many of those named on the plaque in attendance along with other faculty and friends.

Arthur Aronson and I met with Chancellor Monteith on January 27 to present our recommendation that Jim Riviere receive the Burroughs-Wellcome professorship that was being offered. In addition to the designation, the professorship would receive \$120,000 over six years that could be used for post-doctoral student stipends. Monteith was very receptive and even suggested that we should try to get the stipend fund increased. He volunteered to lead a visit with the Burroughs-Wellcome president and their foundation personnel. With my retirement rapidly approaching, it seemed likely that Oscar Fletcher would be in charge by the time any actions occurred.

While I attended the Western States Veterinary Conference in February, Sandra Poole began a plan of attack for cleaning out my office and organizing the files. We spent the week of February 17 packing and moving into the office of the warehouse behind Polk Youth Center, where I would spend several months reorganizing and labeling boxes into a usable format to reference when writing the history of the veterinary college.<sup>88</sup> We held our last formal Dean's Council meeting on February 18.

Sorting, packing, and purging materials in the files and on the shelves of my office continued into the middle of the next week. I tend to be a master saver of things, but once I begin to discard, nothing seems sacred. Both of those last two weeks were punctuated by visits from peers and friends who came to bid me good fortune in retirement. Oscar Fletcher dropped in for a little while on February 27. By then, the office looked pretty bare. Friday, February 28, was my last official workday as dean, and my term would end at midnight on Saturday, February 29. I was quietly pleased that my last day as dean was Leap Year Day. I went in early on that last day to remove any of my materials that may have been overlooked in the "Dean's Office."

The next two weeks I stayed away from the main building during working hours, except to check my mailbox. On the evening of March 6, 1992, I introduced Oscar and Sybil Fletcher to the Board of Directors of the NCSU Alumni Association at the Faculty Club. Chancellor Monteith gave the College of Veterinary Medicine high praise as he introduced me, and the Alumni Association gave a warm welcome to the Fletchers. During March and April I spent most of my time cataloging the contents of the boxes in the warehouse office. The cataloging was time consuming, and I was doing it alone. It seemed almost harder to get away from that remote location than it had been to get away from the Dean's Office. I had several unexpected visitors during my labors, including Dennis Goetsch (University of Georgia) and Bill Carlton (Purdue University).

Even though my role as dean was past, I did attend the annual CVM Awards Banquet on April 9, because I had agreed to a small role in the presentations. I did not attend the other society and organizational dinners and meetings usually held during the spring semester:

Sigma Xi, Phi Zeta, North Carolina Association of Biomedical Research, and the Spring Commencement. Those functions were opportunities for Dean Oscar Fletcher to be involved, and I did not want to distract, even a little, from his recognition at those functions. I would have attended the NCSU Commencement, but the Purdue University ceremony was scheduled for the same date.

On May 5 the chancellor, vice chancellors, deans, and their spouses honored me with a retirement dinner in the Carter-Findley Field House. The evening was informal with lots of reminiscing and good times. They presented me with a gift certificate for a Lazy Boy recliner of my choosing. Did they intend for me to just sit and rock? Their tributes to me that evening were sincere, and my appreciation of them as friends was genuine. We left early the next morning to drive to West Lafayette, Indiana, for the commencement exercises at Purdue.

I had completed two hundred and nineteen months as leader of the veterinary medical programs on the campus of North Carolina State University. Few persons ever have the opportunities that I had—not only at NCSU, but also throughout my entire career. I was proud of my profession and honored to have contributed to its furtherance. I felt paternal toward the NCSU College of Veterinary Medicine, and I viewed its faculty, staff, and students as my extended kin. We had made plans and carried them out. North Carolina had its veterinary college. Adequate flexibility allowed the college to be able to adjust to future conditions, and it evolved to become one of the premier institutions of its type in the United States. The journey had its hills and valleys, but, from my perspective, the ride on the tiger had been a grand adventure.

## Epilogue



*“Writing a book is an adventure. To begin with, it is a toy and an amusement. Then it becomes a mistress, then it becomes a master, then it becomes a tyrant. The last phase is that just as you are about to be reconciled to your servitude, you kill the monster and fling him to the public.”* - WINSTON CHURCHILL<sup>89</sup>

I encountered all of those phases in preparing this manuscript, and they are probably reflected in the narrative. With this epilogue, I am ready to fling the history to the public. I started by writing the school’s history in the third person, but I had trouble separating my life from its life. A friend convinced me that I had to rewrite it in the first person. So I did that. Thus, the history became a first-person perspective on planning and developing the school, which later became the college. It is my personal perspective on what, how, and why things happened.

The how and the why encompassed two major aspects. The first was securing the approval and funding to develop a school in the university system. The second was building the program. Both of these were trials in themselves. Another phase entered later in the narrative—defining our role among the other schools and colleges in the day-to-day life of the university. Finally, as I wrote and included data on the program, faculty, staff, and students, I realized the manuscript was becoming a resource of related historical information. It related not only

the “whats” of events but also gave definition to the “whys.” When that became apparent, I included material that I had not originally intended to be part of the manuscript.

As I reflect on the events that occurred during the development of the college, I believe only a small window of time existed during which we could have accomplished what we were able to do. We probably could not have established the program if we had started either five years earlier or five years later. A providential gift gave us a primary role at the right time. No one person “got it” for us. Multiple key players were involved, although it is true that some paid more to the piper. It was a team effort. We had a team of leaders in the dean’s cabinet that provided not only leadership, but also mutually supportive and productively competitive interactions. The people who joined us were deeply perceptive, exhibited vision, and responded to circumstances with creative actions from the beginning of their time at NCSU. A group of autocratic leaders in those early days would have resulted in a different kind of institution from what developed. At a slightly different point in time, the same people might have developed a slightly different program.

Developing the program took a team with the combination of strengths and talents we had. We all desired to effect improvements in the training of veterinarians and to show innovation in creating learning opportunities for students. We wanted more “hands on” and less didactic presentations. The curriculum we adopted was a compromise—more on the side of tried-and-true methods that were believed to work than on the side of faculty-intensive innovations that were being introduced into medical school programs at the time. The approach was largely a concession on our part in recognition of the limited number of faculty projected for the school and the need for early accreditation.

In addition to initiating a new curriculum, we were a new school on campus; we needed to become acquainted with the operating culture and to learn the codes of conduct under which we were expected to operate. We needed the approval of the campus, the UNC system, and the North Carolina legislature. We had all experienced budgeting as part of other established programs and schools. Suddenly, we were an unproven unit within a group of established and proven schools. We had to seek appropriated funding and to supplement that with gifts, grants, and contracts. We could not ease into the system; we were suddenly in deep water, and we had to swim on our own. As we grew in number, teamwork continued to be essential in meeting our goals.

An overview of the school’s planning and the development processes reveals numerous “did rights,” “did wrongs,” “wish we haddas,” “darn glad we didn’ts,” and some “if we had to do it over agains.” Our selection of personnel at all levels must be ranked among the highest of the “did rights.” We had the good fortune of attracting first-class people in our early recruitment efforts. When they began to recruit faculty and staff into the departments, they usually attracted people like themselves. They adjusted and adapted to the organizational system and applied it to achieve the program’s plan. Many other “did rights” contributed to the eventual quality and cohesiveness of the program. The departmental and administrative structure provided stability and ease of communication, and it fostered an inter-supportive attitude and the interdependency of program delivery. The assignment of every fourth office to each department, a centralized graduate program, the single graduate-residency committee, the hospital board, the Teaching Animal Unit, Faculty By-Laws, faculty committee structures,

and a facility that kept the program under one roof all contributed to the school's success.

Of the "darn glad we didn't's," I am glad that we did not accept students into temporary quarters as a guise to force the university and the legislature to give us a high priority for funding. The students would have been hostages for the continuation of the program. If the legislature had interrupted funding, the real losers would have been the students already accepted into the program. In addition, we were not advanced sufficiently in the development process and would have started a second-class program. As I implied earlier, "The Lad upstairs was smiling on us."

Looking back, I would identify the following as benchmarks in the early history of the college:

- December 1944. As a member of the American Veterinary Medical Association's Postwar Planning Committee, Milton Leonard makes a statement that refers to the shortage of veterinarians and proposes that the unmet need could be satisfied by additional veterinary colleges, one of which should be located in North Carolina.
- 1951. The Southern Regional Educational Board (SREB) formalizes an agreement initiated by NCSU's Carey Bostian to send North Carolina students to other universities offering veterinary medical programs.
- 1958. The North Carolina Veterinary Medical Association charters the North Carolina Veterinary Research Foundation, which provides a focal point for those interested in establishing a veterinary medical school in North Carolina.
- May 23, 1961. State Representative Carson Gregory, Angier, N.C., introduces a draft amendment "on behalf of livestock interests" before the legislature for a referendum to be submitted to voters for bonds to develop a school of veterinary medicine at NCSU.
- 1965. State Representative Robert Z. Falls, Cleveland County, N.C., and members of his "rural coalition" begin an active lobbying and vote-trading crusade to establish a veterinary school.
- 1967 and 1970. The NCVMA passes two resolutions proposing that a School of Veterinary Medicine be established at NCSU. The first is submitted to the Office of the President, University of North Carolina; the second is submitted directly to Governor Robert Scott.
- March 10, 1970. Governor Robert Scott appoints a committee to examine the feasibility of establishing a veterinary school.
- August 9, 1970. Consultant Calvin Schwabe submits a feasibility study recommending that a school be established in the Research Triangle Park.
- 1970/71. A Board of Higher Education committee (the James Committee) recommends a three-step process toward establishing a school: first, establish a Department of Veterinary Science within the School of Agriculture and Life Sciences; second, conduct definitive planning; and third, establish a School of Veterinary Medicine at North Carolina State University.
- January 2, 1974. The Department of Veterinary Science becomes an administrative entity at NCSU.
- February 20, 1974. Grover A. Gore and Walter W. "Dub" Dickson form a verbal pact prior to a North Carolina State University trustee's meeting that leads to the establishment of a

committee to develop a veterinary school—the Joint Committee on Buildings and Property, and on Veterinary Medicine.

- February 25, 1974. North Carolina State Representative Robert Z. Falls and State Senator Vernon White sponsor *Resolution 171*, which instructs the Board of Governors to give special attention to the training of veterinarians, and to inform the legislature no later than the thirtieth day of the next session of the board's intentions.
- April 12, 1974. The General Assembly ratifies *Resolution 171*.
- October 24, 1974. The Board of Governors approves a motion that a school of veterinary medicine be established in North Carolina, but its location is not specified.
- December 18, 1974. The Board of Governors submits its response, *Veterinary Medical Education in North Carolina: A Special Report to the General Assembly of North Carolina*, authored by University Vice President John Sanders.
- January 25, 1975. At a meeting of the trustees' Joint Committee, Commissioner James A. Graham challenges Chancellor John Caldwell and gains a commitment from him to support the effort.
- 1975. North Carolina State Representative Robert Z. Falls and State Senator Vernon White sponsor an appropriations bill separate from the University's request for an annual \$500,000 in planning funds for each of the fiscal years 1975/1976 and 1976/1977.
- 1977. The legislature appropriates \$2 million in building funds, but holds it in escrow.
- 1978. The legislature appropriates \$7.28 million in building funds and combines it with the escrow fund to make \$9.28 million available during the 1978/79 fiscal year.
- May 18, 1978. The North Carolina Veterinary Sciences Foundation is chartered.
- August 15, 1978. The search committee appointed to locate a dean for the School of Veterinary Medicine meets for the first time.
- 1979. The legislature appropriates \$22,500,000, making a total of \$31,580,000 capital funds available for construction and equipment for the School of Veterinary Medicine.
- February 1, 1979. Terrence M. Curtin begins his appointment as the school's first dean.
- February 7, 1979. Ground-breaking ceremonies are held next to the Dairy Pavilion.
- June 1980. New faculty members, the "first adventurers," start to arrive.
- August 1981. The first class of veterinary medical students begins their coursework.
- April 20, 1983. The facilities are dedicated.
- May 10, 1985. The school achieves full accreditation.
- May 11, 1985. The first class graduates.
- November 1987. The Board of Governors approves the change in designation of the university's schools to colleges, with the exception of the School of Design (at the request of its faculty). The SVM becomes the College of Veterinary Medicine.
- 1988/89. The grants competition sponsored by the Pew Charitable Trusts generates intensive debates about veterinary medical curricula across the country.
- March 1, 1992. Oscar J. Fletcher becomes the college's second dean.

It may seem to readers that much of our attention during this period, from the onset of the project through my last days, was directed toward problems. We did confront hills and valleys, but we engaged in far more than crisis management. The positive position is that we

were successful in addressing the problems, and it was fun to win. The planning and development of the College of Veterinary Medicine are obviously not complete and will continue far into the future. However, it is essential to learn from the past, to recognize challenges, and to make necessary corrections. The college's leaders must have the courage to be bold, and they must be willing to fail in order to reach ambitious goals. That level of courage will always keep NCSU among the world's top-ranked veterinary colleges, while taking an easy route would mark the start of a long decline.

