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I.U. SCHOOL OF
DENTISTRY LIBRARY

HARK THE
HERALD ANGELS SING...
GLORY TO THE
NEW BORN KING!

Meilleurs Vœux

MERRY
CHRISTMAS!

BUON NATALE!

MALIGAYANG PASKO
AT MASAGANANG
BAGONG TAON!

С НОВЫМ ГОДОМ!

XI-79227

FELIZ NAVIDAD!

WESOLYCH SWIAT!

1979

FROEHLICHE WEIHNACHTEN
UND EIN GUTES NEUES JAHR!

God Jul

恭賀聖誕

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It's
Happy Holiday
all over the world!

Joaye' Noël

FELIZ NATAL:

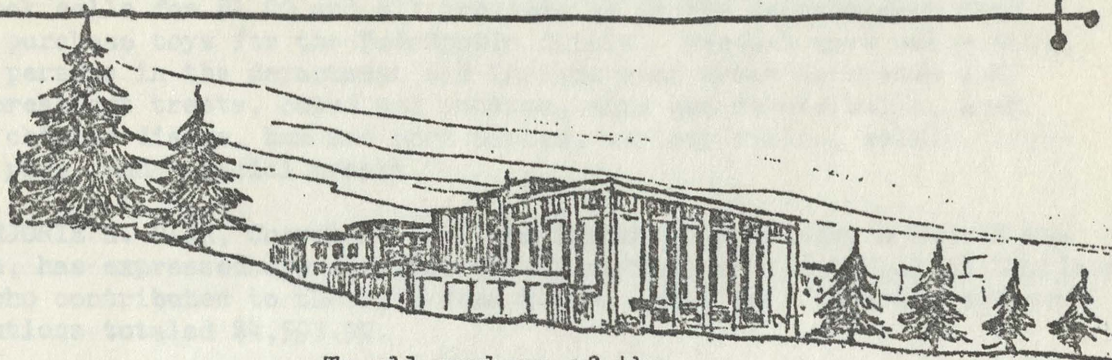
SELAMAT
HARI KRISMAS!

I.U. School of Dentistry Newsletter

December, 1978 ★ Christmas Issue

RDG:lat

THE ANNUAL SCHOOL OF DENTISTRY CHRISTMAS PARTY will be held from 2 to 4 PM on Wednesday, December 20, in the Lounge (SB10). Students, faculty, assisting staff, and housekeeping staff are invited to join their friends for refreshments and holiday conversation.



To all members of the
Dental School family

As another year draws to a close, I am pleased once again to express sincere gratitude to the faculty, staff, and student body of Indiana University School of Dentistry for their dedication to excellence in education, patient care, research, and public service. You may be sure that your efforts are deeply appreciated by me and by all the people we serve.

The holiday season and the coming of the New Year have special significance for us this time, because 1979 will mark the Centennial of formal dental education in Indiana. There have been almost unbelievable advances since those days almost 100 years ago when the first class of six students enrolled in the old Indiana Dental College, and we anticipate continued progress in our endeavors.

Happy holidays to all, and I look forward to the privilege of greeting each of you personally at the Christmas party on December 20.

Ralph E. McDonald, D.D.S.
Dean

THE FIRST EDITION (260 copies) of the "Undergraduate Pedodontic Cookbook" was a complete sell-out, but there has been a second printing and those who missed out the first time around may still obtain a copy by contacting Mrs. Elizabeth Hatcher in the Department of Pedodontics. The attractively bound book sells for \$1.00 and all proceeds go to the departmental fund used to purchase toys for the Pedodontic Clinic. Recipes were contributed by many persons in the department and include such areas as breads and rolls, breakfast treats, cakes and cookies, dips and cheese balls, beef dishes, chicken dishes, ham and pork dishes, variety dishes, salads, vegetables, pies, and "special treats."

MRS. MARJORIE H. CARR, Coordinator of the School of Dentistry's United Way campaign, has expressed appreciation to all members of the School of Dentistry family who contributed to the 1978 fund drive. Mrs. Carr reports that our contributions totaled \$4,593.92.

