Dental Images
Marquette University School of Dentistry
Spring 2003

step inside
your new dental school
Putting our dreams into action

I t has been several months since we packed up our furniture, equipment and other belongings and traveled two blocks west to our brand new home. The trip was a brief but significant one. We left behind an aging facility filled with many memories, both good and not so good. What we brought with us is the promise of a new beginning for dental education at Marquette University—a bright future waiting to be realized.

We were given the rare and wonderful opportunity to build a “ground up” facility conceived and planned around technological improvements and innovative teaching methods. We adjusted smoothly to a “window-rich” environment complemented by liberal doses of technology. Once we settled in, we had a chance to see the remarkable effect this new facility would have on the delivery of dental education and patient care.

We have not been disappointed. The new building is living up to our expectations and in some cases exceeding them. The many unique features of the School are making it a great place to teach, an exciting place to learn and a comforting place to receive care. I’d like to highlight some of these features to give you a better idea of what I mean.

First, our Central Sterilization System is providing an unlimited supply of sterile instruments for use by our students and faculty. This, of course, translates into competent patient care. The Preclinical Simulation Laboratory gives students up-close-and-personal access not only to online resource materials but also to on-site presentations. Each student has a workstation equipped with a personal computer, providing a clear view of even the smallest details of each slideshow, video or live demonstration. With its clinic-like environment, the simulation laboratory significantly improves the transition from classroom to clinic work as well. And finally, our Faculty Practice Clinic, scheduled to be up and running by next fall, will provide a venue for Marquette’s dental faculty to develop their skills and to stay on top of the latest innovations in patient care. A program of this nature is essential for the recruitment and retention of quality faculty members and brings a great benefit to our patients as well, allowing those with needs beyond the scope of general dentistry an opportunity to receive on-site specialist care.

These are just a few of the School’s impressive features working alongside our revolutionary new curriculum. We are in the process of implementing the curriculum, which will be “phased in” with each new class of dental students. Our D-1 students are finishing up their first year under the new program, and by next fall both the first- and second-year students will be enrolled. The revamped curriculum continues to undergo an ongoing evaluation process so that all of the “bugs” can be worked out along the way. It has proven thus far to be an extremely effective way to educate our students. Centered upon the idea of an early introduction to clinical dentistry and integration of subject matter, it brings with it a totally different meaning to dental education. From the moment they enter the School, students are involved in rounds, practice groups and clinic work— they are immersed in dentistry from the very beginning.

With all of these changes in place, we must continue to advance our programs and to continue to meet and implement our curricular goals. And while we met an important goal in the Krege Foundation’s challenge, we must build on that success and continue to raise funds to meet the program needs of the Dental School. We must develop the support we have received from our alumni and friends for this initiative into regular annual giving that will allow us to endure scholarships. We must continue to support our faculty to ensure their growth and retention and, perhaps most importantly, all of us must ensure the future of the programming that occurs throughout the Dental School on a daily basis. I have noticed a palpable sense of optimism within the Dental School and a belief in the cultural transformation we have begun. As you can see, there is no shortage of “new what” as we look to the semesters ahead. With our new facility, we have been given a great opportunity. I am confident that together we can transform that opportunity into a bright and successful future for the Marquette University School of Dentistry.

Marquette helped make you who you are... ...pass it on.

Give another generation a chance at what you have—a Marquette dental education. Planned giving—a bequest, a charitable gift annuity, a charitable remainder trust, a gift of securities, or a gift of an IRA or a pension—can provide benefits to you, your heirs, Marquette University School of Dentistry and to future generations of Marquette dental students.

Pass it on. Please call the Office of Planned Giving, 414.288.0214 or 800.428.7940, for additional information.
In the course of a week, about 160 freshman and sophomore dental students use the Sim Lab. Gone are the days of one microphone and 80 students struggling to see one image on one large screen. The 80-station lab allows for individualized instruction by way of personal computer screens as well as more true-to-life positioning for work on the mannequins.