# Notes

## *Chapter I (1945–1975)*

1. Isaiah Berlin, *The Hedgehog and the Fox: An Essay on Tolstoy's View of History* (New York: Simon and Schuster, 1966), 20.
2. See Appendix VII for the text of the oath and a more complete description of the symbolism of academic regalia.
3. American Veterinary Medical Association, *AVMA Directory*, 44<sup>th</sup> ed. (Schaumburg, Ill.: Division of Membership and Field Services, The Association, 1995), 198–216.
4. The year 1992 represents the close of the period covered by this manuscript.
5. The official name for the GI Bill is the Servicemen's Readjustment Act of 1944.
6. Alice Elizabeth Reagan, *North Carolina State University, a Narrative History* ([Raleigh]: North Carolina State University Foundation and North Carolina State University Alumni Association, 1987), 209.
7. Some Milton M. Leonard papers are located in the University Archives at the Special Collections Research Center of the North Carolina State University Libraries.
8. Milton M. Leonard, correspondence, 1944.
9. Southern Regional Educational Board (SREB) Report, August 6, 1953.
10. Milton M. Leonard, correspondence with C. J. Lange, 10 January 1961.
11. Ned Huffman, personal communication with author, 3 June 1975.
12. Thomas Jones, "Onward and Upward [Opinion feature]," *Modern Veterinary Practice* 43 (September 1962): 16.
13. J. H. Brown, William Moore, and L. J. Faulhaber (for the North Carolina State Veterinary Medical Association), *A Veterinary History of North Carolina* ([New Bern: Owen G. Dunn Co.], 1946).
14. William Carpenter and Dean W. Colvard, *Knowledge Is Power: A History of the School of Agriculture and Life Sciences at North Carolina State University, 1877–1984* (Raleigh: North Carolina State University, 1987).
15. Reagan, pp. 183–84.
16. The Code of the University of North Carolina. Adopted July 7, 1972.
17. Grover A. Gore, personnel communication with author, 7 July 1978.
18. John T. Caldwell, communication, 13 February 1970.
19. William L. Turner, memorandum to Governor Scott, 18 February 1970.
20. Robert W. Scott, *Addresses and Papers of Governor Robert W. Scott, 1969–*

- 1973, ed. Memory F. Mitchell (Raleigh: North Carolina Department of Cultural Resources, 1974), 251, 694.
21. Martin Hines, personal communication with author, 11 October 1994.
  22. Calvin W. Schwabe, *Report to the North Carolina Board of Higher Education on the Feasibility of Establishing a School of Veterinary Medicine in North Carolina* ([Raleigh: The Board], 1970). The report was issued 9 August 1970.
  23. Joe Grimes, personal communication with author, 5 May 1994.
  24. H. Brooks James, letter, 1970.
  25. Joe Grimes, personal communication with author, 5 May 1994.
  26. Joe Grimes, personal communication with author, 5 May 1994.
  27. Robert W. Scott, *Addresses and Papers of Governor Robert W. Scott, 1969–1973*, 472.
  28. Louis A. Corwin, D.V.M., University of Missouri–Columbia, 1972.
  29. Martin Litwack, personal communication with author, 11 March 1975; and Joe Grimes, personal communication with author, 5 May 1994.
  30. Geographic Distribution of Entering Class of Professional (DVM) Students, *Journal of the American Veterinary Medical Association* 165 (15 September 1974): 508–09.
  31. Hilda Highfill, personal communication with author, 12 May 1975.
  32. John Caldwell, personal communication with author, 24 September 1995.
  33. "Options" July 9, 1974. Item III.
  34. Grover A. Gore, personal communication with author, 7 July 1998.
  35. Burleigh Webb, quote, 1974.
  36. Clarence R. Cole, LaVerne D. Knezek. Report. 29 April 1974.
  37. Arnold K. King, *The Multicampus University of North Carolina Comes of Age, 1956–1986* (Chapel Hill: University of North Carolina, 1987).
  38. Martin Gerry, correspondence. 31 July 1975.
  39. *Technician (North Carolina State University)*, 25 August 1975.
  40. William Friday, Letter to Governor James B. Hunt, 26 June 1978.

## **Chapter II (1975–1977)**

41. *News and Observer (Raleigh, N.C.)*, 17 February 2003.
42. Grover A. Gore, personal communication with author, 4 November 1996.
43. Grover A. Gore, personal communication with author, 7 July 1978.
44. Wayne O. Kester, "United States Air Force Veterinary Corps, 1949–1980," *Journal of the American Veterinary Medical Association* 203 (1 July 1993): 28–34.
45. I was unable to find a documented reference to Napoleon's rule of five, but the approach proved to be successful for me.

46. "I keep six honest serving men / They taught me all I knew / Their names are What and Why and When / And How and Where and Who" by Rudyard Kipling, "The Elephant's Child," in *Just So Stories* (New York: Doubleday, 1912).
47. Calvin W. Schwabe, *Report to the North Carolina Board of Higher Education on the Feasibility of Establishing a School of Veterinary Medicine in North Carolina* ([Raleigh: The Board], 1970).
48. Calvin W. Schwabe, *Cattle, Priests, and Progress in Medicine* (Minneapolis: University of Minnesota Press, 1978).
49. School of Veterinary Medicine, "Accreditation Information for Council on Education, American Veterinary Medical Association," January 1978.
50. Edwin F. Rosinski, "The New Medical Schools and Curriculum Innovation," *Journal of the American Medical Association* 216 (12 April 1971): 322–23.
51. Agreement reached on 8 November 1978.
52. EPA=Exempt from the (State) Personnel Act; SPA=Subject to the (State) Personnel Act. In general, faculty fall into the EPA category and support staff fall into the SPA category.

### ***Chapter III (1978–1979)***

53. I have paraphrased Prestage's observations.
54. According to university lore.
55. See Chapter I for an explanation of the reason for the different interpretations of the terms "facility" and "activity."
56. Joe Grimes, personal communication with author, 20 November 1978.
57. Martin Litwack, personal communication with author, 11 March 1975.
58. Richard Fink, personal communication with author, 23 July 1990.
59. Joe Grimes, personal communication with author, 20 November 1978.
60. Earl G. Droessler, Memorandum to Deans, Department Heads, and Directors (NCSU), 28 August 1978.
61. Martin Litwack, personal communication with author, 17 November 1978.
62. Roland Dommert, personal communication with author, 29 June 1993.
63. Winston Churchill, Parliamentary Debates, *House of Commons Official Report* (2 July 1942).
64. David G. McCullough, *Truman* (New York: Simon & Schuster, 1992), 518.

### ***Chapter IV (1979–1981)***

65. *Bartlett's Familiar Quotations*, 14th ed., ed. Memory F. Beck (Boston: Little, Brown, 1968), 117.

## Chapter V (1981–1983)

66. Antoine de Saint-Exupery, *The Little Prince*, trans. Katherine Woods (New York: Reynal & Hitchcock, 1943), 66, 67, 72.

## Chapter VI (1984–1985)

67. *American Heritage Dictionary of American Quotations*, ed. Margaret Minor and Hugh Rawson (New York: Penguin, 1996), 243.
68. Later renamed Human Resources.
69. The confusing title “secretary of the faculty” was modeled after the titles used for officers in the United Nations. The position actually functioned as the elected chair of the CVM faculty.
70. Ramps are wild onions (*Allium tricoccum*), also known as “wild leeks.” They have a strong taste and were eaten raw at the festivals and also used to flavor cooked foods.
71. St. Vincente, St. Lucia, St. Kitts/Nevis, Antigua, Jamaica, Trinidad, Belize, Barbados, Guyana, Grenada, and Suriname.
72. *News and Observer (Raleigh, N.C.)*, 1 March 1993.
73. *News and Observer (Raleigh, N.C.)*, 15 February 1985.
74. Third- and fourth-year veterinary students.

## Chapter VII (1986–1989)

75. *American Heritage Dictionary of American Quotations*, ed. Margaret Minor and Hugh Rawson (New York: Penguin, 1997), 180.
76. The Class of 1990 was actually the sixth class admitted. For a list of CVM graduates, see Appendix VIII.
77. The title of Brooks’s paper was “Dietary Management of Idiopathic Hyperlipoproteinemia in a Cat.”
78. A. W. Allen, personal communication with author, 4 June 1987.
79. Sponsored research is funded by organizations, institutions, or agencies outside the university.
80. William R. Pritchard, *Current Status and Future Directions for Veterinary Medicine: Phase I, Pew National Veterinary Education Program*, Draft Report (Durham, N.C.: Duke University, Pew National Veterinary Education Program, 1988).
81. David Gergen, *Eyewitness to Power: The Essence of Leadership* (New York: Simon & Schuster, 2000), 51.

82. Mort Walker, *Beetle Bailey* (comic strip).
83. District III included Alabama, Florida, Georgia, Mississippi, North Carolina, Puerto Rico, South Carolina, and Tennessee.
84. The date of Super Bowl XVIII.

### ***Chapter VIII (1989–1992)***

85. Wayne Corbett, “The College of Veterinary Medicine at North Carolina State University: Its Role in North Carolina’s Health Care System,” *North Carolina Medical Journal* 50 (November 1989): 607–14.
86. Tom Regan, *The Case for Animal Rights* (Berkeley, Calif.: University of California Press, 1983).
87. *Official Bulletin and Calendar* (North Carolina State University) 62, no. 21 (10 December 1990).
88. This document is that history.

### ***Chapter IX (Epilogue)***

89. As cited in Dan Poynter, *The Self-Publishing Manual*, 13th ed. (Santa Barbara, Calif.: Para Publishing, 2002), 358.

## Abbreviations and Acronyms

### -A-

AAALAC	Association for Assessment and Accreditation of Laboratory Animal Care International
AAHA	American Animal Hospital Association
AALAS	American Association for Laboratory Animal Science
AASP	American Association of Swine Practitioners
AAUP	American Association of University Professors
AAUW	American Association of University Women
AAVMC	Association of American Veterinary Medical Colleges
ABC	Advisory Budget Commission, North Carolina Legislature
ABVP	American Board of Veterinary Practitioners
ABVT	American Board of Veterinary Toxicology
ACE	American Council on Education
ACLAM	American College of Laboratory Animal Medicine
ACVA	American College of Veterinary Anesthesiologists
ACVD	American College of Veterinary Dermatology
ACVIM	American College of Veterinary Internal Medicine
ACVM	American College of Veterinary Microbiologists
ACVN	American College of Veterinary Nutritionists
ACVO	American College of Veterinary Ophthalmologists
ACVP	American College of Veterinary Pathologists
ACVPM	American College of Veterinary Preventive Medicine
ACVR	American College of Veterinary Radiologists
ACVS	American College of Veterinary Surgeons
ACZM	American College of Zoological Medicine
ADL	Arthur D. Little, Inc.
ADDL	Animal Disease Diagnostic Laboratory, NCDA
AES	Agricultural Experiment Station
AGRICOLA	AGRICultural OnLine Access, National Agricultural Library, USDA
AHI	Animal Health Institute
AID	Agency for International Development
AIDS	Acquired Immunodeficiency Syndrome
A&T	North Carolina Agricultural and Technical State University (Greensboro)
AP	Associated Press
APHIS	Animal and Plant Health Inspection Service, USDA
ARS	Agricultural Research Service, CALS (Experiment Station)

ASLAP	American Society of Laboratory Animal Practitioners
ASVPP	American Society of Veterinary Physiologists and Pharmacologists
AUB	Auburn University, Auburn, Alabama
AVDC	American Veterinary Dental College
AVMA	American Veterinary Medical Association
AVMA-COE	American Veterinary Medical Association, Council on Education
AWA	Animal Welfare Act
AWRs	Animal Welfare Regulations

-B-

BAI	Bureau of Animal Industry, USDA
BVSc	Bachelors of Veterinary Science degree

-C-

CABI	Now known as CABI or CAB International, the acronym originally stood for Commonwealth Agricultural Bureaux
CAL	University of California–Davis
CALAM	Canadian Association for Laboratory Animal Medicine
CALAS	Canadian Association for Laboratory Animal Science
CALS	College of Agriculture and Life Sciences, NCSU (after 1987)
CASS	Department of Companion Animal and Special Species Medicine, SVM/CVM
CDC	Centers for Disease Control and Prevention
CFA	Council on Food and Agriculture, USDA
CFIA	Canadian Food Inspection Agency
CFR	Code of Federal Regulations
CIIT	Chemical Industries Institute of Toxicology, Centers for Health Research
COD	Council of Deans, AAVMC
COE	Council on Education, AVMA
COR	Cornell University, Ithaca, N.Y.
CPR	Cardiopulmonary resuscitation
CRIS	Current Research Information Services, CSRS
CRWAD	Conference of Research Workers in Animal Diseases
CSRS	Cooperative States Research Service (USDA)
CSU	Colorado State University
CVM	College of Veterinary Medicine, NCSU (after 1987)
CVMA	Canadian Veterinary Medical Association

-D-

DACVB	Diplomate of the American College of Veterinary Behaviorists
DHHS	Department of Health and Human Services (U.S.)

DOD	Department of Defense (U.S.)
DOE	Department of Energy (U.S.)
DOI	Department of Interior (U.S.)
DOVA	Department of Veterans Affairs (U.S.)
DVM	Doctor of Veterinary Medicine
DVS	Department of Veterinary Science, NCSU

-E-

ECU	East Carolina University (Greenville, NC)
EIA	Equine Infectious Anemia
EOB	End of Block (colloquialism used by SVM/CVM students to signify end of a clerkship)
EPA	Environmental Protection Agency
EPA	Exempt from the Personnel Act (a personnel classification used in the state of North Carolina)
ETO	Ethylene oxide (sterilizing gas)

-F-

FACS	Flourescence-Activated Cell Sorter
FAE	Department of Food Animal & Equine Medicine, SVM/CVM
FAS	Financial Accounting System, NCSU Business Office
FARAD	Food Animal Residue Avoidance Database
FASEB	Federation of American Societies of Experimental Biology
FBR	Foundation for Biomedical Research
FDA	Food and Drug Administration (U.S.)
FIV	Feline immunodeficiency virus
FWA	Ferebee, Walters & Associates, Charlotte, NC

-G-

G.A.	General Administration, University of North Carolina System
GA	University of Georgia
GAHL	Grinnells Animal Health Laboratory, NCSU
GPA	Grade point average
G-SET	Greater South Eastern Triangle

-H-

HEW	Department of Health, Education and Welfare (U.S.)
HHS	Department of Health and Human Services (U.S.)
HIV	Human immunodeficiency virus
HVAC	Heating, ventilation and air conditioning

-I-

IACUC	Institutional Animal Care & Use Committee
ILAR	Institute for Laboratory Animal Research
IOM	Institute of Medicine
ISU	Iowa State University

-J-

JAMA	Journal of American Medical Association
JAVMA	Journal of American Veterinary Medical Association

-K-

KSU	Kansas State University
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-L-

LAR	Laboratory Animal Resources, NCSU
LDF	Legal Defense Fund

-M-

MEDLINE	Medical Literature Analysis and Retrieval System, NLM
MIN	University of Minnesota
MPH	Masters of Public Health degree
MPP	Department of Microbiology, Parasitology & Pathology, SVM/CVM
MRCVS	Member of the Royal College of Veterinary Surgeons
MSU	Michigan State University
MVP	Modern Veterinary Practice (professional journal)

-N-

NAACP	National Association for the Advancement of Colored People
NABR	National Association for Biomedical Research
NADL	National Animal Disease Laboratory
NAL	National Agricultural Library, USDA
NARC	National Agricultural Research Council, USDA
NAS	National Academy of Science
NASF	Net assignable square feet
NASULGC	National Association of State Universities and Land-Grant Colleges
NAVTA	National Association of Veterinary Technicians in America
NC A&T	North Carolina Agricultural and Technical State University (Greensboro)

NCAA	National Collegiate Athletic Association
NCAACP	North Carolina Association for the Advancement of Colored People
NCABR	North Carolina Association of Biomedical Research
NCAES	North Carolina Agricultural Experiment Station
NCAFC	North Carolina Alumni and Friends Coalition
NCAP	North Carolina Association of Professions
NCCU	North Carolina Central University (Durham)
NCDA	North Carolina Department of Agriculture
NCDH	North Carolina Department of Health
NCI	National Cancer Institute, NIH
NCPPA	North Carolina Pork Producers Association
NCRR	National Center for Research Resources
NCSU	North Carolina State University
NCTR	National Center for Toxicological Research
NCVC	North Carolina Veterinary Conference
NCVMA	North Carolina Veterinary Medical Association
NCVMF	North Carolina Veterinary Medical Foundation
NCVRF	North Carolina Veterinary Research Foundation
NIEHS	National Institute of Environmental Health Sciences
NIH	National Institutes of Health
NLM	National Library of Medicine
N&O	<i>The News and Observer</i> , Raleigh, NC
NPPC	National Pork Producers Council
NRC	National Research Council
NSC	National Security Council
NSF	National Science Foundation

