

Trade Winds – DMACC’s First and Only Yearbook

Submitted by Judith Vogel

In 1971, just five years after the founding of Des Moines Area Community College, a group of students led by Editor Paul Borgstrom created the first and only college yearbook that DMACC has ever had.

Borgstrom, who was a student at DMACC, took the initiative to undertake the project. He gathered several other students and received additional help from Dorothy Gilliland and Paul Magnin. Alan Suby served as the faculty advisor for the yearbook.

Trade Winds begins with a history of the beginning of the college rich with priceless pictures from the earliest days of the college, including a photo of Governor Robert Ray and Superintendent Paul Lowery in a groundbreaking ceremony on May 8, 1969. It continues with sections on Career Education, General Education, Activities, and Faculty.

Borgstrom had an obvious love for playing with words using page titles such as “Grow with Agri-Business,” “Architectural Drafting draws the line,” “Automotive keeps the wheels turning,” “Color them Creative,” and “Dental assisting is a ‘filling’ profession.” Even the title of the yearbook, Trade Winds, fit the purpose of the college: teaching students trades they could practice in their lives.

Activities included intra-mural sports with a golf tournament, wrestling tournament, basketball and football games. Students also enjoyed pool and ping-pong. Miss Mary Lee Cardamon was named Miss DMACC 1971. Her attendants were Pam Herrstrom, Janet DeHart, Rita Sterenborg, and Sue Westrom. The Student Senate provided a wide range of activities, both academic and entertainment. They provided students with Iowa Oaks Baseball tickets, Oak Leaf Hockey tickets, and golf passes. The Student Senate also sponsored dances, swim parties and a movie series. Speakers invited to campus were James Farmer, Assistant Secretary of the U.S. Department of Health, Education and Welfare in 1970, Mr. Kershaw of OXFAM (a charitable organization in Great Britain) and Father Groppi. Martin Mease served as President of the Student Senate.

Organizations on campus were the Agri-Business Club, Alpha Mu Sigma (professional marketing), Delta Mu chapter of Beta Phi Gamma Fraternity (journalism honor society), Beta Sigma Tau (clerical, secretarial and executive secretarial program), and the Electronics Club.

An interesting event that took place at the College in 1971 was the student demonstration to protest the lack of traffic lights at the intersection of the school and Highway 69 (Ankeny Blvd.) The demonstration was organized by the Student Senate to call attention to the traffic hazard. At the time of the demonstration, 15 accidents had occurred at the intersection with one student critically injured.

Photos of the College administrators and faculty comprise the last section of the yearbook. Trade Winds ends with these words from the Editor:

“And so ends the first Annual at Des Moines Area Community College. I hope that I have brought to you some fond memories that you can keep with you for the rest of your life, for life is nothing without memories.So it is my hope that Des Moines Area Community College will continue to grow and serve others as well as it has served me.” Paul Borgstrom

*Images scanned from original Trade Winds Yearbook.