Assistant Professor Carter Benson, DDS, runs the preclinical crown and bridge course and was instrumental, along with his clinical colleagues, in the design and utilization of the space. He is quick to mention, however, that Dr. Ken Waliszewski was the mastermind and innovator of designing the Sim bench and coordinating areas.

The physical space, according to Carter, exceeds everyone’s expectations—from simple but necessary improvements in the ventilation to more complex features like ergonomics. “In the old lab, we often had 80 students cutting and grinding and a plume of dust just hung in the air!” said Carter. The chairs and the simulators closely match what they have on the clinic floor. The head rest on the simulator is the same one found on the clinic chair. This allows the sim head to be positioned replicating a patient’s orientation in the treatment room. “In years past, the head was on a pole and you could turn it any which way,” he said. This head can’t tilt back past 90 degrees, which abates the development of bad habits and encourages better posture for the student and positioning of the patient.

The rows between the benches also are ample, allowing the part-time faculty who help run the course to provide hands-on instruction to the students. Stationed at “command central” at the front of the room, faculty are able to instruct students en masse or one-on-one using the networked computers. “We also have digital overhead cameras,” explained Carter. “I can actually do a demonstration on how to prepare a tooth, focus up close, and send info to whoever needs it.” Lab manuals are projected on the screen, allowing the students to work on the simulator and look up instead of having the manual buried beneath their supplies on the bench.

The students have picked up quickly on the technology and appreciate the availability of manuals and lectures which they can access remotely from any computer. “The part-time faculty have commented to me that they have seen an improvement with the students in their ability to grasp the concepts,” said Carter. This is due, in-part, to the more individualized instruction and the technology that has allowed it. “The technology has allowed us to teach in a better way than we did before,” said Carter. “There is so much potential that we haven’t tapped into yet with the technology available.” All these advances translate into well-trained dentists and better care for the patient.

Carter has noticed a renewed sense of enthusiasm from the part-time faculty instructors. “They are refreshed and excited about coming into the new building,” he said, “which transfers to the students.”

The Sim Lab is used for other purposes as well. “We use the room as the venue for CE courses as varied as aesthetic dentistry to implants. The room allows course participants to have a hands-on experience instead of only sitting in a lecture hall,” Carter explained. It can also be used as a testing site because of the computers. In fact, part of the licensure exam for seniors will be done in the Sim Lab.
Central Sterilization is a vital cog in the running of the School and guarantees the health and safety of patients, students and others handling potentially dangerous, contaminated dental equipment. Jean Dumke, a nurse by training with 15 building projects for other institutions and hospitals to her credit, led the effort to design and implement the state-of-the-art sterilization facility.

When it comes to working with potentially highly contaminated products, safety is the first issue—to the patient, the student and the workers handling the equipment before and after its use. Marquette University School of Dentistry is the only dental school in the Midwest with a shuttle delivery system in the washer decontamination area in which entire carts are shuttle-loaded and unloaded so that no human has to touch anything until everything is decontaminated. “In the old school, students had to clean their own packages and cassettes,” explained Jean. “Now in this building, we’ve removed the student from this process and decreased the potential exposure to contaminants and injuries that could occur during the cleanup process.

When students are done using the equipment in the clinic, it is sent—cart and all—to the washer decontamination area in Central Sterilization. Detergent is delivered by way of an overhead pulsating pump through a controllable and computerized program. If items need to be descaled, for example, a different, more aggressive program may be run. While the sterilization process has not changed, the way in which it is executed has. “We are a pacesetter in this respect,” said Jean. “We have carefully calculated a very specific amount of time, pressure in the chamber and temperature that is required to sterilize the equipment,” she explained. Special internal indicator test strips are used to verify that the necessary temperatures have been reached and the integrity of the cassette has not been compromised. And this is all done in an environmentally friendly and compatible way.

Everything is carefully labeled and tracked. The sterilizer is tested every morning and meticulous records are kept. This well-run machine is a total team collaboration, according to Jean. “Every person in sterilization is an expert in his or her own area,” she said. “They are all vigilant workers, committed to the safety and health of the students and patients.”