THOSE CONCERTS OF SEASONAL MUSIC that are heard five times a day from the Audio-Visual Department's tape-loudspeaker hookup atop the Dental Building represent the department's annual salute to the holiday spirit. The carillon music was taped several years ago at the Scottish Rite Cathedral and is presented in concerts of about 10 minutes each at 8 a.m., noon, 3 p.m., 5 p.m., and 8 p.m.

DR. JAMES L. McDONALD AND DR. GEORGE K. STOOKEY of the Oral Health Research Institute have co-authored a paper entitled "Laboratory Methods for Determining the Cariogenicity of Foods." It was presented by Dr. McDonald during the recent Conference on Food, Nutrition, and Dental Health at American Dental Association Headquarters in Chicago.

MRS. HELEN CAMPBELL, Dental School Librarian, was in Chicago on November 30 and December 1 to serve on a three-member peer review committee charged with evaluating the services and administration of the American Dental Association's Bureau of Library Services.

DR. MYRON KASLE and the Kasle family wish to thank the Students, Faculty, and Staff of the Dental School for their many expressions of condolence on the death of their mother, Mrs. Rae Kasle.

MS. SHERMIE SCHAFER, Coordinator of the Oral Cancer Screening Program, was one of several dental professionals participating in the Annual Scientific Meeting of the Gerontological Society in Dallas November 16-20. She presented a poster session on the program here, as well as a paper entitled "A Nursing Home Rotation for Dental and Dental Hygiene Students." The presentations were part of a discussion session titled "EDUCATING ORAL HEALTH PROFESSIONALS IN GERIATRICS/GERONTOLOGY." It was the first time in the 31-year history of the Gerontological Society that the dental profession was represented on the program.

THE NEWSLETTER HAS RECEIVED the following message:

I sincerely wish to thank all the staff and faculty for the beautiful, religious, and humorous get well cards that I received during my recent illness. The warmth and humor of these cards brought me much joy during a very low period of my life. I have kept these cards and still enjoy reading them periodically.

Bob Wegner

Order Office

THE AMERICAN DENTAL ASSOCIATION'S publication "ADA News" has reported on a Harris poll showing that public confidence in the dental profession rose another percentage point in the first half of 1978. The increase was small, but enough to edge dentistry from third into second place - a notch above medicine. More people have confidence in dentistry than in any other profession or institution, except banking, this public confidence survey shows. Survey respondents were asked, "How much confidence do you have in the following institutions or professions?" The top choices were: banks, 89%; dental profession, 86%; medical profession, 85%; television news, 83%; and higher educational institutions, 81%. Confidence in the dental profession was strongest in the Midwest and South and weakest in the West.

MRS. NANCY STILLABOWER, of the Faculty Development Office, wishes to thank faculty and staff members of the Dental School for the cards, calls, and flowers she received during her recent hospitalization. She is home now, feeling better, and most appreciative of the remembrances.

DR. S. MILES STANDISH, Associate Dean for Graduate and Postgraduate Education and Chairman of Oral Diagnosis/Oral Medicine, was one of six examiners of the American Board of Forensic Odontology who examined candidates for certification at Coral Gables, Florida, on December 2-3. On December 7 Dr. Standish conducted a four-hour seminar for Residents in Oral Pathology at Walter Reed Army Institute of Dental Research in Washington, D.C.

FROM THE LIBRARIAN'S DESK ... The Library has been granted a computer terminal by the Indiana Cooperative Library Services Authority for the purpose of reclassifying and recataloging our collection and entering our resources in the national library network provided by the OCLC Inc. data base. The grant includes all line and maintenance charges for a three-year period.

OCLC, Inc., a not-for-profit corporation based in Columbus, Ohio, was founded in 1967 by the Ohio College Association and was originally called the Ohio College Library Center. Members of OCLC, Inc. are libraries of all types that participate in OCLC's nationwide computer network system. A user at an OCLC-connected terminal has at his fingertips a computerized, on-line file of information about more than four million books and other library materials.

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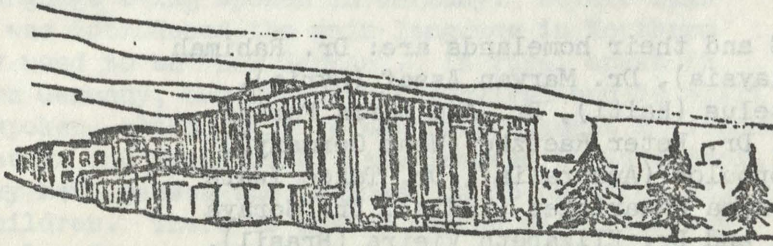
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Each week libraries catalog over 250,000 books on the OCLC system, for which OCLC prints about two million catalog cards. These cards arrive at libraries in packs, pre-sorted, alphabetized and ready for filing into individual library catalogs.