TRADE



WINDS

**Des
Moines
Area
Community
College**

**Ankeny, Iowa
1971 Vol. I**

Editor, Paul Borgstrom

**Des
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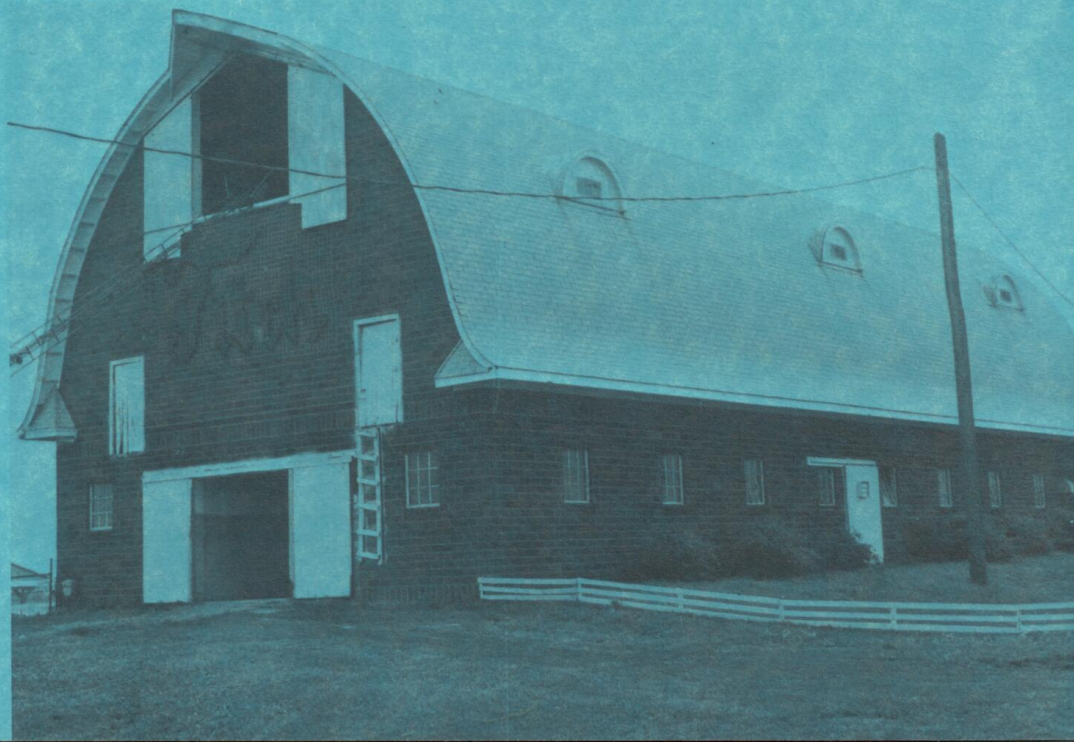
**Ankeny, Iowa
1971 Vol. I**

Editor, Paul Borgstrom

The birth and growth of hope



It used to be a cornfield. Before that mounted guards patrolled the area. Even prior to that era it was a part of the Fitch farm - a show place in the community. And if one goes way back, it likely was a favorite camp site or hunting grounds for the Fox or Sac Indians, because today's youths remember it as a place to search for arrowheads.





But the good hunting and the cornfields at the south edge of Ankeny have given way to concrete pillars and walls of brick, tools of learning and the echo of footsteps from early morning until late at night as thousands seek a better way of life within those walls.



It is progress, progress that brought to Ankeny a people's college - Des Moines Area Community College - where everyone has an equal chance to learn, regardless of age, race, or educational background. "All that is needed is the desire to learn."



Its founding . . . That goes back to 1965, and even then its founders saw a college that was destined to become recognized in the community college movement in the nation.

One of its founders, Polk County Superintendent Ralph Norris, muses "We never doubted that such an institution here would be less than a leader in its field, but we did miss our projections. We could see that the college would be serving 10,000 persons by 1976. Now the facts reveal that the college served close to 20,000 during the school year, 1969-1970, just two years after the doors were opened to students."

And Norris was right. The July, 1970, enrollment report revealed that 19,712 persons were served by the college in some way during the preceding year.

But back to the early days--the pioneer days for community colleges in Iowa. The 61st General Assembly made it all possible in 1965. That was the go-ahead and the County Superintendents of Boone, Dallas, Guthrie, Jasper, Madison, Marion, Polk, Story, and Warren lost no time (Carroll and Audubon Counties merged in July, 1970).

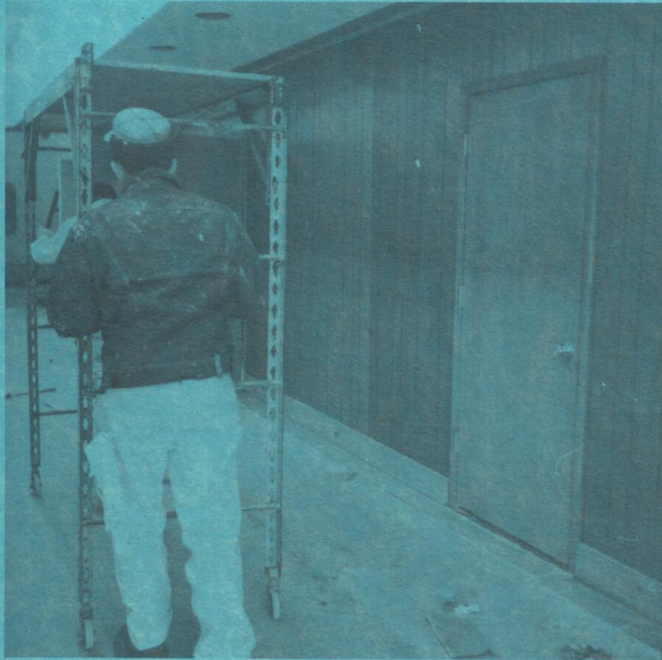
They asked Dr. Ray Bryan and Dr. Trevor Howe of Iowa State University to conduct a study. Pulling together were all segments of the citizenry of the nine counties--members of the county and local boards of education, school superintendents, community leaders, representatives of business, industry and labor, and lay persons.