-O-

OCR	Office of Civil Rights
OECD	Office of Economic Cooperation and Development
OH&S	Office of Health and Safety
OKL	Oklahoma State University
OLAW	Office of Laboratory Animal Welfare, NIH
OMB	Office of Management and Budget
ONT	University of Ontario
OPRR	Office for Protection from Research Risks, NIH
OSHA	Occupational Safety and Health Administration
OSP	Office of State Personnel (N.C.)
OSTP	Office of Science and Technology Policy
OSU	Ohio State University
OTA	Office of Technology Assessment
OTS	Omega Tau Sigma Fraternity

-P-

PAHO	Pan American Health Organization
PAMS	College of Physical and Mathematical Sciences, NCSU (after 1987)
PhD (Ph.D.)	Doctor of Philosophy Degree
PHS	Public Health Service (U.S.)
PNVEP	Pew National Veterinary Education Program

-R-

RADDL	Rollins Animal Disease Diagnostic Laboratory, NCDA
RIF	Reduction in Force
RDU	Raleigh-Durham International Airport
RTP	Research Triangle Park, North Carolina

-S-

SACS	Southern Association of Colleges and Schools
SALS	School of Agriculture and Life Sciences, NCSU (before 1987)
SAVMA	Student American Veterinary Medical Association
SBI	State Bureau of Investigation
SCAABP	Student Chapter of the American Association of Bovine Practitioners
SCAAEP	Student Chapter of the American Association of Equine Practitioners
SCAAOP	Student Chapter of the American Association of Ovine Practitioners
SCAASP	Student Chapter of the American Association of Swine Practitioners
SCAVMA	Student Chapter of the American Veterinary Medical Association
SCAW	Scientists Center for Animal Welfare
SPA	Subject to the Personnel Act (a personnel classification used in the state of North Carolina)
SREB	Southern Regional Education Board
SVM	School of Veterinary Medicine, NCSU (before 1987)
SVMF	Southern Veterinary Medical Federation

-T-

TAU	Teaching Animal Unit, SVM/CVM
TVMA	Triangle Veterinary Medical Association

-U-

UGA	University of Georgia
UNC	University of North Carolina
UNC-A	University of North Carolina-Asheville

UNC-CH	University of North Carolina—Chapel Hill
UNC-W	University of North Carolina—Wilmington
UP	University of Pennsylvania
UPI	United Press International
USDA	United States Department of Agriculture
USDA-ARS	USDA-Agricultural Research Service
USDA-BAI	USDA-Bureau of Animal Industry
USDA-CSRS	USDA-Cooperative States Research Service
USFWS	United States Fish and Wildlife Service
USPHS	United States Public Health Service
USVMA	United States Veterinary Medical Association (AVMA predecessor)

-V-

VA	Veterans Administration
VAMC	Veterans Administration Medical Center
VERC	Veterinary Equine Research Center, Southern Pines, NC
VET	Prefix in NCSU academic catalog denoting Veterinary Science Dept course
VETS	Veterinary Educational Textbooks & Supplies, Inc.
VHA	Veterans Health Administration
VML	Veterinary Medicine Library
VPI&SU	Virginia Polytechnic Institute and State University
VTH	Veterinary Teaching Hospital, SVM/CVM

-W-

WAAZM	Wildlife, Avian, Aquatic and Zoological Medicine Club
WHO	World Health Organization
WPA	Work Projects Administration
WPTF	Call letters of Raleigh Radio Station (AM 680 mhz) once owned by the Durham Life Insurance Co.; letters are an acronym for We Protect the Family
WVA	World Veterinary Association

## Curtin's Laws, Truths, and Realities

- 1st LAW: If you wanna get hit, you gotta stand in the way!
- 2nd LAW: The future holds great opportunities for those willing to take them.
- 3rd LAW: Poor press is better than no press. At least they are thinking of you.
- 4th LAW: Where buzzards gather, there's sure to be a carcass.
- 5th LAW: When elephants fight, only the grass gets hurt.
- 6th LAW: The only lions that get to be big lions are those that know when to be a little chicken.
- 7th LAW: None of us is as smart as all of us.
- 8th LAW: You can't move a bonfire one stick at a time.
- 9th LAW: Good politicians usually win over good ideas.
- 10th LAW: Almost anything goes; all you have to do is pull it off!
- 11th LAW: More battles are won by hanging in there than by smart moves.
- 12th LAW: It's the hunt, not the kill, that really counts.
- 13th LAW: If y'need glasses, use 'em!!
- 14th LAW: If you wanna be quoted, you gotta say something quotable!
- 15th LAW: There are more ways to become educated than in the classroom.
- 16th LAW: You gotta have a gimmick . . . !
- 17th LAW: Left to themselves, things will get worse.
- 18th LAW: There's no hell for dogs.
- 19th LAW: The less you say about it, the greater are chances of being right.
- 20th LAW: Eggs beget chickens.
- 21st LAW: It's tough to get old, and hard to get rich.

- 22nd LAW: It's easier to explain what happened than how or why.
- 23rd LAW: When you're little, you gotta be quick!
- 24th LAW: You don't have to accept free advice you didn't ask for.
- 25th LAW: Who you are boils down to what you are.
- 26th LAW: When you're right, you can afford to be righteous.
- 27th LAW: Don't try to defend the indefensible.
- 28th LAW: Don't let them give you their problem.
- 29th LAW: It's just as well to fall on your face as to lean over too far backwards.
- 30th LAW: A little smoke goes a long ways in controlling people or bees.
- 31st LAW: If you must go to war, choose the battleground.
- 32nd LAW: If you don't change, you die.
- 33rd LAW: Like being poor, being old is a frame of mind.
- 34th LAW: Nothing stays the same very long.
- 35th LAW: Do what's necessary, and do it well; then you don't have to prove anything to anybody.
- 36th LAW: Be a team player, but don't run with the pack.
- 37th LAW: Everyone loves a winner; nobody wants to compete with one.
- 38th LAW: Luck won't fail if you're prepared to do without it.
- 39th LAW: Data from the past is far more relevant to the past than to the future.
- 40th LAW: It's such a small world that you gotta behave all the time.

## United States Schools and Colleges of Veterinary Medicine Founding Dates

UNIVERSITY	BEFORE 1945	1945–1950	AFTER 1950
Auburn	1906		
California–Davis		1948	
Colorado State	1907		
Cornell	1894		
Florida			1965
Georgia		1946	
Illinois		1944	
Iowa State	1879		
Kansas State	1905		
Louisiana State			1968
Michigan State	1910		
Minnesota		1947	
Mississippi State			1974
Missouri–Columbia		1946	
North Carolina State			1975
Ohio State	1885		
Oklahoma State		1947	
Oregon State			1975
Pennsylvania	1883		
Purdue			1957
Tennessee			1974
Texas A&M	1916		
Tufts			1978
Tuskegee Institute		1945	
Virginia Tech/Maryland			1974
Washington State	1899		
Wisconsin			1979

SOURCE: American Veterinary Medical Association, *AVMA Membership Directory*, 44th ed. (Schaumburg, Ill.: Division of Membership and Field Services, The Association, 1995), 198–216.

## Planning and Capital Appropriations 1975–1980

YEAR	APPROPRIATION	TYPE
1975-76	\$ 500,000	Planning
1976-77	\$ 500,000	Planning
1977-78	\$ 2,000,000	Capital (escrow until 78-79)
1978-79	\$ 7,280,000	Capital
1979-80	\$ 22,300,000	Capital
<b>Total Planning:</b>	\$ 1,000,000	
<b>Total Capital:</b>	\$ 31,580,000	

## Academic Consultants

### *Consultants in Veterinary Morphology*

Mary Herron, D.V.M., Ph.D. (Histology), Chair, Texas A&M University, College Station, TX  
 Bruce Hohn, D.V.M., Ph.D. (Surgeon), Ohio State University, Columbus, OH  
 Sara Miller, Ph.D. (Electron microscopy), Duke University, Durham, NC  
 John Stump, D.V.M., Ph.D. (Gross anatomy), Purdue University, W. Lafayette, IN  
 Louis Corwin, D.V.M., Ph.D. (Radiology), University of Missouri, Columbia, MO

### *Consultants in Veterinary Microbiology*

Donald E. Kahn, D.V.M., Ph.D. (Immunology), Chair, Pitman-Moore, Inc.,  
 Washington Crossing, PA  
 Merlin L. Kaeberle, D.V.M., Ph.D. (Microbiology), Iowa State University, Ames, IA  
 Sayed M. Gaafar, D.V.M., Ph.D. (Parasitology), Purdue University, W. Lafayette, IN  
 Roland Dommert, D.V.M., Ph.D. (Bacteriology), Louisiana State University,  
 Baton Rouge, LA  
 William F. McCulloch, D.V.M., M.P.H. (Epidemiology), Texas A&M University,  
 College Station, TX

### *Consultants in Veterinary Pathology*

David E. Tyler, D.V.M., Ph.D. (Histopathology), Chair, University of Georgia, Athens, GA  
 Roy R. Pool, D.V.M., Ph.D. (Histopathology), University of California, Davis, CA  
 William O. Jones, D.V.M., Ph.D. (Gross Pathology), Tuskegee Institute, Tuskegee, AL  
 Victor Perman, D.V.M., Ph.D. (Clinical Pathology), University of Minnesota, St. Paul, MN  
 Talmadge T. Brown, D.V.M., Ph.D. (Pathology), Oklahoma State University, Stillwater, OK

### *Consultants in Physiological Sciences*

Dennis Goetsch, D.V.M., Ph.D. (Physiology), Chair, University of Georgia, Athens, GA  
 Dwight Coulter, D.V.M., Ph.D. (Physiology), University of Georgia, Athens, GA  
 Lloyd Davis, D.V.M., Ph.D. (Pharmacology), Colorado State University, Ft. Collins, CO  
 Leland Hodoval, D.V.M., Ph.D. (Bioengineering), Veterinary Practitioner, Evansville, IN  
 Roger Yeary, D.V.M., Ph.D. (Biochemistry), Ohio State University, Columbus, OH

### *Consultants in Large Animal Medicine*

Burnell W. Kingrey, D.V.M., M.S. (Food Animal & Equine Medicine), Chair,

Dean Emeritus, University of Missouri, Douglas, WY  
Charles J. Boyd, D.V.M., M.S. (Equine Medicine), Texas A&M University,  
College Station, TX  
Lewis J. Runnels, D.V.M., M.S. (Bovine & Swine Medicine), Purdue University,  
W. Lafayette, IN  
Ben D. Harrington, D.V.M. (Food Animal & Equine Medicine), Veterinary Practitioner,  
Apex, NC  
Charles B. Randall, D.V.M. (Food Animal Medicine & Surgery), Veterinary Practitioner,  
Kinston, NC  
Mack S. Setser, D.V.M. (Food Animal Medicine), Veterinary Practitioner, Waynesville, NC  
James J. Sheldon, D.V.M., ACVP (Population Medicine & Diagnostician), Casa Grand, AZ

### ***Consultants in Companion Animal Medicine***

Neil V. Anderson, D.V.M., Ph.D. (Internal Medicine), Chair, Kansas State University,  
Manhattan, KS  
Larry M. Cornelius, D.V.M., Ph.D. (Internal Medicine), University of Georgia, Athens, GA  
George G. Doering, D.V.M., M.S. (Dermatology), University of Missouri, Columbia, MO  
Martin Litwack, D.V.M. (Medicine), Veterinary Practitioner, Raleigh, NC  
Harry E. Lowry, D.V.M. (Medicine), Veterinary Practitioner, Greenville, NC  
David E. Harling, D.V.M. (Medicine), Veterinary Practitioner, Greensboro, NC

### ***Facilities Consultants***

Robert E. Lewis, D.V.M., University of Georgia, Athens, GA  
Maurice Morrisette, D.V.M., Louisiana State University, Baton Rouge, LA  
James W. Ticer, D.V.M., University of Florida, Gainesville, FL  
E. Dean Gage, D.V.M., University of Tennessee, Knoxville, TN  
Roger E. Brown, D.V.M., University of Missouri, Columbia, MO  
Ernest E. McConnell, D.V.M., National Institute of Environmental Health Sciences,  
Research Triangle Park, NC  
Alfred Edwards, D.V.M., National Institute of Environmental Health Sciences, Research  
Triangle Park, NC  
James F. Wright, D.V.M., Environmental Protection Agency, Research Triangle Park, NC

*The following committee and consultants usually conferred as individuals or in small groups.*

### ***Laboratory Animals and Special Species***

Ernest E. McConnell, D.V.M., National Institute of Environmental Health Sciences,  
Research Triangle Park, NC  
James R. Pick, D.V.M., Division of Laboratory Animals, University of North  
Carolina—Chapel Hill, NC

Stanley Proctor, D.V.M., Burroughs-Wellcome Company, Research Triangle Park, NC

Joseph L. Wagner, D.V.M., Division of Laboratory Animals, Duke University, Durham, NC

James F. Wright, D.V.M., Environmental Protection Agency, Research Triangle Park, NC

A. W. Macklin, D.V.M., Burroughs-Wellcome Company, Research Triangle Park, NC

Alfred Edwards, D.V.M., National Institute of Environmental Health Sciences, Research Triangle Park, NC

Edward J. Gralla, D.V.M., Chemical Industries Institute of Toxicology, Research Triangle Park, NC

## Documents for Academic Consultants

### Parts I, II and III

These documents were prepared and given to each of the teams of academic consultants, with the exception of the Laboratory Animal members (who served as consultants individually and/or in small groups). Each committee member was sent a complete set of documents and asked to read them before they arrived.

PART I reviewed the background and the status of the program.

PART II presented a written definition of the concepts and/or of the parameters that defined our desired program direction.

PART III was a set of questions and an integrated outline of goals, philosophies, and objectives to guide their deliberations. This was the document from which they would work.

Disclaimer: The numbers presented and values expressed herein are those prepared for and presented to the committees on, or after, August 19, 1976. They are not necessarily the amounts, numbers, or values that eventually developed as the basic program of the school.

# PART I

AUGUST 19, 1976

## School Of Veterinary Medicine North Carolina State University

### **BACKGROUND INFORMATION**

THE NEED FOR a School of Veterinary Medicine has been given serious consideration in North Carolina for over ten years. During that time, pertinent information was collected, the advantages reviewed and outside consultants were engaged to assist in the process. Independent or cooperative studies have involved North Carolina State University, the former Board of Higher Education, The North Carolina Veterinary Medical Association, The Board of Governors of the University of North Carolina System, the General Administration of the University of North Carolina, plus other individuals and groups that have carefully surveyed, revised and studied the situation. Each time conclusions supported the need to develop a School of Veterinary Medicine in North Carolina (SVM-NC). In 1972, positive action was taken when a three-phase plan was adopted. The first phase was to establish a Department of Veterinary Science at NCSU. The second phase was to plan for the development of a school, and the third was to establish the school. The Department of Veterinary Science was established during the 1973-1974 fiscal year. Planning has proceeded since then. The ground work has been completed to begin development of the school.