All re-processable contaminated instrumentation and products involved in the care of patients are sent to Central Sterilization for decontamination, processing, storage and distribution. The facility, which occupies 2000 square feet in the lower level of the new school, operates five days a week from 7 a.m. - 9 p.m., and processes approximately 4500 pieces each day. Above, Jean Dumke, RN, MSN, sterilization and infection control coordinator, is shown labeling and verifying sterilized packages after they have been through the washers and before they enter the steam decontamination phase in the equipment behind her.
Located just inside the front door of the school, the Marquette University School of Dentistry Office of Admissions is a very visible, easy to find and comfortable place at the new school. And for Brian Trecek, Director of Admissions for the Dental School, this is a welcome change. He meets with students daily, well in excess of 600 each year, so it was important to him that the Admissions Office was accessible and inviting. “I’m very proud to invite them into our new building and our new office,” said Brian. The conference room that is immediately adjacent to the Admissions greeter area serves as a perfect spot to meet with students, their families and small groups.

Due to the new building and new curriculum, a large number of strong applications allowed the school to fill its beautiful new home with exceptional students. (See sidebar above.)

APPLICATIONS:
As of 2/27/03, the Dental School had received close to 1700 applications. This represents about 20 applications for each seat in the Freshman class. This is about a 10 percent increase from what was a pretty solid application year last year. The number of applications received to date has surpassed the total number of applications received all of last year. Applications are expected to continue to come in over the next several weeks.

ACCEPTANCES/DEPOSITS:
The 80 incoming slots are filled. Yield this year was very high. The School filled the class by making 58 fewer offers of admission than was necessary a year ago.

The composition of the class is 40 students from Wisconsin and 40 out-of-state students. Out-of-state students hail from 13 states (AZ, CA, CO, FL, GA, ID, IN, MI, MN, MT, ND, UT) and Puerto Rico.

GPA:
Quality remains strong. Our deposit paid students have an average overall GPA of 3.53 and an average science GPA of 3.44.

The modern donor recognition area in the lobby reflects both the architecture of the building and the commitment of alumni and friends to a new era in dental education. Names of those who contributed or pledged $1,000 or more to the new building are silk-screened on glass—a sleek variation of the conventional brass plaque—which will enable the School of Dentistry to update the recognition list as gifts and pledges to the new building fund are finalized.

Our dental alumni and friends really know how to get behind a project and make it happen. You believed in our vision for the school, you were willing to reconnect with fellow graduates, and you gave your financial support. On behalf of the School of Dentistry, thank you!

When the new dental school and clinic opened last fall, the entire community celebrated this wonderful achievement. And on January 31, 2003, we received a $1,000,000 check from the Kresge Foundation! We met that challenge, and we’ll continue to meet the challenges that lie ahead—to support our innovative new curriculum, to enhance our research programs, to provide resources for practitioners, and to expand our outreach.

If you are interested in helping us meet our future challenges or having your name on the donor wall, please call Michael Trudgeon, Director of Development, School of Dentistry, at 414.288.7429 or 800.428.7940. Or, you can use the envelope found between pages 10 and 11.

Thanks to you, we’ll keep our doors open and our lights on.
The practice operatories are primarily used by groups of juniors and seniors who rotate through on a weekly basis as they work on “real” patients under the supervision of a faculty member. Dr. Gloria List, DDS, associate professor of dentistry, spends a great deal of time with students in the operatories. “I can’t say enough about the new space...from the new chairs, to the natural light streaming in the windows to the partial walls that enhance privacy,” she said. “The natural light is a blessing to the students when trying to match a shade for a crown. The patients really like the windows, too!”

Each operatory has a fully adjustable ADEC chair that isn’t tied into a water source (they use bottled water to avoid contamination issues) and its own computer station. The computer station is used to make appointments, review treatment plans and maintain an immediately available paperless chart on the patient. When a student makes an appointment for a patient using the computer, it is immediately linked with the treatment plan through AXIUM software. This signals the group coordinator who assigns the patient a chair and checks to see what instruments are needed from Central Sterilization. Then, a mobile cart is custom filled and the assistant delivers the instruments to the student. When work is completed, the entire cart is sent to central sterilization (see page 6-7). Other special enhancements include no-touch faucets that are activated through an electric eye, which further reduce the risk of contamination.