Seated: Max W. Kreager, Rolland E. Grefe, President; Paul Lowery, Superintendent; Standing: William C. Price, Robert H. Lounsberry, Harold F. Welin, David S. Longnecker, Harry Bloomquist, Ross C. Cramlet, Cecil R. Galvin.





They were all involved, and on September 9, 1965, a proposal was submitted to the State Board of Public Instruction. Approval was granted on March 18, 1966, and the official name of the institution was designated as Area XI Community College.

By May of that year a Board of Directors was elected and organized. They settled into their task, and with Attorney James Maggert of Ankeny as their president, faced the gigantic task of "making" a college.

Ankeny has been a focal point for the college since those early days. Superintendent Paul Lowery and a skeleton staff established temporary offices in the old Ankeny post office building.

Everything was temporary back then. A former grocery store was leased in West Des Moines, and it was converted into college classrooms and laboratories.

It was about this time that the board, after a great deal of consideration of sites for a permanent campus, zeroed in on a site in the Ankeny area. Ideally, it was a natural. It was the approximate center of the district, an important point because the college was destined to be primarily a commuter's college as the legislature intended it to be.

By late November, 1966, Iowa State University expressed willingness to negotiate the sale of 240 acres of their experimental farm located at the south edge of Ankeny. And, in January, 1967, Emery Prall & Associates of Des Moines were retained as architects for the first phase of the building program.

An offer was made to Iowa State University in February to buy the 240 acres, and an option was sought on 80 adjacent acres. A contract for both was signed in April.

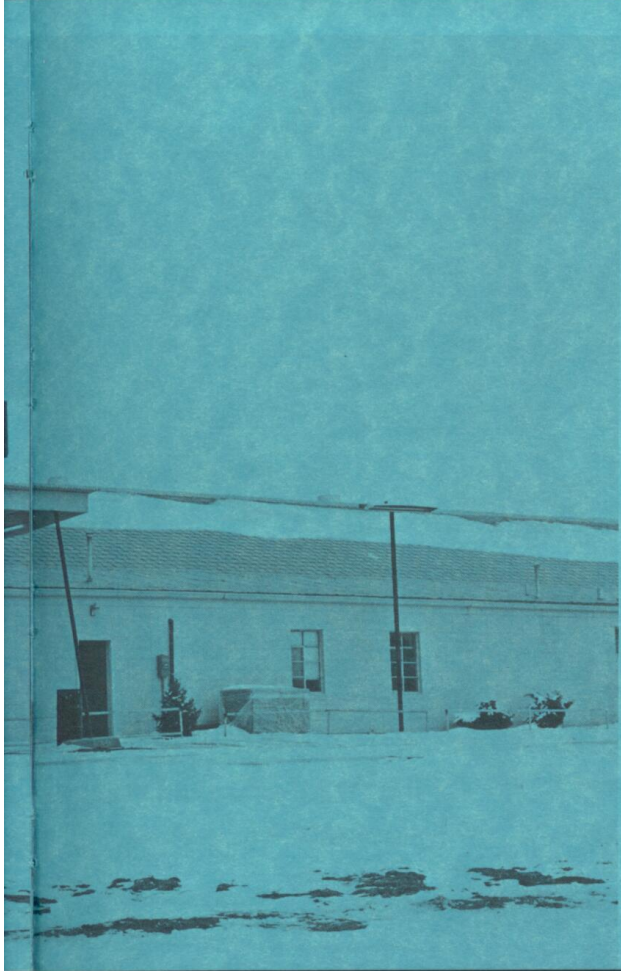
In the meantime, 27 students began study in 5 vocational technical education programs in West Des Moines in February of that year, and it was soon apparent that more space would be needed by fall.

At that time, the Board and Superintendent Lowery realized that it would be a constant race to provide facilities to handle increasing enrollment.