A legislative request from the 1974 General Assembly prompted a Special Report to the (1975) General Assembly of North Carolina by the Board of Governors of the University of North Carolina. The report reviewed and summarized feasibility considerations, and included a recommendation from the Board's November 15, 1974 session during which conclusions were drawn that a School of Veterinary Medicine should be established, and initial funding sought from the 1975 General Assembly.

During the 1975 sessions, identical Bills were introduced into both the Senate and the House of Representatives to create a school and to provide for its initial funding. No dissenting votes were recorded from either house, and \$500,000 were provided for "planning and developing . . ." Those monies are available for use during the 1976-77 fiscal year and will complete the phase of the program preliminary to the first operational year.

## **PROGRAM**

### *The Academic Program.*

#### **A. TEACHING**

Within the academic program, the instructional component is the easiest to differentiate and define for two reasons. First, the primary purpose for creating a SVM is to teach and educate students in its curriculum. Second, the parameters of its subject matter information are more clearly circumscribed by the responsibilities and professional activities of graduate veterinarians than are those of its research and service components.

In general, the mission of the SVM-NCSU instructional program is to develop the potential of individuals, and potential role of the veterinary profession, to meet the legitimate needs and concerns of society. It must avoid committing undue resources to whims and fads, or to political alignments. More specifically, its goal is to educate veterinarians who will have sufficient training, competence and experience to practice the science and art of veterinary medicine in one of the following ways. They may serve as contributing junior associates in industry, in a group practice, or if necessary, to meet the requirements of private practice alone, or to enter specialty training in a residency or graduate program.

Graduates will be prepared to maintain and improve their professional proficiency and scholarly interest throughout their careers. They will understand the requirement for continuing education as a routine part of veterinary medicine.

#### **B. RESEARCH**

The research program will be determined largely by the interests, expertise and aggressiveness of the faculty employed. A secondary influence on the kinds and amounts of research conducted will be the available sources of research funds. However, the opportunity is unlimited to seek solutions to applied and fundamental problems in cooperation and/or collaboration with other investigators at the University, and at private and public institutions and agencies in the Research Triangle Park and the southeast.

#### **C. SERVICES**

The service program will range from simple consultations with individuals through contract services for organizations and agencies. Service courses will be offered to students, undergraduate and graduate, in various biological pursuits on our campus, and those of neighboring universities and colleges. The teaching hospital will be, at the same time, a service hospital to animal owners and referring veterinarians. In addition, continuing education activities for veterinarians, animal owners and others will be coordinated and offered as part of the service program.

#### D. FACULTY RECRUITMENT

Table 1 is presented to illustrate the requirements as projected to complete the staffing of faculty for the school at the time four classes of students are enrolled in the professional curriculum; the first class will be accepted in the Fall 1979, the second in the Fall 1980 and the fourth in the Fall 1982 Semester. Existing personnel are enumerated under 1975-76.

Table 2 is used to present the existing and planned distribution of faculty to be recruited within the discipline/departamental structure of the school. Table 3 is used to identify existing and proposed technical, clerical and other supportive personnel as they will be redistributed within the organizational structure of the school.

#### E. DEVELOPMENTAL PLAN

The first of three phases in the development of a School of Veterinary Medicine at North Carolina State University (SVM-NCSU) will occur during the 1977-79 biennium. The first phase will complete those aspects preliminary to receiving applications for admission to the first class of 32 students accepted into the professional curriculum. During Phase 1, the Dean, department heads and certain key faculty will be recruited and employed. It will be necessary to prepare and equip laboratories and classrooms adequate to conduct the academic program during the 1979-81 biennium (Phase 2) during which time the permanent veterinary complex will be constructed to the stage of its initial occupancy (Phase 3).

Thus, during 1977-79 the major expenditures will be for personnel, and the preparation and equipping space in which to conduct the program temporarily during Phase 2. This period will see the admission of two classes of 32 students each.

The objectives for the 1977-79 academic years can be enumerated as presented below. The order of presentation does not indicate an order of priority.

1. Design a curriculum with goals and format of presentation that will meet the requirements for accreditation.
  - a. Carefully examine representative curricula from other veterinary schools, and incorporate the desired portions into course outlines and syllabuses for each of the preclinical and/or basic medical sciences.
2. Prepare instruction materials for classroom and laboratory uses:
  - a. Gross and microscopic tissue specimens will be selected, prepared and preserved for gross museum and microscopic slide sets for anatomy and pathology.
  - b. Stock cultures of bacteria and other microorganisms will be collected, prepared and preserved to be used in classrooms and laboratory instruction.
  - c. Initiate purchase of materials and equipment necessary to the early instructional program.
3. Consider and establish standards for admission to the professional curriculum.
  - a. Academic performance
  - b. Course requirements of the pre-veterinary curriculum
  - c. Residence requirements
  - d. Personal and moral characteristics

4. Establish standards of faculty and student conduct.
5. Collaborate with the architect and engineers to design space needs to house the majority of the instructional and research programs of SVM-NCSU.
6. Identify and integrate University Affiliated Facilities (UAF) to be utilized in presentation of the academic and research programs.
7. Write a detailed Program Plan to include the teaching, research and service programs of the SVM-NCSU, and a facilities program for the architect and engineer's use.
  - a. The program plan will be designed to compliment existing animal and biological science programs on campus, and to add a new dimension to them. In addition, it will provide and opportunity for collaborative efforts with engineering and other physical sciences.
8. Recruit and employ the dean, department heads and certain key faculty and supportive staff. It is important to attract a nucleus of scholarly faculty who are leaders in academic veterinary medicine and who have the vision and foresight to develop a viable program for the future.
  - a. Recruitment must proceed early and vigorously to appoint a dean, and identify persons with department head status for the basic science departments. That must be followed immediately with the identification and employment of key persons to develop the curriculum and other related programs within each of the subject matter disciplines.
9. Initiation of a clinical service which will be the basis for the establishment of a teaching hospital within the School of Veterinary Medicine.

#### **F. SVM-NCSU STUDENT BODY**

Enrollment preference will be give to North Carolina students. If, a cooperative agreement is negotiated with another state(s), or with a regional board such as the Southern Regional Education Board (SREB), contract fees will be calculated and projected on a "real" cost basis so that North Carolina is adequately compensated for its expenditures. Contract Agreements and cost will be re-evaluated and re-negotiated at prescribed intervals.

Minority groups will be identified within the main categories of race and sex. Distribution will ultimately depend on the number in categories of minorities completing the pre-veterinary requirements, and making application to SVM-NCSU, as they are the pool from which classes are accepted for admission. On the basis of national and North Carolina pre-veterinary admissions, few minority applicants can be anticipated for 1977-1978. Assuming (a) that the minority pre-veterinary and applicant pool will only gradually increase and (b) that applicants will be screened and admitted by an equal standard of merit, a rapid increase in minority admissions cannot be anticipated. Starting with that base, the SVM-NCSU will have to exert special efforts throughout the educational system to create a new career awareness and motivation for the minority potential in veterinary medicine.

**ENROLLMENT PROJECTIONS SVM-NCSU**

STUDENTS	79/80	80/81	81/82	82/83	83/84	84/85	85/86	86/87	87/88
VM-1	32	32	72	72	72	72	72	72	72
VM-2		32	32	72	72	72	72	72	72
VM-3			32	32	72	72	72	72	72
VM-4				32	72	72	72	72	72
Students	32	64	136	208	248	288	288	288	288
Clinical Interns		1	1	2	3	3	3	5	8
Clinical Residents		1	3	10	13	15	15	15	16
Graduate Students		2	2	6	12	15	20	22	25
Postdoctoral Students						1	4	4	5
Subtotal		4	6	18	28	34	42	46	54
Totals	32	68	142	226	276	322	332	338	342

**G. DEPARTMENT OF VETERINARY SCIENCE**

The Department of Veterinary Science is one of 20 departments in NCSU's School of Agriculture and Life Sciences. We have seven faculty positions filled:

- T. M. Curtin, D.V.M., Ph.D. Professor and Head (Physiology)
- E. G. Batte, D.V.M., M.S. Professor (Parasitology)
- W. M. Colwell, D.V.M., Ph.D., Professor (Virology)
- R. C. Dillman, D.V.M., Ph.D., Associate Professor (Pathology)
- E. C. Hodgin, D.V.M., Ph.D., Assistant Professor (Pathology)
- D. J. Moncol, D.V.M., M.S., Professor (Parasitology)
- D. G. Simmons, D.V.M., Ph.D., Associate Professor (Virology)

We occupy approximately 13,000 square feet of Grinnells Animal Health Laboratory (GAHL), and share animal space in Dearstyn laboratory with the Department of Poultry Science. Our primary function is research and pre-veterinary advisement. Our fiscal budget exceeds \$300,000 of state appropriated funds, plus varying amounts of miscellaneous gifts, contracts and projects. Our research activities are now administered within the North Carolina Agricultural Experiment Station (NCAES), and it is desired to maintain a cooperative and complementary working relationship with NCAES from the SVM-NCSU.

**TABLE 1**

## SVM-NCSU Staffing Additions Requirements - Dollars in Thousands

NOTE: Salaries are continued at one level throughout the projected period. No attempt was made to incorporate costs of living, merit, or promotional salary adjustments.

NOTE: "EPA" designates Exempt from the Personnel Act (Faculty), and "SPA" designates Subject to the Personnel Act (Staff). "EPA:TP" designates a professor with immediate tenure. "EPA:Oth" designates an associate or assistant professor, instructor, resident, intern, etc., who may or may not be in a tenure-track position and who will not receive immediate tenure.

EPA/SPA	FTE	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83
EPA	7	\$140.5	\$146.2	\$156.4	\$156.4	\$156.4	\$156.4	\$156.4	\$156.4
SPA	10.5	83.5	93.7	94.1	94.1	94.1	94.1	94.1	94.1
SPA	3		25.1	25.1	25.1	25.1	25.1	25.1	25.1
EPA:TP	3			103.8	103.8	103.8	103.8	103.8	103.8
EPA:Oth	3			82.5	82.5	82.5	82.5	82.5	82.5
SPA	5			40.8	42.7	42.7	42.7	42.7	42.7
EPA:TP	4				115.0	115.5	115.5	115.5	115.5
EPA:Oth	10				270.9	270.9	270.0	270.0	270.0
SPA	14				117.0	117.0	117.0	117.0	117.0
EPA:TP	5					405.0	405.0	405.0	405.0
SPA	18					145.0	145.0	145.0	145.0
EPA:Oth	15					146.6	146.6	146.6	146.6
EPA:TP	3						90.0	90.0	90.0
EPA:Oth	8						216.0	216.0	216.0
SPA	23						191.4	191.4	191.4
EPA:TP	10							405.0	405.0
EPA:Oth	15							102.8	102.8
EPA:TP	1								32.0
EPA:Oth	5								135.0
SPA	7								58.0
Total Dollars		\$224.0	\$265.0	\$502.7	\$1007.5	\$1704.6	\$2201.1	\$2708.9	\$2934.4

**TABLE 2**

Faculty Schedule for Existing and/or Additions by Rank Within Discipline/Departments

NOTE: This table differentiates faculty tenure and rank. "TP" designates a professor with immediate tenure. "Oth" designates an associate or assistant professor, instructor, resident, intern, etc., who may or may not be in a tenure-track position and who will not receive immediate tenure.

Year	ANATOMY		PHYSIOLOGICAL SCIENCES		PATHOLOGY		MICROBIOLOGY		MEDICINE & SURGERY		ADMIN.		TOTAL	
	TP	Oth	TP	Oth	TP	Oth	TP	Oth	TP	Oth	TP	Oth	TP	Oth
1976/77						2	3	1			1	4	4	7
1977/78	1		1		1			1		2			3	3
1978/79	1	2	1	3	1	2		1	1	2			4	10
1979/80		1		2	1	2	2	4	2	5		1	5	15
1980/81		1	1	1		1	1			5			3	8
1981/82		2		2		4		2		5	1		1	15
1982/83										5	1		1	5
Totals	2	6	3	8	3	11	6	9	4	24	3	5	21	63
Combined Totals	8		11		14		15		28		8		84	

**TABLE 3**

Schedule for Technical-Clerical Staffing by Department

NOTE: "T" designates technical; "C" designates clerical.

Year	ANATOMY		PHYSIOLOGICAL SCIENCES		PATHOLOGY		MICROBIOLOGY		MEDICINE & SURGERY		ADMIN.		TOTAL	
	T	C	T	C	T	C	T	C	T	C	T	C	T	C
1975/76					2		6.5					4	7.5	4
1976/77			1				.5				4	1.5	4	
1977/78	1		2					1	1	1			4	2
1978/79	2	1	1	1	2	1	2	1	2		1		10	4
1979/80	2	1	2	1	2	1	2		3	3	1		12	6
1980/81	3		3		3		1		5	6	1	1	16	7
1981/82	2		2		3		1	1	2	1			10	2
1982/83	1		1		1		1		1			2	5	2
Totals	11	2	12	2	13	2	14	3	14	11	3	11	66	31
Combined Totals	13		14		15		17		25		14		97	

## PART II

AUGUST 19, 1976

# Concepts And/Or Parameters Which Limit/ Define SVM Program Direction

### A. FACILITIES

1. SVM-Complex
  - a. 350K GSF estimated to cost \$30.2 million to construct and equip with fixed and moveable equipment. Estimated 30 acres for building footprints, parking and drives.
  - b. Preferred that all the main facilities to be under one roof so that it will function as a single community rather than as a collection of units
  - c. NCSU has designated 30 acres on the southwest corner of campus along Western Boulevard as the site for the SVM-Complex, and 220 acres along Reedy Creek Road for the Veterinary Research Farm. The research farm site is approximately 3 miles from the Western Boulevard site, and immediately adjacent to the Rollins Animal Disease Diagnostic Laboratory operated by the North Carolina Department of Agriculture (NCDA).
2. Affiliated Facilities
  - a. Rollins Animal Disease Diagnostic Laboratory (RADDL) is the central diagnostic laboratory of five operated by the North Carolina Department of Agriculture. The central laboratory has the capability for virus isolation, toxicologic analysis, fluorescent antibody techniques, etc. Some personnel at RADDL are adjunct appointees in the Department of Veterinary Science. Other diagnostic laboratories are located at Edenton, Statesville, Shelby and near Asheville.
  - b. North Carolina Veterinary Research Foundation (NCVRF) was founded in 1958 by members of the NCVMA, and located in Southern Pines, North Carolina. At this time, they have 39 acres and an excellent facility valued at approximately \$500,000. In 1975, the NCVRF membership authorized its Executive Committee to give the land and facilities to the SVM-NCSU when the school is operational. The NCVRF site is 63 miles from campus and is located near the center of a concentration of pleasure horses and hunters. Beef cattle herds are also common to the area.
  - c. Veterinary Medical Foundation of North Carolina State University Foundations will be the recipient of the NCVRF, and an additional 100 acres adjacent to NCVRF donated by Mr. & Mrs. W. O. Moss, Southern Pines, and the NCSU Foundations will be the recipient of subsequent gifts and endorsements to NCVRF.
3. SVM-NCSU Satellite Centers

Consideration has been given to developing 3 to 5 satellite centers in addition to the central teaching hospital. For Example: NCVRF Site, Southern Pines: Equine and beef; Coastal Plains area, Edenton, and/or Kinston or Clinton: Swine and poultry; Piedmont, Greensboro area: Beef, dairy and poultry; Mountains, Asheville area: Dairy and beef.