Also available in the operatories is an intra-oral camera that can project real-time images from a patient’s mouth into a nearby rounds room (see page 15).

The operatories are a shining example of how the dental school is committed to a patient-centered clinical environment, a hands-on philosophy and a curriculum that features an integrated, case-based approach to education.
The curriculum was redesigned and the new facility built around it. Marquette University School of Dentistry is committed:

- to developing an integrated, case-based educational approach that more closely models the real world of practice;
- to creating a clinical environment that focuses on the needs of patients and treats them in a comprehensive way, rather than as a series of procedures to be checked off on a scorecard;
- to becoming the provider-of-choice for continuing dental education to the practice community, not just in Wisconsin but throughout the upper Midwest.

The new curriculum is allowing students to get into the clinic sooner and spend less time in the classroom. While in lecture, however, interdisciplinary presentation and the latest technology are utilized to impart information. Lecture halls in the new school are a sharp contrast to the museum displays (see story on back cover) just outside their doors. It is a bit of a time warp to walk past vignettes of a dental office from the 1800s, with foot-pump powered drills and apothecary jars, into the high-tech smart classroom lecture hall designed to seat at least 99 with accessibility for persons with physical disabilities.

Each seat has inputs for a laptop, an electrical outlet and a data outlet. The room is also wireless ready. The two large screens serve as a canvas for teaching as well as video conferencing.

The Delta Dental Informatics area is home to the school’s technology center and is located behind the WDA Lecture Hall. The Informatics Center is named for the generosity of Delta Dental of Wisconsin, which contributed more than $1 million for technology in the new school building. Delta Dental shares the school’s vision of being a leader in technology for dental education.

In the Faculty Resource Lab, faculty can take advantage of computers equipped with the latest educational and imaging software, utilize scanning or CD creation services, or produce posters on the large-format printer. It is equipped with several networked PC and Mac computers with software applications and hardware not typically found on the office computers.

Michelle Robinson, DMD, is Director of Informatics at the School of Dentistry and is committed to keeping the technology at the school current, if not one step into the future. "When we were in the planning stages, we considered every single way this equipment and space would be used," she said, "and we thought of all the things the faculty would need to explore, research and teach now and in the future." And then she made certain that it was part of the Informatics area. "Anything that could be used in dental teaching will be brought into this area so all the faculty have access to it," said Dr. Robinson.

Students and practitioners who are engaged in continuing education classes utilize the 99-seat lecture hall on the east end of the building. The lecture hall features state-of-the-art technology and offers adjacent breakout spaces.
When Marquette University School of Dentistry opened your new dental school and clinic facility this past August, it left behind the physical constraints of the old building and stepped forward into a new arena. What preceded the move was years of imagination, planning, work and fund raising. During that time, the school and everyone involved was free to envision an entirely new approach to dental education, to rethink the curriculum and then build the new facility around it.

Other dental schools have remodeled, added new technology or made modifications over time in their curricula. But no other established dental school in America has taken advantage of an opportunity like this to look comprehensively at how they do business and reinvent themselves to do it better.

For years, the teaching of dentistry has been structured around a series of specialty areas, from prosthodontics to endodontics to orthodontics, each one self-contained in its own organizational silo, with little coordination or integration with the other disciplines. There was a strong surgical focus, with an emphasis on the technical skills involved in restoration and replacement of diseased hard and soft tissues. The fragmentation of the curriculum promoted a "load and purge" style of learning.

Well, no more. "Dental schools have always assumed that somehow along the line, the students themselves would somehow integrate all these discrete bodies of knowledge and, in the process, become a general dentist," says William K. Lobb, Dean of the Marquette University School of Dentistry. "But often enough it doesn't happen until they're out in the world practicing. We think there's a better way." And now the Dental School is showing how it should be done.