A temporary stop-gap was the leasing of the roller skating rink at 2020 Grand, West Des Moines, and in September, 1967, the enrollment soared to nearly 300. But, there seemed to be no possible way to find already existing facilities that would lend themselves to the needs of the college.

So another look was taken at the permanent campus site. Plans for the first of a three phase projected building program were on the drawing board but it would be a couple of years before facilities could be ready for occupancy. There had to be an answer, and after more deliberation, the Board directed Mr. Lowery to proceed with plans for "temporary" facilities on the Ankeny campus.





Five "demountable" buildings were erected to be leased by the college, and occupancy was taken in late winter, 1968. Moved to the facilities were the administrative offices, the students who had been attending classes in the First United Methodist Church in Ankeny since the fall quarter, and some from the Grand Avenue Center.

Ground was broken that spring for the permanent campus and contracts were let for five buildings, including an Educational Media Center of 63,000 square feet. Total cost would be some \$5 million. How would they be financed? A federal grant under the Higher Education Facilities Act, \$1,152,403, to be matched by funds received from the 3/4 mill levy approved for capital outlay by voters in the district, and state aid for capital outlay in the amount of \$1,800,000.

Two more buildings were constructed and leased on the phasing campus for use during the 1969-1970 school year, and enrollment took another leap.

In the meantime, things were happening in other areas. The number of staff members grew. The Des Moines Skill Center (Manpower Development Training Act facility) became a part of the college as did Boone Junior College. A contract was entered into with the City of Des Moines for the educational component of the Concentrated Employment Program, the National Alliance of Businessmen, New and Expanding Industries, Work Incentive Program, Model Cities, and other agencies to raise the level of the educationally disadvantaged.



Governor Robert Ray and Superintendent Paul Lowery (with umbrella) in groundbreaking ceremony on May 8, 1969.



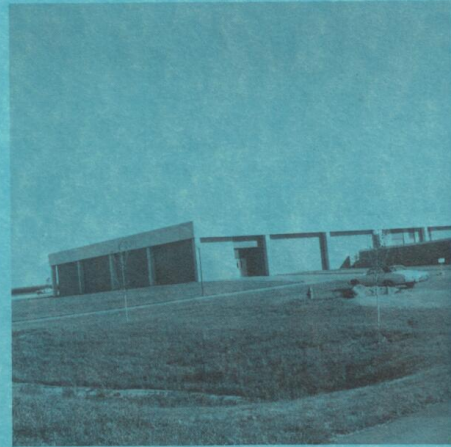
Adult and continuing education became a far-reaching and vital arm of the college, and education was taken to the people. Thousands of persons earned adult high school diplomas. Other thousands were studying adult basic education.

In mid-October, 1970, two of the permanent buildings (Industrial Trades and Medical) were opened to classes with the Data Processing building following suit in December. The Media Center with its automatic book retriever and the Food Services building opened in August of 1971.

What has this done for Ankeny? With a total staff of more than 300 (170 of which are located on the Ankeny campus) it boosts the economy of the community in the amount of more than \$175,000, without considering what students spend, the benefits of construction activity, and other related areas.

Plans for the future include more cultural opportunities for the community. School officials forecast that it will be a center of the community school concept--a flexible and much-needed facet of good education.