These satellite centers would be rotational centers for clinical and other applied instruction for advanced veterinary students, interns, residents, etc. They would be staffed by SVM faculty, and local veterinarians with adjunct-type clinical appointments.

Advanced students, interns and clinical residents will rotate through each satellite and could elect to return (upon program approval) to gain further experience or emphasis at a specific satellite.

## **B. SVM-NCSU DEPARTMENTAL STRUCTURE**

At this time, preliminary planning favors limiting the number of academic departments to between three and five. However, this is amenable and consultants are asked to consider departmental structures and SVM organization. Tables 1, 2 and 3 on Staffing Requirements are presented with Background Information (Part I) and reflect the three to five department structure, but are not presented herein to limit or influence the thoughts of visiting consultants.

## **C. CURRICULUM PRESENTATION**

1. At this time, everything favors that the total instructional program relating to the curriculum will be centered in the SVM-NCSU complex and will be under the direction of the SVM-NCSU faculty.
2. The teaching hospital will be the primary teaching arena, but not necessarily the primary classroom for the SVM-NCSU curriculum.
  - a. It is envisioned that the teaching hospital will be operated under the supervision of a hospital administrator with an advisory board composed of equal representation from all departments.
  - b. The responsibility for the hospital operation should be equal among all departments. This does not mean that each department will necessarily make an equal contribution, but each have equal responsibility for the system work.
  - c. This organization is intended to avoid certain problems associated with territorialism and parochialism which must be circumvented to make the hospital the primary teaching arena.

# PART III

AUGUST 19, 1976

## An Outline Of Goals, Philosophies And Objectives For Consideration By Academic Consultants To The School Of Veterinary Medicine North Carolina State University

Various statistics and other background information which are related to, or will influence, this veterinary medical program have been supplied to you. These, plus your own philosophies and experiences, will help you propose recommendations concerning the role of your discipline(s)/department in the SVM-NCSU program. Please consider each item from the perspective of (1) your personal bias, (2) that of your discipline(s), and lastly (3) for the benefit of veterinary medicine as a scientific profession. The recommendations of your committee will be combined with those of other discipline(s)/departments and considered for the preparation of a working model of an Academic Plan for the SVM-NCSU.

The following outline is used to present topics for your consideration and recommendations.

### 1. ORGANIZATION

Objective: To achieve the greatest advantage and efficiency with maximal benefit to disciplines, departments and the University in veterinary education.

#### 1.1 SVM-NCSU Administration

##### How do you advise the administrative structure of SVM-NCSU to be organized?

1.1.1 Dean's Office in relation to administration of:

- 1.1.1.1 Instruction
- 1.1.1.2 Research
- 1.1.1.3 Service
- 1.1.1.4 Accounting and business services
- 1.1.1.5 Personnel and performance records

1.1.2 Dean's Office in relation to administration of:

- 1.1.2.1 Departments
- 1.1.2.2 Teaching Hospital
- 1.1.2.3 Support Services
  - teaching hospital administration; electron microscope center; library; educational resources
  - Support services to include photography; illustration; TV; audio-tutorial center;

equipment maintenance shops and services

#### 1.1.2.4 University Affiliated Facilities

1.1.2.4.1 North Carolina Veterinary Research Foundation

1.1.2.4.2 Rollins Animal Disease Diagnostic Laboratory

1.1.2.4.3 Research Triangle Park personnel

1.1.2.4.4 Animal Technician Program at Central Carolina Technical Institute, Sanford, NC.

#### 1.1.3 Administrative interaction with School of Agriculture and Life Sciences

1.1.3.1 Is it desirable that SVM be separated both administratively and functionally from North Carolina Agricultural Experiment Station (NCAES)? Why or Why not?

1.1.3.1.1 If it is desired not to separate it, what administrative structure will provide for the greatest mutual benefit to both SVM-NCSU and SALS?

1.1.3.1.2 What problems need to be guarded against?

1.1.3.2 Administrative interaction with the North Carolina Agricultural Extension Service.

1.1.3.2.1 What administrative interaction is recommended to be the most advantageous to SALS and SVM-NCSU?

1.1.3.2.2 What problems need to be guarded against?

### 1.2 Departmental Organization

Where do you perceive and recommend that your discipline(s) fit into the organization of the school? (Please consider alternatives whenever possible.)

1.2.1 What departments do you recommend to achieve the greatest effectiveness of the SVM as a unit?

1.2.2 Should your discipline, and others, have a separate department as in the traditional organizational structure? Example: Microbiology in a traditional organization usually includes all infectious causes of disease.

1.2.2.1 Advantages to SVM?

1.2.2.2 Advantages to the discipline? Or, disadvantages?

1.2.3 As a combined department? With whom? Example: microbiology combined with or a part of pathology, or diagnostic services medicine, or Example: Physiology combined with or part of medicine pharmacology, biochemistry, etc.

- clinical laboratories; biotechnology; clinical services oriented along systemic lines such as gastrointestinal, urogenital, cardiovascular, etc.

1.2.3.1 Basis for combination(s)?

- Such as, structural and functional relationship between anatomy and physiology; causes of disease such as infection with bacteria, viruses, parasites, fungi, epidemiology, etc.; or combine the basic and applied which relate to each other such as anatomy with pathology (both morphology), or anatomy with radiology and/or surgery, etc.

1.2.4 As a section of another department?

1.2.4.1 For reasons similar to, or different from 1.2.3.1 above?

### 1.3 How should the departmental structure(s) which you recommended in 1.2 above

**be incorporated into the administrative organization of SVM?**

1.3.1 Your discipline-department in relation to your view of the role of other discipline-departments?

1.3.2 Your relationship (i.e., how you perceive your group to interact with other groups, departments, etc., rather than your "role" in a specific activity within the SVM) to the mission of the SVM as you perceive it?

**1.4 Basis for departmental definition. Should it be related to:**

1.4.1 Traditional basic medical science disciplines, such as anatomy, physiology, medicine, etc.

1.4.2 Medical services such as:

- diagnostics; to include clinical laboratory, radiology, postmortem pathology, etc.

- systems; cardiovascular, urogenital, neurologic, gastrointestinal, respiratory, reproductive, etc.

- species; equine, bovine, canine, companion animal, and/or food animal, avian, marine, laboratory animal, etc

1.4.3 A combination of the above? Which and how?

**1.5 Where should service facilities, disciplines, etc. such as the following be located administratively and functionally?**

1.5.1 Electron microscope

1.5.2 Avian medicine

1.5.3 Public health and epidemiology

1.5.4 Extension-Continuing Education

1.5.5 Parasitology

1.5.6 Teaching Hospital administration

**1.6 Teaching Hospital operation. Because the hospital will be so important to the presentation of the curriculum, it is critical that it will be administered to achieve maximum advantage to instruction.**

1.6.1 Do you believe your discipline(s) or department can effectively participate in the administration of the hospital through your representative on the hospital board?

1.6.1.1 How do you believe effective participation can be achieved?

1.6.2 Do you believe your disciplines(s) or department can make a contribution to the operation of the hospital and to the medical management of patients?

1.6.2.1 How do you believe it can best be achieved by your discipline(s) or department?

## **2. CURRICULUM**

**2.1 Should the basis of curriculum be**

2.1.1 Traditional. Two preclinical years of basic sciences followed by two years of clinical oriented instruction?

2.1.2 Some variation of traditional curricular organization?

2.1.2.1 Explain.

2.1.3 Species oriented

- 2.1.4 Services oriented, such as theriogenology; surgery; ophthalmology; anesthesiology; therapy
- 2.1.5 Systems, such as gastrointestinal/neurologic; skeletal-muscular
- 2.1.6 Anamnestic complaints, such as dermatologic disorders; neurologic disorders; unthriftiness; poor reproductive performance; lameness; anorexia; hemorrhage
- 2.2 How do you envision your role in presentation of the curriculum experience?**
  - 2.2.1 At what level in the curriculum will your instruction be most effective?
    - 2.2.1.1 As a prerequisite to what?
    - 2.2.2 How do you see the role of other disciplines or departments?
      - 2.2.1.2 As a separate effort, or as an interaction with one or more other discipline-departments? Explain.
- 2.3 Role of your discipline(s) or department in presentation of the curriculum.**
  - 2.3.1 What portion of your subject matter is so basic to understanding the discipline that it must be presented independent of other subject matter?
    - 2.3.1.1 Your approximate number of credit hours? classroom contact? laboratory contact? other?
    - 2.3.2 What portion of your subject matter can be presented with, or by, others?
      - 2.3.2.1 Integrated into, or in combination with, or as supportive to another area?
      - 2.3.2.2 Approximate credits? classroom contact? laboratory contact? other?
- 2.4 What prerequisites are necessary to your discipline's portion of the curriculum?**
  - 2.4.1 At the pre-veterinary level?
  - 2.4.2 In the veterinary curriculum?
- 2.5 What do you perceive as your role**
  - 2.5.1 In graduate education
    - 2.5.1.1 For DVMs?
    - 2.5.1.2 For non-DVMs?
  - 2.5.2 In residency training
    - 2.5.2.1 For clinical residents
    - 2.5.2.2 For non-clinical residents?
    - 2.5.2.3 In continuing education for veterinary practitioners; regulatory veterinarians; faculty; public education; consumers of animal products; others, including para-professionals
- 2.6 Curriculum electives**

Recent trends have permitted pre-DVM electives to be taken by more advanced students with varying degrees of faculty enthusiasm.

  - 2.6.1 Do you favor a curriculum devoid of electives?
    - 2.6.1.1 If so, why? If not, why not?
  - 2.6.2 If you favor a core curriculum with electives, should ALL electives be
    - 2.6.2.1 Free choice of the student's choice?
    - 2.6.2.2 From an approved list, but closely regulated and related to the veterinary medicine curriculum?
    - 2.6.2.3 A combination of free and "required" electives?
  - 2.6.3 If you favor an approved list of electives, what should be included?

2.6.4 Should adequate numbers of electives be permitted to allow true specialization in the veterinary curriculum, or should only limited electives be permitted to enable students to place "emphasis" on a selected species, or in a clinical or medical specialty?

2.6.5 If you favor pre-DVM specialization, do you favor

2.6.5.1 An opportunity to select a "track" early in matriculation that allows concentration in an area (Ex: pathology) or a service (Ex: poultry medicine), or a medical service (Ex: radiology) at the exclusion of other areas or species?

2.6.5.2 Or, do you favor a curriculum to graduate generalists and leave specialization to pre-DVM training?

2.6.6 Comment on the advisability of computer assisted instruction (C.A.I.) within the SVM curriculum.

2.6.6.1 The Plato system versus C.A.I.

2.6.6.2 Evaluate it as an opportunity to replace faculty; teaching assistants

2.6.6.3 If it can replace personnel on the instruction team, so you feel that it is economically advantageous? Disadvantageous?

## 2.7 Academic Calendar

2.7.1 Should an effort be made to design the curriculum to adhere to the NCSU academic calendar of two semesters (15 weeks each) and two summer sessions (6 weeks each)?

2.7.2 Or, should the University Calendar be ignored except for a starting date in the Fall of the VM-1 year and for a Spring graduation date four years later?

## 2.8 Do you believe non-DVMs will play an important part in the instructional program?

2.8.1 At the pre-DVM level?

2.8.1.1 Basic sciences only?

2.8.1.2 In the applied sciences?

2.8.2 At the level?

2.8.2.1 In intern and residence programs?

2.8.2.2 In Continuing Education for veterinarians?

## 2.9 Curriculum responsibility for miscellaneous subject matter areas which are generally outside the usual department format. Example: Fish and aquatic medicine, Laboratory animal medicine, Wildlife and zoo animal medicine, Avian medicine, Herpetology and other poikilothermous medicine.

2.9.1 What do you see as the most equitable assignment of these areas of responsibilities?

2.9.1 Should some or all receive departmental or sectional status?

2.9.2 Does you discipline(s) or department have a special interest in any or all of the above examples?

2.9.3 Do you feel that any of the above medical areas have potential for being developed in importance similar to that now experienced by some of the present food producing species

### 3. SPACE AND FACILITIES

The SVM-Complex will approximate 350,000 gross square feet (227,000 net assignable square feet) to accommodate the entire academic program to include the departments, teaching hospital, library and education resources, administration, research laboratory, support services, etc.

**3.1 Identify the kinds of space which your discipline(s) or department will need to adequately conduct your role in the program by function.**

**Identify as traditional or special (explain) space needs, and estimate the square feet required. In each instance, indicate if the space can be shared, with whom and why. It is conceivable that teaching and research or service activities could use some of the same spaces, and that some disciplines could share teaching labs; e.g., parasitology and histology.**

**Identify the basic necessary fixed and movable equipment for each. (Do not attempt to prepare a detailed list, but only give us the benefit of your experience to assist our planning.)**

#### 3.1.1 Teaching

3.1.1.1 Classrooms

3.1.1.2 Laboratories; classroom-laboratories ?

3.1.1.3 Support space: preparation areas; recovery areas; demonstration areas; storage areas

3.1.1.4 Animal quarters

3.1.1.5 Other

#### 3.1.2 Research

3.1.2.1 Laboratories

3.1.2.2 Support Services including storage

3.1.2.3 Animal quarters: local; central

3.1.2.4 Other

#### 3.1.3 Service, as you envision it by your group

3.1.3.1 Laboratories

3.1.3.2 Conference/Meeting rooms

3.1.3.3 Clinical or other related facilities: examining rooms; treat rooms and/or areas; surgical suites; monitoring, recovery and emergency areas; wards; exercise areas; radiography and other imaging; etc.

### 3.2 Offices

Give your preferences for faculty office format

#### 3.2.1 For your group

3.2.1.1 All together: in an open suite separated by partitions? clusters throughout the complex?

3.2.1.2 Private offices versus offices shared by 2 or more persons? grouped by disciplines/department, or mixed? grouped by academic rank?