Marquette's faculty were given a blank sheet of paper and asked to design a new approach that breaks out of the specialty-based silos and integrates the elements of dental education in a more coherent whole. They took 30 separate course offerings and reorganized and streamlined them into nine major course tracks and five "mini-tracks." For example, the Oral Biology and Medicine ganized and streamlined them into nine major course tracks and a coherent whole. They took 80 separate course offerings and reorganized and streamlined them into nine major course tracks and five "mini-tracks." For example, the Oral Biology and Medicine track will provide a comprehensive and integrated review of topics related to periodontology, microbiology, cariology and immunology with emphasis on how those didactic areas relate to one another and to systemic disease. Lecture hours have been reduced by 30 percent. The number of subject-specific exams have been reduced and a new comprehensive exam was added.

The new curriculum also moves beyond the traditional emphasis on the technical detail of restoration and replacement to a more comprehensive oral health care focus, a shift that is already under way in the dental practice community.

The reasons for the shift are simple. "More and more today, dentists are seeing patients with multiple health issues, some of which may have oral manifestations, as well as multiple medications, in addition to their more straightforward restorative or replacement needs," Dean Lobb says. "As the population ages—and very soon a third of the U.S. population will be over 60—these issues will continue to grow. The dental practitioner of the future needs to be well-versed in a more comprehensive, disease-management approach to oral health care."

"Marquette's dental school should be the mecca for practicing dentists in the state," says Dr. Tim Rose, former president of the American Dental Association. "It should be the place we go to seek information, to seek help on difficult cases, and it should be the center of continuing education."

Welcome to the new school. Welcome back to your school.

Come and visit. •

Each general dentistry rounds room opens to an operatory to allow for hands-on demonstrations of dental techniques and is wired for distance education and teledentistry. Shared waiting areas, radiology, surgical, and advanced care make up the spaces found on the remainder of the first floor.

The new curriculum includes a "rounds" component adapted from the concept of medical rounds and is the keystone of a comprehensive, more case-based approach which provides more opportunities for students to integrate and apply knowledge across disciplines.

Students and faculty use the rounds rooms to present interesting or difficult patient cases, discuss treatment modalities, or compare notes. The area is capable of broadcasting via distance learning and videoconferencing so that outside practitioners or students on rotation may participate from remote sites. Each rounds room has its own operatory (see inset photo) where patients can be brought in to examine their care with the group. The rounds rooms generally accommodate 20 people.

This is a significant shift from days gone by when the first two years were strictly basic science and book learning. Students are now encouraged to question and learn and discover rather than just being told what to know. •
When dreams become a reality—an invitation is set before us . . .

On September 20, 2002, Marquette University School of Dentistry formally opened its new doors to the public, but not without a blessing for all who enter the building. The prayer for that day was:

Lord, our God, in your kindness hear our prayers.
May this building be a center where students, faculty, and staff seek the truth, and search for the wisdom that guides their lives, while striving to achieve the core values of this university: Faith, Service, Leadership and Excellence. And may the patients that we serve know the benefits of these values. Bless our students, our faculty, our staff, our dental practitioners, alumni, and all friends of dentistry. In a special way Lord, please bless our patients and their families. May God, the Father of goodness, who commanded us to help one another as brothers and sisters, bless this new building with His presence and look kindly on all who enter here. AMEN.

This school is a place that defines leadership and seeks excellence. This is a place where faith is valued for we are humble enough to call on God for help and guidance. This is a place that teaches students to know their own gifts, talents and abilities so as to be comfortable enough to seek help when needed and share skills when asked. We are indeed on a journey and because we have this milestone before us does not mean the journey is complete; rather, it is the beginning. This building symbolizes for us what it means to hope. And with this symbol before us, we are invited to think of new ways to meet the challenge in addressing the needs of our students and the patients we serve.

Perhaps you have had an opportunity to enter the dental school and feel the "newness" of the place. The feeling I am talking about has nothing to do with the smell of new paint, or the bright atmosphere of the lobby, but rather the attitude found in the hearts of students, faculty and staff throughout the school. This is clearly a place that realizes it is flooded with possibilities for a bright future— a future that depends on them. Ah . . . therein lies the challenge!