Early in 1979, OCLC's Interlibrary Loan subsystem will be operational and member libraries will be able to formulate, transmit and fulfill loan requests more rapidly and efficiently through library-to-library on-line communications.

All terminals are assigned through regional network offices, and we are pleased that the Indiana Cooperative Library Services Authority has made it possible for us to participate in this nationwide library data base.



As a special feature of this holiday edition of the Newsletter, we are presenting on the following pages an article concerning English (and other languages) as viewed through the eyes of graduate students from other countries.

The Editors

THE IU SCHOOL OF DENTISTRY AS LINGUISTIC MELTING-POT

In addition to the luggage and personal effects that accompany international students who come to Indianapolis for advanced study at the School of Dentistry, these students bring with them a rich diversity of linguistic experience. At the request of the Newsletter, ten graduate students from other lands and one former student provided some observations on language, with special attention to similarities and differences between their native tongues and English, as well as differences between textbook English and the everyday kind. They also commented on some of the difficulties involved in adapting to English and gave opinions on which language they consider the most beautiful.

THE TEN STUDENTS and their homelands are: Dr. Rahimah Abdul Kadir (Malaysia), Dr. Marwan Assaf (Syria), Dr. Jocelyn Dortelus (Haiti), Dr. Ana Maria Farias Ibarra (Mexico), Dr. Peter Raetzke (West Germany), Dr. James Sfetcopoulos (Australia), Dr. Takeo Iwata (Japan), Dr. Purnima Swearingen (India), Dr. Soraya Beiraghi (Iran), and Dr. Elizabeth Vieira (Brasil). Dr. Martin Land, from the Netherlands, also contributed to this informal survey as a former graduate student.

Languages represented in the group are: Arabic, French, Dutch, German, Hindi, Gujarati, Creole, Indonesian, Malaysian, Spanish, Portuguese, Farsi (Persian), Turkish, Greek and Macedonian.

When Dr. Raetzke, who has had a long-time familiarity with English, was asked for examples of "American English" that he found a bit puzzling at first, he came up with these:

"Car 4 - sale"
"Bar-B-Que" or Bar-B-Q"
"You all come..."

ALONG WITH A NUMBER of the other respondents, Dr. Raetzke noted that there are sharp differences between textbook English and what one hears from the man on the street. He said it takes a while to get used to sentences like "I'm sorry, man, but I ain't selling this car, no way," or "See ya at TGIF, you know where it's at?" On the other hand, he pointed

out that Germans (and presumably other nationalities as well) tend to be just as informal and slangy in their speech as Americans are.

In comparing German and English, he said:

There are very few similarities between English and modern German. These are restricted to a number of words which have the same or nearly the same spelling, and the same meaning, like

finger	-	Finger	
boat	-	Boot	
hat	-	Hut	
to spring	-	springen	and probably many more.

Modern German, or "High German", however, is not the only language being spoken in Germany. Before High German was introduced the main language in Northern Germany used to be "Low German". In rural areas in Northern Germany, Low German has survived and is still being spoken, although it is not being taught at school. Grandfather and Grandmother have learned it in school, and they have passed the language on to children and grandchildren. There is a high degree of similarity between Low German and English, and there is an explanation for this. The people who settled in England before the Norman conquest were the Anglo-Saxons who came from the northwestern part of Europe, including Germany. As a matter of fact, one of the "Länder" (or states) that Germany consists of is still named "Lower Saxony," and lies in Northern Germany.

ACCORDING TO DR. RAETZKE, the chief differences between German and English are: (1) sentence structure, (2) pronunciation, and (3) the fact that German nouns have a gender, and start with a capital letter.

Examples of gender:

<u>der</u> Baum	-	the tree	(masculine)
<u>die</u> Schule	-	the school	(feminine)
<u>das</u> Haus	-	the house	(neuter)

He also notes as a curiosity that "young girl" (das Mädchen) and "child" (das Kind) are both neuter, but he adds: "Thank God, only grammatically!"