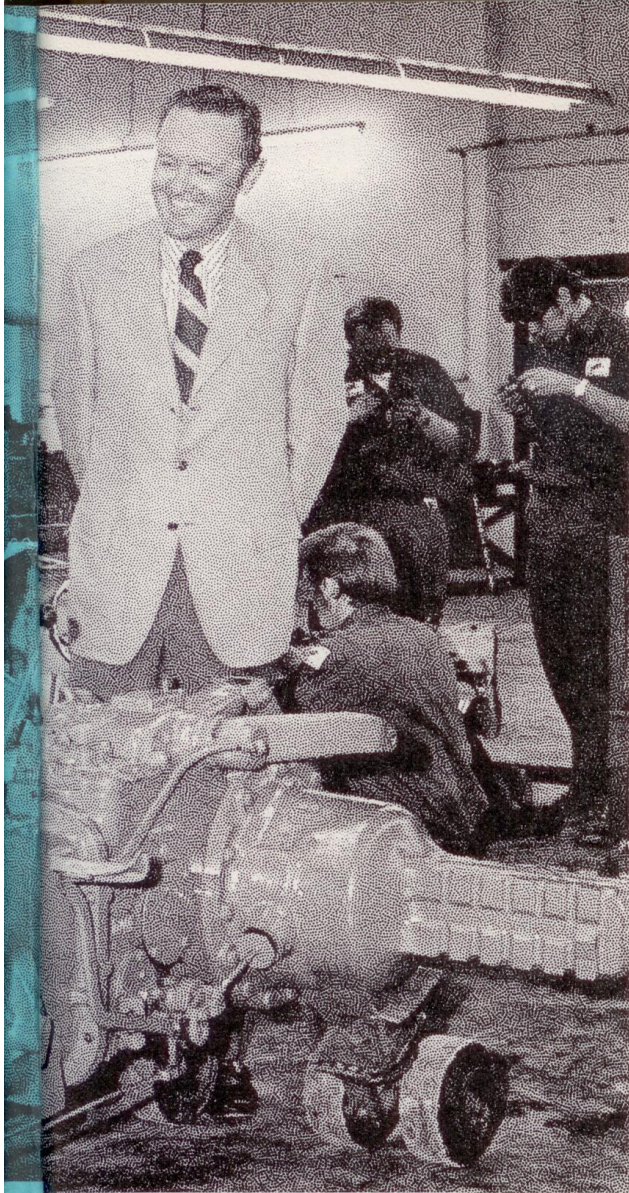
Superintendent Lowery vows that costs will be kept as low as possible to insure that quality education will stay within the reach of anyone who desires it. A study of student characteristics reveal that there are those from the age of 18 through the 50's enrolled. Further study shows that a large percentage remain in the area for employment after graduation.





And with this statement from the Office of Health, Education and Welfare, "The number of jobs which the unskilled can fill is declining rapidly, and the number requiring a four-year liberal arts college degree, while growing, is increasing far less rapidly than the number demanding a vocational or technical skill. In the 1980's, it will still be true that fewer than 20 percent of the job opportunities will require a college degree. The height of potential is not measured by the color of the collar.", the community college seems a sure bet to remain an integral part of and valuable asset to the Ankeny community.