As a student, one is challenged to do his/her best in developing those God-given talents. As faculty and staff, one is challenged to share his/her talents with students desiring to build a better future for dentists in Wisconsin and around the world. Our alumni are challenged to support this effort by teaching at the dental school and/or making donations to help make these dreams a reality. Yes, we are all invited to take part in this building project and asked to do what is necessary to join in, as we continue painting a bright future for the Marquette University School of Dentistry.

Fr. Patrick Dorsey, S.J.
Chaplain of the Marquette University School of Dentistry

School of Dentistry Distinguished Alumnus of the Year 2003

Dr. Neil E. Peterson • School of Dentistry 1967

Neil Peterson, D.D.S., a specialist in pediatric dentistry, is a past grand master of the Badger Chapter of Delta Sigma Delta and a fellow of the Pierre Fauchard Academy. He is a Head Start dental provider for the Milwaukee Public Schools and the Social Development Commission; a donated dental services provider for the underprivileged children of Milwaukee and Washington counties; and, a Smile Day volunteer, having chaired the event twice. Peterson directs the practice management course in contemporary pediatric dentistry for the dental residency program of Children’s Hospital of Wisconsin and provides dental services for St. Amelia-Lakeside Residential Treatment Center for Boys and St. Rose Residence for Girls in Wisconsin. He is also a member of the organizing committee and a volunteer speaker for Prevent Abuse and Neglect through Dental Awareness of Wisconsin. Peterson mentors Marquette dental students, served on the development committee for the new School of Dentistry, is a past president of the School of Dentistry Alumni Association, served on the National Alumni Association Board of Directors and the Department of Dental Hygiene Advisory Board, and is a member of The 1881 Society of the Marquette University President’s Council.

2003 Community Service Award Recipient

Dr. Warren R. LeMay • School of Dentistry 1972

Warren LeMay, D.D.S., has served as the chief dental officer in the Wisconsin Division of Public Health since 1991. He has held numerous leadership positions with the Association of State and Territorial Dental Directors and is now its president-elect. LeMay received Performance Recognition Awards in 1993 and 1994 from Wisconsin’s Department of Health and Family Service and an Exceptional Performance Award in 1995. Prior to taking his present position, he practiced and taught in American Samoa, Connecticut, Nova Scotia, Saskatchewan and Wisconsin. The World Health Organization awarded LeMay a fellowship in Malaysia and Singapore. Through the American International Health Alliance, he provided technical assistance for dental prevention programs in the Republic of Georgia in 2001. He participated in the Dental Volunteers for Honduras program and trained Honduran citizens in dental sealant techniques in 2000 and 2001. In 2002, LeMay received a Certificate of Appreciation from Wisconsin’s Department of Military Affairs for nine years of leadership with the GuardCare program, which provides medical and dental services to the underserved in the state.

2003 Service to Marquette Award Recipient

Dr. Paul J. Oberbreckling • School of Dentistry 1960

Paul Oberbreckling, D.D.S., served as national chair of the alumni drive to build the new School of Dentistry building, and prior to that effort, he was a force behind the Goggin Scholarship Committee. Oberbreckling is a past president of the Dental Alumni Association and an active member of the Dean’s Advisory Council. He is a member of the American Dental Association (ADA), where he has served as Wisconsin’s delegate and on its Council of Communications, and he is a member and past president (1993-94) of the Wisconsin Dental Association (WDA). He developed and serves as the chief executive officer of The Dental Record, a company serving dentists nationwide that generates more than $1 million in sales annually. Oberbreckling’s service to dentistry has brought him many honors, including the WDA’s Outstanding Service Award in 1997. In 2001, he received the Pierre Fouchard Academy’s Outstanding Contribution to the Art and Science of Dentistry Award and the WDA’s Lifetime Achievement Award. Oberbreckling is a member of The 1881 Society of the Marquette University President’s Council.
Dear Fellow Alumni:

Of all the activities and events in which the Alumni Association is involved, nothing creates as much interest as the annual Career Fair. This year’s fair, held on January 31, was another success and I thought you might like an update.