3.2.1.3 Office laboratories: one corner of an open laboratory? an enclosed area or room accessible by passing through a lab?

3.2.1.4 Offices on one side of a hall with research labs on the other side?

3.2.1.5 Necessity of outside windows in faculty offices; should office windows open ?

3.2.1.6 No faculty offices, but with several enclosed carrels in which student counseling can be held?

### **3.3 Space Interaction**

3.3.1 What spatial relationship should exist between your group and other in the SVM-Complex?

3.3.1.1 Which are desired for you to be near? How near? Why?

3.3.1.2 Is spatial relationship to others unimportant to your group?

### **3.4 Support Services**

3.4.1 Faculty

3.4.1.1 Faculty lounges? Or, should they be faculty/staff lounges?

3.4.1.2 Faculty lockers? Or, should it be faculty/staff lockers

3.4.2 Student

3.4.2.1 Student lounges?

3.4.2.2 How important is it to have showers available in locker areas? in general? because of your part in the curriculum?

3.4.2.3 Small conference/assembly room(s) for student meetings, student government, student publication center, etc.?

3.4.2.4 Is an automat to dispense drinks and/or snacks needed ?

3.4.3 How should the satellite concept influence planning for the teaching hospital?

3.4.3.1 Reduce its size or components?

3.4.3.2 Cause it to be scaled down in those areas developed to serve the same species as projected at the satellite(s)?

3.4.4 Do you recommend an auditorium of 400 to 500 seats?

### **3.5 Satellite Facilities**

Based upon your concept of the proposed satellite centers:

3.5.1 How does your group envision the total satellite facility at any or all of the centers?

3.5.1.1 Interaction between the satellites and the central SVM-Complex.

3.5.1.1.1 Faculty exchange? faculty rotation? logistics?

3.5.1.1.2 Problems with the development of a caste system among and between satellites and/or satellites and central complex ?

3.5.1.2 General satellite construction type: concrete and brick, or frame buildings, or Butler-type construction, or modular construction, or mixture type and materials

3.5.1.3 General size: 2000 to 4000 GSF? 4000 to 8000 GSF? over 8000 GSF? under 2000 GSF?

3.5.1.4 Components: number of large animal wards? number of companion animal wards? laboratory types? dormitory areas? treatment area to include large

animal surgery, etc.? treatment area to include small animal surgery, etc.?  
3.5.1.5 Communication systems among and between satellites and main complex: only telephone and surface transportation needed? telephone plus data transmission systems in which EKG, blood chemistry, etc. can be transmitted? telephone and wireless system? should image transmission be considered as necessary?

3.5.2 Based on animal and people population and distributions

3.5.2.1 How many satellite centers do you recommend?

3.5.2.2 Should, or should not, emphasis be place on species at satellites?

### **3.6 Other**

Identify space requirements that have been inadvertently omitted from this outline.

## **4. FACULTY AND STAFF**

**4.1 Comment on the faculty requirements illustrated on Tables 1 and 2 included under Part I of these documents.**

4.1.1 Is over or under staffing proposed in the Table?

4.1.1.1 Is the distribution under disciplines appropriate?

4.1.2 Identify specialists or special competence which you feel should be included in your group and/or other groups.

## **5. SPECIAL NEEDS**

### **5.1 Electron microscopes**

An electron microscope now exists in Gardner Hall on campus. In a suite of rooms are two transmission scopes (Siemens Elmskop 1A and Hitachi HS8B) and one scanning scope (ETEC Autoscan B2), a specimen preparatory laboratory and a completely equipped darkroom. The Director of the EM Center has an associate appointment in the Department of Veterinary Science.

5.1.1 What additional facilities are needed?

5.1.2 If additional facilities are needed, should they be located in the SVM-Complex?

Or, should the present center be expanded to accommodate the added equipment?

Or, should administrative responsibilities be separate with common and cooperative interests?

### **5.2 Educational resources**

5.2.1 What kinds of capabilities should be included in staffing? photography (gross and microscopic)? illustrations (medical artist)? television production? movie production technical service for equipment? technical writer(s)? other?

5.2.2 Is a spatial relationship to the library important?

### **5.3 Waste disposal**

5.3.1 Should SVM-NCSU be equipped with capabilities for total waste incineration? including isotopes and toxins? partial incineration (Explain)? no incineration (Explain)?

### **5.4 Emergency Power Sources**

5.4.1 Identify those areas that must have emergency power available.

### **5.5 Centralized Service Units**

5.5.1 Sterilization

5.5.2 Dishwashing

5.5.3 Cage washing

5.5.4 Tissue preparation and sectioning

5.5.5 Distillation and distribution of distilled or de-ionized water

5.5.6 Compressed gasses and air

5.5.7 Other

## **6. OTHER MISCELLANEOUS**

Committee reports will be prepared and returned in the above numbered format. Committee Chairs will be provided copies of all other committee reports to prepare themselves to return to Raleigh to repeat the review of Part III, by the numbers. The compromises and additions to result from the meeting of the Committee of Chairs will serve as the basis for the organization plan of the School of Veterinary Medicine, its facilities, and the preparation of its academic program.

## The Veterinarian's Oath and Academic Dress

### *The Veterinarian's Oath*

Being admitted to the profession of veterinary medicine, I solemnly swear to use my scientific knowledge and skills for the benefit of society through the protection of animal health, the relief of animal suffering, the conservation of livestock resources, the promotion of public health and the advancement of medical knowledge.

I will practice my profession conscientiously, with dignity and in keeping with the principles of veterinary medical ethics.

I accept as a lifelong obligation the continual improvement of my professional knowledge and competence.

### *Academic Dress*

The origin of the regalia worn in formal academic processions and ceremonies dates back to the formation of centers of learning in medieval Europe that were closely associated with the Church. During the 12th and 13th centuries, the expansion of studies beyond theology and philosophy, the increased numbers of scholars and teachers, and more structured curricula led to the development of colleges and universities. As a consequence, the need arose for clothing to identify a person's level of training and major field of study. Thus, the hood and gown were developed to be informative as to the wearer's scholastic status and discipline and also to be functional in providing warmth.

Modern academic dress consists of a gown, a hood, and a cap or hat. The style of the gown has changed over the centuries, and the custom of wearing brilliant colors by recipients of higher degrees dates from the 16th century. Students were permitted only modest tunics. However, for graduates and the faculty, three styles of gowns were cut to denote bachelors, masters, and doctoral levels of education. These continue to be worn for formal occasions and are an important part of the traditions of higher learning.

The doctoral gown is more fully cut than any other academic robe, closes completely in the front, and has full-length sleeves. North Carolina State University gowns are black; other universities may have different colors. The front and both sleeves are trimmed in colored velvet to indicate the academic discipline of one's highest degree. Grey denotes veterinary medicine. Depending upon the institution, a variety of embellishments can appear on the collars and sleeves. Three chevrons of velvet on the sleeves indicate the doctoral rank.

The academic hood, another vestige of everyday attire in the Middle Ages, has an unusually long shape allowing the end (liripipe) to be pulled around the neck and secured. The

hoods awarded at NCSU are four feet long with five-inch wide panels. The university granting the degree is identified both by the color and the arrangement of the colors on the hood's inner lining. The chevron-shaped combination of Wolfpack red over white identifies a graduate of North Carolina State University. The academic discipline of the graduate is indicated by the color of the hood's margins. Veterinarians' hoods are trimmed in grey.

The cap is an essential part of the academic costume and is worn at all times with the robe and hood except in prayer. Its symbolism can be traced to Roman law, and it signifies one's independence and role as a teacher. The Oxford University style mortarboard worn by NCSU graduates is the usual cap of an American university. Other styles will be seen at an academic procession. The gold tassel is reserved for doctoral degrees and can be worn on either side of the mortarboard.

Another embellishment can be found at ceremonies of NCSU's College of Veterinary Medicine. Those who have been inducted into Phi Zeta, the veterinary honor society, wear grey cords in recognition of the academic achievement of being in the top 25% of their graduating class.

The hooding ceremony has its own symbolism. Acquisition of the academic hood marks a major rite of passage and represents the wearer's formal acceptance into the profession of veterinary medicine. What is a profession, and a professional? The root "profess" is from the Latin *professus*: to declare, affirm, or vow. A profession is thus the act of public declaration, rather than a calling or the body of persons engaged in a calling. The public declaration known as the Veterinarian's Oath is analogous to the Hippocratic Oath taken by physicians and to the vows taken by those who enter a religious order.

Several characteristics identify a profession and a professional:

- A profession provides a unique, socially useful, and needed service.
- A profession is associated with the acquisition of a high degree of specialized knowledge.
- The professional has the ability to apply that knowledge.
- A profession is autonomous, in that it is largely self-regulatory through peer review.
- A professional accepts a personal responsibility for his or her performance and behavior.
- A profession and the professional will express community interest.
- A profession and a professional demonstrate more concern for the services rendered than for financial reward.

The traditions symbolized by the academic hood will accompany the wearer into his or her professional career. Acceptance of the hood, followed by public recitation of the veterinarian's oath, declare the standards of responsibility and conscience of one's professional future. The veterinary professional will engage in lifelong learning and will share knowledge and experiences with others. Actions represented by the care of patients and clients will gain the respect and confidence of the community and of colleagues, and they will enhance the profession.

Commencement, at which time degrees are awarded, means beginning or onset. At Commencement recipients of the Doctor of Veterinary Medicine, or similar degree, enter the profession.

SOURCE: Adapted from materials furnished through the courtesy of Dr. Malcolm Roberts, College of Veterinary Medicine, NCSU.

# NCSU College of Veterinary Medicine Graduates

## 1985-1994

**- A -**

Dana Ann Ahrenholz '94  
 Bruce E. Akers '91  
 Sandra M. Albright '87  
 Mary M. Alexander '90  
 Daniel A. Allen '85  
 Wendy J. Alphin '88  
 Bonnie E. Ammerman '92  
 David E. Anderson '90  
 Deborah K. Anderson '88  
 Donna G. Anderson '91  
 Sylvia Lane Anderson '92  
 Margaret Anderson '88  
 Stephen E. Angell '91  
 Brian A. Arneson '92  
 J. Nick Ashford '89  
 Elizabeth S. Atwell '91

**- B -**

Kenneth L. Bacon '87  
 Robert B. Ballard '94  
 Melissa J. Baptist '94  
 Christine S. Barber '92  
 Donna M. Barman '92  
 Tiffany C. Barnhill '91  
 Jill A. Barnes '92  
 Joan F. Barrett '92  
 Louise S. Barrett '92  
 Sean J. Barrett '91  
 Janet Lea Batker '85  
 N. Christopher Batts '91  
 Steve A. Bauer '92  
 Audrey T. Beam '91  
 Stacey E. Beam '94

David G. Beauchamp '85  
 Ann Beebe '93  
 Paul S. Bencuya '90  
 Louis D. Beretich '90  
 Frederick H. Bertram '85  
 John T. Bingham '86  
 Bonita L. Blake '85  
 Mark Blakely '87  
 Jeffrey G. Blue '85  
 Karen R. Bohon '91  
 Jerry Mike Boles '87  
 Margaret E. Boothroyd '94  
 Daniel B. Borders '91  
 Audrey E. Bostian '92  
 Lynn J. Bowden '87  
 Tonya S. Boyd '94  
 Timothy N. Boyte '91  
 Glenn C. Bradshaw, Jr. '94  
 Jill Bradshaw '93

Ann Brady '93  
 Steve W. Breeding '92  
 Stephen H. Brenn '92  
 Boris Brglez '94  
 Sharon Lynn Briles '94  
 Suzanne N. Brink '94  
 Lisa G. Britt '94  
 Ina Marie Broadwell '94  
 Robin Brock '87  
 Kenneth R. Brodie '88  
 Christopher Brooks '91  
 Karen Brooks '87  
 Ted A. Broome '86  
 Fred G. Brown II '92  
 Helen Venita Brown '91

Sarah B. Brown '85  
 Virginia Brown '87  
 Linda Ann Bruce '91  
 William J. L. Bryant '91  
 Kimberly Buck '93  
 Joel K. Budd, Jr. '90  
 Susan K. Bull '94  
 Paula Bullock '93  
 Karen M. Bulluck '90  
 Kimberly Burch '93  
 Mary Kate Burdick '86  
 Holly Burgess '93  
 R. Gregory Burkett '93  
 Cynthia D. Burnett '92  
 Jeffery W. Burroughs '94  
 Kathryn W. Bush '86  
 Barbara Butler '87

**- C -**

Mark S. Camacho '87  
 Virginia W. Campbell '94  
 John Canipe '87  
 Beverly Cannady '89  
 William H. Carr '92  
 Anne Carroll '93  
 Donna K. Carver '89  
 Laurel Causby '88  
 Tina Cecil '93  
 M. Keith Chaffin '85  
 James N. Chambers '87  
 Kim M. Childress '85  
 Carolyn M. Chinnici '94  
 Lee Ann Christie '90  
 Carolyn M. Clark '89

Deborah Clark '87  
Steven R. Clark '89  
J. Mark Cline '86  
David H. Close '88  
Victoria M. Clyde '87  
Charles M. Coats '90  
Jodi M. Coble '89  
Rebecca A. Cockman '86  
David M. Cole '91  
Gillian Comyn '87  
Patrick Comyn '88  
Lisa Confessore '87  
Kalen C. Cookson '92  
Roy D. Cope '87  
Stanley C. Corbin '90  
Lisa L. Corcoran '92  
Elizabeth S. Cotton '87  
Deborah Cowan '93  
J. Jay Cox III '90  
Kenneth Crawford '89  
D. Lee Creech, Jr. '94  
Katherine V. Crumley '92  
Sara Cumbus '93

**- D -**

Lisa A. Darling '89  
Elizabeth Daughtry '88  
Caroline David '93  
Geraldine Davidson '93  
Laurel M. Davis '89  
Kent Dean '87  
Lysa P. Deaton '91  
James W. DeBell '88  
John D. Dellinger '92  
E. Brian Delp '87  
John U. Dennis '91  
Lynne Dennis '93  
Susan M. Dermer '90  
Katherine J. DeVore '86  
Richard C. Dixon '85  
Julia Doub '88  
Leslie Dragon '93  
Glenn M. Driscoll '89

Diana W. Dudley '90  
Perry Durham '89

**- E -**

Mary Louise East '87  
Amy Edwards '88  
Margaret A. Edwards '87  
David Elliot '88  
Laurie P. Ennis '85  
Linda E. Erday '88  
Melissa R. Euchner '89  
Katherine L. Evans '89  
Lora E. Evans '88  
Richard Evans '88  
Olivia G. Everett '86