DR. SWEARINGEN SPEAKS HINDI (the national language of India) as well as Gujarati, her mother tongue, which is the language of the state of Gujarat. She reports no similarities whatever between Gujarati and English and points to one principal difference: Gujarati has a 46-letter alphabet (10 vowels and 36 consonants) as against the 26-letter English alphabet with its 5 vowels and 21 consonants.

Concerning differences between schoolbook English and English in action, Dr. Swearingen mentioned the difficulty of interpreting certain colloquial expressions and such things as two negatives in a sentence or two words with opposite meanings. Among initially puzzling examples she cited: "I don't care" (meaning "yes") and "Gee...she's awfully pretty!"

DR. KADIR SPEAKS MALAYSIAN AND INDONESIAN and finds no similarities to English. She says that gaining fluency in English often becomes more difficult because students from a particular country like to cluster together in off-hours and converse in their native language instead of practicing English. In addition, people whose native language is not English may be writing their examination blue books in English, but they are probably thinking in their native tongue and then having to translate those thoughts. Dr. Kadir also says that she occasionally gets a bit of joshing for her "British English," with such spellings as "tyre" for "tire" and "colour," "honour," "favour," etc.

As an Australian, Dr. Sfetcopoulas of course has always spoken English (besides having a "small understanding" of Greek and Macedonian, which is a type of Yugoslavian). However, he is keenly aware of problems the English language can pose, especially those caused by its non-phonetic nature. For instance, it is hard for the uninitiated to spell and pronounce "ough" (as in "cough," "bough," "rough," "through," etc.) Further, like his international colleagues, Dr. Sfetcopoulas admitted to early puzzlement over such U.S. expressions as:

"I'll take a rain check on that"

"Douse the lights"

"Take a powder"

"Hang it up"

"That'll fly"

"Do over" (Crown and Bridge term)

DR. DORTELUS, WHOSE LANGUAGE BACKGROUND includes French and Creole (Haitian), says that Creole is spoken at home, but French everywhere else. There are few similarities between Creole and English, and Dr. Dortelus feels that pronouncing words correctly and using the right prepositions are the toughest parts of adapting to English. Distinguishing between "to do" and "to make" is sometimes hard. Dr. Dortelus says that the more educated Americans are easier to understand, but adds that confusion arises when people talk fast ("tell them" becoming "tell'em," for example.)

Dr. Vieira is from Brasil, where Portuguese is spoken, and she also speaks French and Spanish. The chief similarities between Portuguese and English, she feels, are the common alphabet and the use of similar scientific terms, especially those of Latin origin. However, there are variations in grammatical patterns (such as the use of adjectives before nouns in English, "the green book"--as against the opposite order in Portuguese and Spanish.

Dr. Vieira also noted differences in typical grammatical patterns between the Romance Languages and English, as did others in the group. (Dr. Simon Ketz, Professor of Preventive Dentistry, whose native tongue is Spanish, gave the Newsletter an example or two of these structural differences. He said that the English sentence "I like you" would have to be converted into something on the order of "You are pleasing to me" in Spanish, and "I itch" would become "It itches me.")

DR. ANA MARIA FARIAS IBARRA, a member of the Mexican contingent at IUSD, commented that various regions of the U.S. have their own accent and slang expressions, which complicates matters, and that it is rare to find anyone speaking English as it appears in textbooks. Also, she said that in the Spanish language words are pronounced as they are written, in contrast to non-phonetic English words.

Dr. Farias did point out that a number of English and Spanish words are derived from the same roots, as in these examples:

English	Spanish	Latin
spirit	espíritu	spiritus
magic	magia	magice
family	familia	familia
animal	animal	animal
rock	roca	rocca

Among the difficulties encountered in adapting to English, Dr. Farias mentioned the great number of synonyms to be learned, as well as differences of structure and pronunciation. However, she said that all of the people she has come in contact with at the Dental School have gone out of their way to be helpful in communicating with her and other international students.