It took place in the Ballroom of the Alumni Memorial Union on campus. Like last year, current students, past graduates and dentists who had practices and/or jobs to offer, were invited to show up and connect with each other. Ninety-six current students, six recent graduates and 46 dental offices came together with smiles and a million questions. I saw a lot of people shaking hands, so I expect something worked out for someone. We did make one major change this year. As an added benefit, we connected the fair to two Pride Institute (more on them later) CE presentations: one Friday at lunch on “Transition Strategies: Associates, Partners and Appraisals” and one all-day Saturday, February 1, on “Practice Strategies: Numbers, Staff and Systems.”

At the end of the day we are just like politicians and use exit surveys to find out how we did and to gather recommendations for next year. In fact, some of the changes we have made and plan to make come directly from these surveys. The event continues to get enthusiastic, positive reviews from the alumni present, and we plan to do it again next year.

The Alumni Association’s stated mission is “to support the school, its alumni and to create an environment in which they can work more effectively to serve the dental profession.” That’s a mouthful, but there’s no better, practical application of this than the Career Fair and its bringing together of students, alumni and the dental school. So we’re going to do it again for the next couple of years and we’ll keep trying to change and improve along the way. But here are some things that will not change, items you can count on: we’ll continue to stick by our mission and reach out and offer an opportunity to alumni that want to help with issues of practice transition and employment; we’ll continue to try to have the fair linked to valuable CE forums on Friday and/or Saturday; and practice brokers will stay off the invitation list—this is your show, not someone else’s.

I mentioned the Pride Institute earlier and I want to add an interesting development to this column. The dental school is, as you know, undergoing a well-advertised curriculum redesign and a recipient of that is the subject of practice management. Pride is actively customizing for Marquette a full three-year program that they currently provide to University of Pacific and Indiana University dental students. Provisional proposals make me think that students and alumni are headed toward some direct, and timely, business benefits. Stay tuned for more details, and remember, if you’re a graduate of Marquette’s dental school and you have a concern, a question or an idea, let us know.

P.S. To the alumni who suggested we stage next year’s fair on an MU basketball weekend: great idea and we’re working on trying to do just that.

Nick Shane, D.D.S. ’71
President, MUSOD Alumni Association

2003

All Continuing Education offerings will be held at Marquette University. Please contact Carol Trecek at 414.288.3093 for more information.

April 25
Dental Awards Dinner
Honoring Distinguished Alumnus in Dentistry
Dr. Neil Peterson and Service Award Recipient
Dr. Warren LaMay

May 14
Continuing Education
Spit Happens (and sometimes it doesn’t)
The Diagnosis & Treatment of Salivary Gland Disease (evening program)
Dr. Denis Lynch

May 18
School of Dentistry Graduation Ceremony
Congratulations to the Class of 2003!

May 20
Continuing Education
Recent Advances in Orthodontic Therapy
(evening program)
Dr. Gerry Bradley

May 30, 31 & June 1
Continuing Education
AGD Fellowship Exam Review Course

September 5
Continuing Education
Oral and Maxillofacial Pathology (evening program)
Dr. John W. Witzig

September 19
Continuing Education
The 1000 Gems Seminar
Dr. Tom Orent

September 20
School of Dentistry Class Reunions

Dentistry Calendar

19
Step into the new, state-of-the-art Dental School. Look around. Take it all in...and then step back in time.

The north and south entrances both lead to a large, light-filled atrium that houses the dental museum. This museum features large glass cases to display the artifacts that communicate the history of dental education and practice through the years.

Three beautifully presented and authentically recreated museum windows have been carefully prepared by Dr. Peter Jacobson, Dent ’62, curator of the Drs. Joseph and James Englander Dental Museum.

The first case holds artifacts from the mid 1800s–1910. The items were part of private collections as well as from storage facilities and a makeshift museum from the “old” school. The second case represents a dental office in the early 1920s with items from 1900–1940. The final window is 1950–1990 era. The museum is a work in progress and Dr. Jacobson welcomes donations to the museum. Please contact him at 262.242.0931 if you would like to make a contribution.

Dr. Jacobson is shown above in front of the earliest period showcase.