**- F -**

Christine C. Faircloth '91  
Fred Faragalla '91  
R. Alan Feimster '94  
Rob Feola '93  
D. Clark Fincher '89  
Bernard M. Fischer '88  
Janthi Fisher '93  
R. Iain Fitch '89  
Shelley Fitzgerald '91  
Elizabeth A. Flory '85  
Mary H. Fluke '86  
Sarah Anne Foley '91  
Mary C. Fondren '87  
Jennifer S. Foshee '88  
Mitchell J. Foster '85  
Deborah S. Fox '86  
Randy Frantz '88  
Agnes Ann Fratcher '92  
Beth Fuhrmann '86

**- G -**

Ronald Gaeta '87  
Jack G. Gallagher '90  
Donna Lee Gallant '91  
Anna M. Gallo '90  
Michael P. Gallup '88

Kerry S. Garcia '94  
Sarah Y. Gardner '86  
Lori Gaskins '89  
Kathleen Gelatt '93  
Phyllis A. Gensheimer '90  
Barry T. George '90  
Julie D. Giles '89  
Patsy P. Gilliam '90  
Maxine R. Gilvey '86  
Peter T. Gilyard '94  
Kristie L. Gingery '90  
Kady M. Gjessing '94  
Marie C. Glennon '94  
Tony L. Glover '91  
Thomas S. Golding '91  
Elyse K. Goldman '85  
Renee P. Goodwin '90  
Joseph K. Gordon '86  
Rebecca A. Gore '91  
Elizabeth E. Gough '91  
Ginny L. Grant '88  
Sandra M. Grant '94  
Pamela Jean Grasso '91  
Glenn L. Gray '90  
Elaine Gregg '91  
Rachel Griffith '93  
Jeanne Grim '87  
Karen E. Gunter '86  
Sharon M. Gwaltney '85

**- H -**

Bill M. Hager '85  
Debra L. Hagerman '91  
Kathryn D. Halada '94  
Catherine H. Hamilton '94  
James M. Hammer '88  
Mark Hamrick '89  
Robert S. Hanes, Jr. '90  
Tracy L. Hanner '86  
Joan M. Hardin '91  
Laurie Anne Harmon '94  
Melanie A. Harper '86  
Elizabeth Harr '93

James M. Harrell '89  
Catherine Harrelson '91  
Lisa A. Harrenstein '90  
Carolyn Harris '93  
Mark W. Harris '92  
Peter Harris '93  
Cheryl S. Harrison '89  
Michael W. Harrison '92  
Kimberly K. Harry '94  
James Harvey '93  
John B. Harvey '90  
Jan Fletcher Hawkins '91  
S. Blake Hawley '91  
Peter Hecht '87  
Tracy M. Heenan '89  
Bethany D. Heidler '90  
Sharon Ann Heins '91  
Lori J. Heintzelman '92  
Karen J. Heller '87  
Scott R. Helms '87  
Susan W. Helton '90  
Thomas M. Hemstreet '87  
Nancy Russell Henry '89  
Pamela Hendrickson '87  
David J. Henzler '86  
William Hewatt '93  
Bryan C. Hight '89  
Elizabeth Hilborn '93  
Paul Hinkle '93  
Anne Hinn '93  
Julia M. Hix '87  
James D. Hobbs '94  
Hilda R. Holcombe '87  
Cathi J. Holden '86  
Abigail W. Hollowell '91  
Kathleen O. Holmes '91  
Erika Honore '87  
Robert Hooker '93  
Margaret Ellen Hoots '93  
Donald G. Hoover, Jr. '89  
Julie D. Horan '89  
Hope House '88  
Richard L. Hovis '89

Patricia A. Howland '87  
Gail C. Hoyme '86  
David P. Hudson '86  
James Kelly Hudson '92  
Melissa Hudson '93  
David Huff '89  
Scott Huggins '93  
Susanne A. Hughes '90  
Martha Ann Hunt '94  
J. Lee Hunter '85  
Sue Ann B. Hurlbert '90  
Sherry Huskey '87  
Douglas A. Hutchinson '89

### - I, J -

Gloria D. Jahnke '86  
Thomas Jakob '85  
Frank James '86  
Perry H. Jameson '91  
Lisa Jane Janisko '94  
Donna E. Jenkins-Hill '91  
Linwood Jernigan '87  
Madeleine Jiamachello '91  
Andrew S. Johnson '94  
Connie C. Johnson '89  
Daniel H. Johnson '92  
Earl Johnson, Jr. '88  
Tammy Lynn Johnson '92  
Jocelyn D. Johnsrude '87  
Dana Jones '93  
Daniel M. Jones '89  
Elizabeth H. Jones '93  
Kirby H. Jones '85  
Randy G. Jones '85  
Elizabeth E. Jordan '90  
Holly L. Jordan '88  
Karla J. Joyce '89  
Sandra S. Justis '90

### - K -

Ralph A. Keel, Jr. '90  
Carol M. Kelly '90  
Emma J. Kelly '89

Chelsey Kennedy '93  
Karen S. Kennedy '85  
Rebecca D. Kesler '94  
Kevin Kessler '93  
P. Gail Ketner '89  
Mark T. Ketner '87  
Cynthia A. Kimbrell '87  
Dawn D. Kingsbury '94  
Jennifer L. Kingsley '90  
Linda S. Kinney '87  
Richard D. Kirkman '91  
James S. Kittrell '88  
Teresa L. Klatt '91  
Stephen E. Klaus '85  
J. Bradley Knowles '91  
Wendy K. Kohn '92  
Christine Kolmstetter '91  
Christopher R. Konvalinka '92  
Stephanie Kordick '93  
Adrian M. Kreeger '88  
Howard S. Krovetz '90  
Thomas Krunkosky '93  
Linda J. Kuhn '89  
Debra Kurtz '89

### - L -

Mark Ladd '93  
Tracy A. LaDue-Miller '94  
Brenda S. Lam '91  
Jean Lamb '89  
Jennifer D. Langford '94  
Darlene Lannon '87  
Sara H. Lash '87  
Martha C. Laughery '94  
Dina Lawrence '88  
Julie C. Lawrence '90  
Barbara Kay Lawrence '92  
Cynthia Lees '88  
Shirley A. Leonard '89  
Mary Anne Leslie '87  
James H. Lilley '87  
Deanna M. Lindsey '94  
Edward Lineberger '88

Lorraine O. Linn '90  
David W. Linzey '94  
Barry D. Little '89  
Susan Lloyd '93  
Jacqueline Locklear '90  
Kathleen C. Loesch '85  
Martha Lynne Loftin '89  
James K. Loy '89  
Mary Hope Lucas '90  
Kimberley A. Luce '94  
Jan T. Luquire '89

**- M -**

Karen E. MacFadden '86  
Meredith Mahon '94  
Erin D. Malone '89  
Karen L. Manuel '90  
Judith Lee Margarelli '92  
William C. Marlatt II '88  
Greg Massey '89  
Sharon D. Mastafiak '93  
Donna O. Matthews '88  
Julie A. Matthews '89  
Elizabeth Mauldin '93  
Mary Ann T. McBride '92  
Stuart M. McCall '87  
Dianne McCracken '87  
Megan E. T. McDonald '92  
William N. McDuffie, Jr. '89  
Lynn M. McElroy '89  
Thomas McGinn '87  
Philip D. McHugh '85  
Kevin Neal McKisson '92  
Donna McLamb '88  
John T. McLean '88  
Mark A. McMahon '88  
Jacqueline E. McNeil '89  
Christopher P. McNeill '94  
William Andrew McRee '92  
Lori S. Meacham '87  
James D. Meister '94  
G. Scott Melton '88  
Christine L. Merrill '88

Jo Hannah Michaelson '89  
Martina G. Midkiff '94  
Marcelle J. Mikhail '92  
Charles W. Miller, Jr. '92  
James M. Miller '92  
Karen C. Miller '87  
Julian E. Millikin '94  
Eve P. Mills '90  
Angela Mitchell '88  
Paige E. Mitchell '92  
Teresa C. Moazed '88  
Lisa Moeller '86  
Forrest Mohler '93  
Patricia Monahan '86  
Linda M. Moore '86  
Sally J. Moore '90  
Victoria L. Moskaluk '87  
Amy Poteat Moye '90  
Len E. Murray '91  
Cindy Muse '93  
Claire F. Musick '86  
Kimberly Myers '93  
Mary B. Myers '88

**- N -**

Brad Nadelstein '93  
Paul B. Nader '91  
Paula L. Nelson '90  
Sharon Nelson '93  
Christopher J. Neville '92  
Patricia L. Niehm '90  
Daniel E. Nordland '92  
Cynthia Ann Norris '94  
John N. Norton II '88  
Tonya M. Nowell '92  
Sheri Nutter '87  
Clint T. Nygaard '90

**- O -**

Marjorie L. O'Neill '91  
Rachel Oriffith '93  
Melissa Jane Orsick '94  
Yvette Ann Ortiz '94

Adrienne Otto-Lee '90  
Dwayne Overby '93  
Linda M. Overcash '91  
Michael W. Overton '90

**- P -**

Linton Bert Palmer '88  
Katharine G. Palmer '94  
Herbert M. Parker '86  
Cheryl Lane Parker '88  
Carolyn A. Parkins '85  
Nolie Parnell '93  
Tina Lynn Pasour '94  
Daniel L. Patterson '91  
Katherine L. Pearman '89  
Jennifer Peck '94  
Ashley G. Peterson '94  
Betsy J. Pethick '87  
Diane Petrowski '93  
Daniel J. Petrus '90  
Katherine W. Phillips '93  
Laura H. Phillips '94  
Patrick M. Pilkington '94  
Susan E. Piscopo '91  
Mark A. Plott '90  
Barbara Pollard '88  
Madeleine Ponder '89  
Margaret Pressley '85  
Jackie H. Price '89  
Diane Probasco '93

**- Q -**

Jo Anna Quinn '86

**- R -**

Lisa R. Radwan '91  
Katherine A. Rash '88  
Ann R. Ratchford '88  
Nancy Rathbun '94  
Douglas L. Reece '88  
Lynn A. Reed '87  
Christopher C. Reeves '92  
Davelyn F. Rednour '94

Robert R. Rednour '89  
Elisabeth A. Reid '89  
Joseph K. Reid '88  
Hilton Renfrow, Jr. '93  
Randall P. Reynolds '87  
J. Kenneth Rhea '94  
F. Ross Rich '90  
Karla Rigdon '93  
Lynne J. Riley '90  
Vivian H. Ringer '86  
Elizabeth Rinker '93  
David V. Rives '85  
Grady L. Robbins III '90  
Karen E. Robbins '86  
Preston Roberts '89  
Ruth M. Roberts '90  
Shell Dee Robertson '92  
S. Kent Robinson '91  
Noreen M. Roche '90  
Alyson Rockett '92  
Bryan E. Rodgers '92  
Charles W. Rogers '86  
Margaret E. Rogers '86  
William E. Rogers III '90  
Christopher Romines '94  
Karen U. Rosenthal '88  
Cara Roten '87  
Patricia Rottman '93  
Cindy Rowe '87  
Emily Ann Rowland '94  
Kevin J. Rowles '94  
Irene M. Rusnak '88  
Johnson V. Russell '85  
Michael J. Russo '92  
Frank J. Rutowski III '90  
Patricia E. Rynders '85

- S -

Leilani P. Sabin '93  
Denise R. Sacks '85  
Kristine Ann Sands '92  
John Santilli '88  
James E. Schacht '88

Marianna Schafer '93  
David B. Schauer '87  
Anne M. Scheer '91  
Steven L. Schindler '90  
Robert Schopler '86  
Susan F. Schopler '88  
Pamela D. Schrull '86  
Richard David Scott '86  
David F. Scotton '88  
Laurie D. Scotton '89  
Suzanne R. Sewell '88  
Steven R. Shackelford '90  
Martha B. Shannon '91  
Dianna Shattuck '93  
Barbara Sheppard '93  
Dennis M. Sherin '92  
John Sherman '93  
Steven R. Shrum '89  
Linda Eileen Silvers '92  
Mark Silvers '85  
Mikele Simkins '93  
Ann Marie Simmons '94  
Marcy Fetter Simon '94  
Timothy C. Sloan '85  
Alice L. Smith '91  
Carlene Smith '93  
Crystal R. Smith '94  
Kimberly A. Smith '87  
Melanie Ashe Smith '92  
Scott T. Smith '91  
William E. Smith '86  
Carolyn H. Smoak '88  
Ida Smoak '87  
Harry O. Snelson '90  
Mary C. Snyder '87  
Patrick Soles '88  
Ralph A. Souder, Jr. '89  
Faye Marie Sparks '90  
Melody C. Speck '90  
K. Elizabeth Spragins '91  
Daniel Stack '88  
Adrienne Stakely '93  
Catherine Starkweather '88

Martha E. Stebbins '87  
Mark J. Stehr '86  
Carole J. Stemkowski '86  
Bentley M. Stephenson '85  
Tonya Ann Stewart '91  
Deborah K. Stine '91  
John W. Stinson '94  
Winona M. Stockard '91  
Vicky Lynn Strickland '92  
Ann W. Stuart '89  
Mary S. Stuart '91  
Marie E. Stull '94  
Nancy H. Stumpf '94  
Darrel K. Styles '87  
Toni L. Sugg '87  
Suzanne Sulka '88  
Stacey Sullivan '93  
Patrick Sustar '89  
Abbey Lynn Sutton '92  
Meg Sutherland-Smith '89  
Sonya M. Swing '87  
John D. Sykes '87

- T -

Roxanne K. Taylor '89  
Martha N. Teeter '87  
Carole Ann Thomas '88  
Heath C. Thomas '88  
Sue J. Thomas '87  
Joanne Thompson '88  
Mark S. Thompson '85  
Jimmy L. Tickel '87  
Becky J. Tilley '89  
Susan Rose Tilley '92  
D. Michael Tillson '88  
Michelle Toms '93  
Mette' Tomkins '89  
Steven D. Toney '85  
Phillip Alan Topham '92  
Diane B. Tortorice '91  
Kimberly Townsend '85  
Robert Edwin Treat, Jr. '92  
Patricia Trepanier '86

Paul D. Tuck '92  
Kathy Turner '89  
Joanna S. Tysor '91

- U -

Wendy Underwood '89

- V -

Denise Vadala-Barbour '94  
Sharon Vaillancourt '93  
Deborah A. Vanderford '92  
J. Gilbert. Van Sciver '86  
Patricia E. Vaudo '92  
Rhonda Y. Vega '90  
Edward G. Verville '89  
Mary J. Vogel '89  
Carolyn Von Rosenberg '89