DR. MARWAN ASSAF, who came here from Damascus, Syria, reports that Arabic is not at all similar to English. It has its own 28-letter alphabet, the grammar is different and the writing proceeds from right to left. In making the adjustment to English, Dr. Assaf said that he found prepositional phrases and conditional sentences tricky at times, as well as expressions like "bring about," "take place," and "run over." He also noted that (like many a native-born American) he has had trouble with the correct position of i and e in words like "achieve" and "receive." However, he considers the effort expended in acquiring language skills well worthwhile since it broadens an individual's educational background.

Japanese is another language with no discernible similarities to English. Dr. Takeo Iwata points out that the two differ completely in origin and structure and adds that these differences can exert an influence on the way people think. Like Dr. Kadir, he says that students in Japan are taught the language as it is spoken in England, and that this causes some surprises when they encounter the American brand of English.

DR. MARTIN LAND, former graduate student who is now teaching at the University of Florida, speaks French, German, and Dutch in addition to English, with Dutch as his native tongue. He says that Dutch is generally spoken faster than English, is Germanic in structure, and uses guttural sounds. He adds that he has spoken English for so long and feels so much "at home" in the language that he would probably lapse into too much reliance upon slang if he didn't watch himself.

Dr. Soraya Beiraghi, originally from Iran, reports that at least nine different languages are spoken in that country. She herself is fluent in both Farsi (Persian) and Turkish, neither of which bears any similarity to English, she says. Everything is different--alphabet, grammar, idiom, and as in Arabic the writing goes from right to left on the page. Remarking on the difficulty of learning English from a language text, she compared it to the problems one might have in trying to learn how to swim by reading instructions in a book, without going into the water. Adapting to a new grammar was the hardest adjustment to make, Dr. Beiraghi said, but she added that any newcomer to English is likely to be baffled by the several meanings one word can have (for example, "Don't get sick," "Get me the book," "Get going," "Get off my back," "They get paid every week," "Did you get what she said?")

Dr. Beiraghi was among those who voiced an opinion on which language is the most beautiful. She said:

Every person's own native language is most beautiful because you can best communicate your feelings in that language. I think that life without communication is very hard--by communication I mean an exchange of deep feeling in your own words. I wish that all the world had at least one common language. Then all misunderstanding would be to some degree eliminated.

IN THE "BEAUTIFUL LANGUAGE" SWEEPSTAKES, French had the most backers, principally on the ground that it is "musical," "harmonious," "rhythmic." Dr. Dortelus put it this way: "Speaking good French is like presenting a painting or other artwork to a public. The precision of your style, your choice of words, and the construction of your sentences (when they are well thought out) give you personal satisfaction and create admiration."

Interestingly, none of the participants in this informal survey singled English out as a "beautiful" language, although Dr. Raetzke did list the native language of our 50th state, Hawaii, as having a most melodious sound.

Indonesian received an eloquent endorsement from Dr. Kadir, who said: "The way you speak it makes you sound soft-spoken, gentle, and polite. My experience has been that when it is used (where everyone knows the language) to criticize anything, the message gets across very fast without offending the other party, but producing positive results."

Concluding her comments on the challenge that many international students face in adapting to English, Dr. Kadir offered this suggestion: "How about making an English conversation club especially to help students whose native language is not English? I've seen it done when I was in Indonesia and I know it works. Getting a high score in TOEFL (Test Of English As A Foreign Language) does not mean you can converse in the language, understand it, and write it ... that is why many students from overseas get the shock of their lives when they come here, especially those who managed to get a high score!"



The Newsletter wishes to express sincere appreciation to all those who participated in this project, with a special word of thanks to Mrs. Chris Foster of the Dental Library staff, who helped "recruit" the participants and assemble their responses.

BY POPULAR DEMAND, the climactic last verse of a specially adapted Yuletide song which was rendered by a choral group at the School Christmas party several years ago is reproduced here. "The Twelve Days of Dental School" was written by Dr. John Meier, then a Fourth Year Dental Student, and by Drs. Michael Cochran and Ronald Mack, then graduate students.

"On the Twelfth Day of Dental School,
my true love gave to me ...

Twelve Partials Torquing

Eleven Rough Extractions

Ten Endo failures

Nine Peeso Reamers

Eight teeth a hurtin'

Seven Foils a pounding

Six Boring Teachers

Five Golden Crowns

Four Rubber Dams

Three Old Tests

Two dentoforms

A copy of Gray's Anatomy

* * * * *