- W -

Richard L. Wall '89  
Barbara A. Walton '91  
Betsy J. Walton '89  
Jeffrey R. Ward '94  
Donna L. Warren '87  
Richard S. Wassell '91  
Robyne C. Waters '90  
Clayton Watkins '88  
Joseph T. Weaver '91  
Diann Lynn Weddle '92  
Paul E. Whippo '88  
Todd White '93  
Doby W. Whited '88  
Cheryl McMaster Wilhelm '94  
Laura Lynn Williams '94  
Alexandra M. Willie '94  
Annette Wilson '88  
Dana A. Wilson '91  
Mike Wilson '93  
Sherry A. Wilson '92  
Stephanie L. Wingo '86  
Vivian A. Winstead '88  
Stephanie Winter '93  
Robert E. Wishner '89

Susan Gaspar Wishner '91  
Susan Woollen '93  
Neal L. Womack '92  
Wendy Howard Womak '92  
Deborah Wood '93  
Carol Green Woodlief '94  
Laura Wright '93

- X, Y, Z -

Cindy J. Yetka '88  
Michael E. Young '89  
Leslie L. Yow '85

# Honorary Alumni

## *Indictio Honoraris*

Veterinarians living and/or working in North Carolina

APRIL 20, 1983

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| Coleman M. Absher, Statesville  | Edward G. Batte, Raleigh            |
| William M. Adams, Raleigh       | Frank T. Batten, Elm City           |
| Margaret M. Alexander, Carrboro | John M. Beck, High Point            |
| Bernie L. Allen, Goldsboro      | Cleo Beckman, Thomasville           |
| Jap C. Allen, Rocky Mount       | Sam Beckman, Thomasville            |
| Danny T. Allen, Raleigh         | James L. Beckworth, Jefferson       |
| Cynthia L. Almond, Raleigh      | Robert F. Behlow, Raleigh           |
| Sandra Ambrees, Raleigh         | James A. Bell, Raleigh              |
| Leonard Apell, Pfafftown        | Thomas Bello, Southern Pines        |
| George R. Armstrong, Charlotte  | Guy Beretich, Clinton               |
| Hugh W. Armstrong, Monroe       | Herman Berkhoff, Raleigh            |
| Arthur L. Aronson, Raleigh      | Ezra Berman, Research Triangle Park |
| Ralph C. Ashley, Lexington      | Karen Berry, Charlotte              |
| Norman G. Baird, Lumberton      | Claudia K. Berryhill, Roxboro       |
| Douglas Balthaser, Kinston      | William K. Best, Monroe             |
| Wayne S. Bamberg, Danville, VA  | Charles W. Betts, Raleigh           |
| Timothy D. Banker, Greensboro   | James G. Betts, HorseShoe           |
| J. M. Barden Jr., Teachey       | Paul Bevilacqua, Waynesville        |
| Tim F. Barker, Eden             | John Bianco, Mebane                 |
| David L. Barkman, Fayetteville  | David R. Bird, Morehead City        |
| H. John Barnes, Raleigh         | Brenda Bishop, West End             |
| Glen D. Baron, Matthews         | Thomas C. Black, Columbus           |
| Margurette M. Barth, Concord    | Harold D. Blackwelder, Statesville  |
| John H. Barton, Charlotte       | Charles Bocholis, Greensboro        |
| James F. Barwick, Greenville    | Decatur Blanchard, Shelby           |
| Ernest H. Bass, Lucama          | A. B. Blanton II, Shelby            |
| Joseph C. Bateman, Greenville   | John M. Booker, Smithfield          |

Cliffrond N. Bostic Jr., Fayetteville  
Keith L. Boulrier, Elon College  
M. D. Boulware, Statesville  
Michael F. Bounds, Raleigh  
Lola E. Bowen, Clinton  
Bruner S. Bowie, Wilson  
Zale G. Bowles, New London  
Diana L. Bowman, Statesville  
Gale G. Bowman, Raleigh  
Karl Bowman, Raleigh  
James E. Boyd, Havelock  
George Brandt, Morehead City  
Michael W. Bridges, Lenoir  
Edward B. Breitschwerdt, Raleigh  
Mark C. Brigham, Raleigh  
Alfred A. Brooks, Virginia Beach  
David E. Brooks, Pembroke  
George C. Brooks, Brevard  
Wayne Brooks, Raleigh  
B. H. Brow, Goldsboro  
Cecil F. Brown, Asheboro  
Harry W. Brown, Columbus  
J. Conrad Brown, Burlington  
Jack D. Brown, Fayetteville  
James E. Brown, Rich Square  
Talmadge R. Brown, Raleigh  
Cecil Brownie, Raleigh  
Tom B. Bruce, II, Edenton  
E. W. Brucks, Little River, SC  
Joanne M. Bryla, Landis  
Thomas N. Buckley, Charlotte  
Cynthia B. Buhl, High Point  
B. C. Bullock, Winston-Salem  
George P. Bullock, New Bern  
David Bumgarner, Charlotte  
Susan Bunch, Raleigh  
Gerald W. Bunyan, Robbinsville  
James R. Burgess, Rockingham  
Lewis S. Burgman, Rockingham  
Joe W. Burks, Fayetteville  
William C. Burns, Whiteville  
William H. Burroughs, Wendell  
B. J. Butler, Charlotte

David I. Byers, Galax, VA  
Robert Cahoon, Fayetteville  
R. Z. Cameron, Elizabeth City  
Donald F. Campbell, New Bern  
Edsel D. Campbell, Greensboro  
Gail S. Campbell, Winston-Salem  
Bruce P. Carlton, Hickory  
Larry W. Carter, Greensboro  
James P. Cartner, Statesville  
William Ashely Caudle, Charlotte  
Carol J. Chacto, Raleigh  
George W. Chambless, Lexington  
John H. Chambless, Lexington  
Robert F. Chambless, Carrboro  
Jerjang Chang, Chapel Hill  
Richard K. Chesnutt, Blowing Rock  
A. N. Christianson, Asheville  
Marsha C. Clark, Fayetteville  
Lynda A. Clark, Charlotte  
W. B. Clark Jr., Wilson  
Thomas B. Clarkson, Winston-Salem  
W. P. Cleland Jr., Lilburn, GA  
William W. Clements, Monroe  
A. J. Cleveland, Matthews  
V. D. Cline Jr., Rutherfordton  
Fred B. Coates, Reidsville  
Stephen R. Cobb, Greensboro  
Richard B. Cochrane, Apex  
Susan Coe, Charlotte  
David Coffin, Durham  
Barbara A. Coggin, Linville  
Leroy Coggins, Raleigh  
Chris W. Coleman, Greensboro  
Michael Anne Coleman, High Point  
A. Stanton Colvin, Durham  
William M. Colwell, Wilkesboro  
Lois K. Combs, Eden  
Cynthia Cook, Raleigh  
Avery J. Cooley Jr., Wilmington  
Larry D. Cooper, Elizabeth City  
Carson N. Copeland, Wilson  
Raymond T. Copeland, Greensboro  
Stephen A. Connell, Apex

Allie Ann Cornwell, Greensboro  
 James I. Cornwell, Asheville  
 Craig A. Corry, Greensboro  
 Richard L. Cotton, Raleigh  
 Constance F. Couch, Marion  
 Donald A. Courtney, Burlington  
 C. E. Cox, Forest City  
 Thomas A. Cox, Bennettsville, SC  
 H. Bradford Craig Jr., Winston-Salem  
 Robert L. Craig, Southern Pines  
 Stephen W. Crane, Raleigh  
 John Gregg Cranford, Elon College  
 Donald H. Crawford, N. Wilkesboro  
 James R. Crawford, Winston-Salem  
 George B. Creed, Dallas  
 Harry L. Cunningham, Hickory  
 Joseph E. Currie, Southern Pines  
 Shirley T. Currin, Cary  
 Terrence M. Curtin, Raleigh  
 Tyrus V. Dahl, Elizabeth City  
 G. Odell Dalton Jr., Fayetteville  
 Lee A. Darch, Wake Forest  
 Craig T. Darkaw, Cornelius  
 L. Randolph Darnton, Gretna, VA  
 John W. Davenport, Shelby  
 George D. Davis III, Louisburg  
 Frank J. Davies, Southern Pines  
 Karen Davis, E. Flat Rock  
 Stanley W. Davis, Raleigh  
 Ronald W. Dawe, Apex  
 B. W. Dawsey, Gastonia  
 Glenn P. Deal, Taylorsville  
 Thomas C. Deal, Burgaw  
 William D. Dean, Lumberton  
 Bill Debord, Sparta  
 Phil G. Debritto, Knightdale  
 Edward DeBuyscher, Raleigh  
 Lester A. Dees, Edenton  
 Wilber A. Dellinger, Gainesville, GA  
 J. D. Depoyster, Monroe  
 Gary D. Dial, Raleigh  
 W. A. Diamanduros, Rock Hill  
 Walter W. Dickson, Gastonia  
 Wallace J. Diehl, Boone  
 Richard C. Dillman, Raleigh  
 Danny L. Dillon, Kernersville  
 Kenneth M. Dills, Durham  
 Lynn Dimarco, Clemmons  
 Jeffery J. Dineen, Wilmington  
 R. K. Disbrow, Belmont  
 James T. Dixon, Winston-Salem  
 Thomas W. Dixon, Winston-Salem  
 Virginia M. Dodd, Charlotte  
 Dennis R. Donahue, Morganton  
 Jerry I. Dorsam, Columbus  
 Molly Douglas, Salisbury  
 John E. Dowler, Madison  
 Gentry C. Drake, Asheville  
 Richard W. Duckwall, Charlotte  
 Marguerite Duffy, Raleigh  
 Mike Duffy, Winston-Salem  
 Richard C. Dunn, Monroe  
 Luther J. Earwood, Asheboro  
 J. Roger Easley, Raleigh  
 V. K. Eason, Durham  
 Dana Eddings, Washington  
 George C. Edwards, Raleigh  
 Julian H. Edwards, Scotland Neck  
 Ken Eiler, Greensboro  
 I. Lynn Elliott, Concord  
 David J. Ellis, Raleigh  
 William H. Emory, Monroe  
 William R. Engen, Whiteville  
 Nancy A. Engebretson, Williamston  
 C. W. Enloe, Franklin  
 Frank R. Enloe, Waynesville  
 Jerry L. Eskridge, Kings Mountain  
 Charles T. Estill, Troy  
 James W. Eubanks, Kernersville  
 Theodore A. Falconer, Durham  
 Donald Feldman, RTP  
 Wesley W. Fennell, Asheboro  
 Damaso M. Fernandez, Robersonville  
 Fredrick G. Ferguson, Hendersonville  
 Curtis R. Fincher, Charlotte  
 Donald S. Fincher, Galax, VA

J. H. Fisher, Franklin  
James M. Floyd Jr., Thomasville  
George W. Flynt, Winston-Salem  
Earnest L. Forbes, Wadesboro  
Donald E. Ford, Asheville  
Duane F. Ford, Raleigh  
Richard B. Ford, Raleigh  
John T. Foriest, Raleigh  
Tom F. Foster Jr., Concord  
Charles E. Francis, Charlotte  
Charles E. Franklin, Jacksonville  
Kevin Frazier, Winston-Salem  
Terence Frazier, Mt. Olive  
John L. Fredenburg, Swansboro  
John I. Freeman, Raleigh  
Robert S. Freeman, Rocky Mount  
Paul Freer, Mount Airy  
G. H. French Jr., Reidsville  
Johnnie M. French, Pittsboro  
R. A. Freund, Charlotte  
Lawrence Y. Frost, Mars Hill  
O. M. Fulcher, Dobson  
Joseph M. Fulford, Siler City  
Robert E. Fulghum, Concord  
Donald L. Fuller, Yanceyville  
Teresa Fulp, Raleigh  
N. Peter Fulper, Greta, VA  
Sam Galphin, Apex  
Ralph E. Gandy Jr., Rockingham  
James Andrew Gardner, Salisbury  
Claudia J. Gardner, Salisbury  
Marilyn Gardner, Garner  
Elton C. Garlick, Kannapolis  
J. K. Garrett, Fayetteville  
B. K. Garrison, Landis  
B. R. Ghandi, Chapel Hill  
Richard J. Ghiloni, Raleigh  
Kelly Gibbs, Goldsboro  
Robert E. Gibbs, Statesville  
Elizabeth J. Giedt, Cornelius  
Grady L. Gilchrist, Washington  
James B. Gill, Gastonia  
Beverly A. Gilroy, Ralcih

Mona L. Gitter, Greensboro  
Robert A. Glass, Jacksonville  
Debra Gilliam Glasscock, Eden  
Grady S. Glasscock, Eden  
James F. Glassford, Burlington  
Albert L. Glenn Jr., Pickens, SC  
Robert Gochnauer, Cornelius  
Susan A. Goddard, Forest City  
Laura Golden, Pineville  
R. L. Goring, Barco  
Edward J. Gralla, RTP  
Glenn D. Graves, Black Mountain  
Michael P. Graves, Winston-Salem  
David W. Gray, Raleigh  
Alfred Mark Green, Salisbury  
Benjamin L. Greene, Marion  
William B. Griffin, Rocky Mount  
Catherine L. Griffing, Asheboro  
Stanley L. Griffith, Goldsboro  
Anne L. Gross, Winston-Salem  
Steven C. Grubb, Raleigh  
James Guenther, Asheville  
O. J. Gupton Jr., Greenville  
C. H. Gurley, Swansboro  
Don W. Gwynn, Henderson  
Nelson A. Haden, Raleigh  
Marvin R. Haga, Hubert  
J. Royce Hagaman, Charlotte  
David Hall, Wilmington  
D. K. Hamilton, Albemarle  
Ralph Hamilton, Statesville  
Bruce Hammerburg, Raleigh  
Michael S. Hand, Raleigh  
Donald A. Hanna, Wilmington  
Gail K. Hardin, Charlotte  
Gerald D. Hardison, Cherryville  
Donald Harkness, Statesville  
David E. Harling, Greensboro  
Richard H. Harlow, Greensboro  
Lewis G. Harrelson, Gastonia  
Ben D. Harrington, Raleigh  
David D. Harris, Winston-Salem  
James R. Harris, Ralcih

Lloyd T. Harris, Jacksonville  
 Keith Harrison, Vass  
 John C. Harroff, Concord  
 James P. Hassinger, Raleigh  
 Arthur R. Hauser, Mount Airy  
 Richard W. Hawkins, Durham  
 Donald W. Heagren, Durham  
 Gregory K. Hedrick, Lexington  
 Benjamin Hendrix, Asheville  
 Michael J. Heinen, Mooresville  
 Donald J. Hemstreet, Morganton  
 E. C. Hernandez, Greensboro  
 Lloyd D. Heron, Hillsborough  
 Richard H. Hewitt, Hickory  
 James K. Hicks, Wilmington  
 Stuart S. Hicks, Rocky Mount  
 Robert F. Hicks, Raleigh  
 Edward O. High, N. Wilkesboro  
 David W. Highsmith, Garner  
 D. Earl Hightower, Jefferson  
 George D. Hill, Salisbury  
 Jack D. Hill, Fayetteville  
 Kenneth W. Hill, Hickory  
 Morris L. Hill, Kinston  
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