Career Education



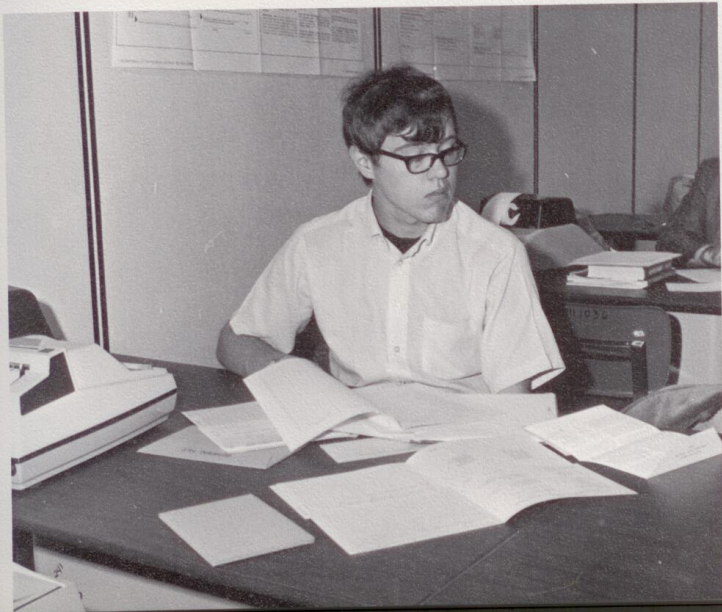
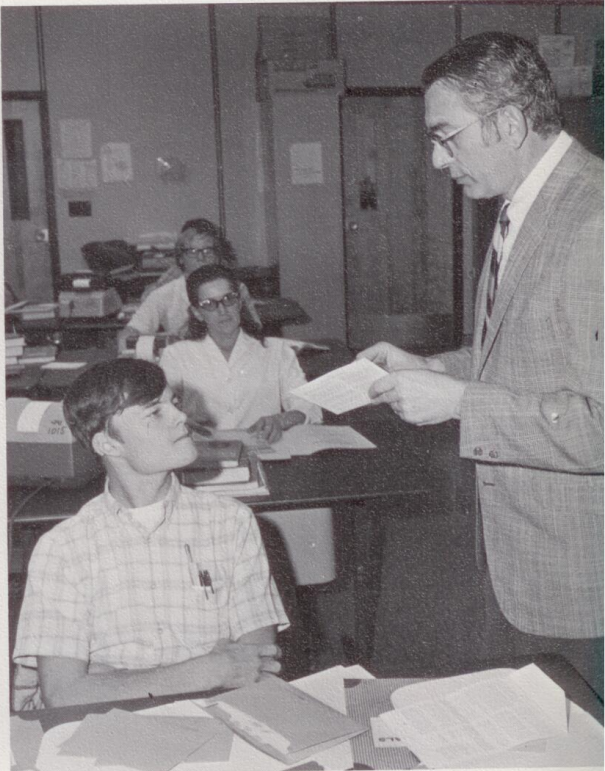
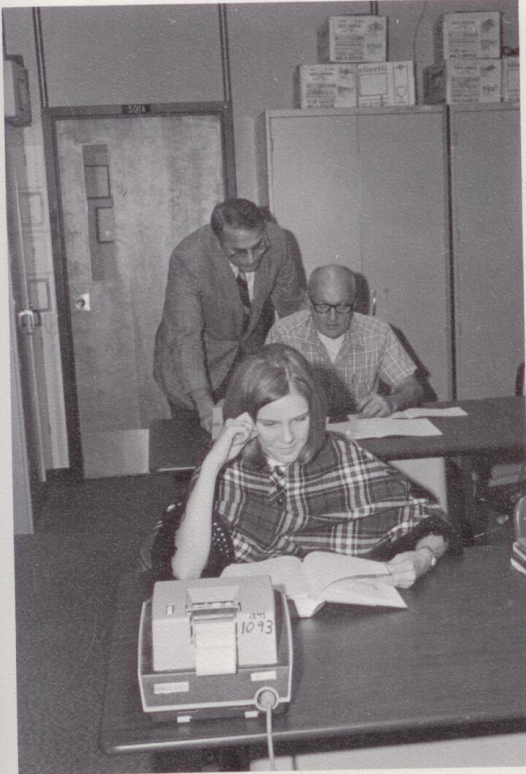
Row 1: Kelly Van Riesen, Karm McCauley, Gail Frueh, Louis Kirk, Edward Burnett, Row 2: Ena Chittenden, Jacque Shaw, Mary Hall, Wilhelmina Edwards, Ronald Kruger, Row 3: Steven Coffin, John Weiss, Verne Johnson, William Cross, Spencer Walker, Ted Wacht

The Accounting Specialist Program is a seven-quarter curriculum designed to qualify graduates for employment as junior accountants in private, public, and civil-service accounting; and as junior auditors in private and civil-service accounting. Positions to which graduates can advance after gaining experience and undertaking further study include those of accounting supervisor, senior accountant, senior auditor, and private practice.

The course of study stresses instruction in principles of accounting, auditing and cost accounting. Courses in electronic data processing, income tax procedure and other related fields are also included.



Accuracy is their watchword





Row 1: Jim McKnight, Arnold Lewis, Alan Downs, Ray Gardner,
 Row 2: Dennis Dieleman, Marty Lamberti, Richard Ledlie, Jim
 Nicholls, Row 3: Ken Gerdes, Randy Check, Neil Anderson,
 Wesley Marshall, Russ Wilins, Dean Ball, Tim VanEssen

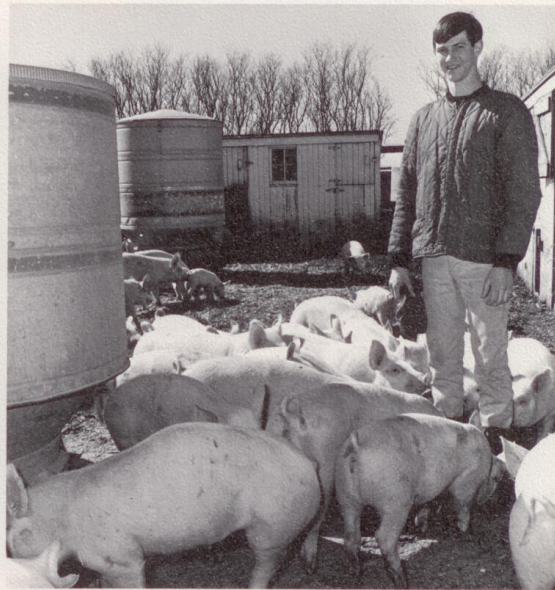
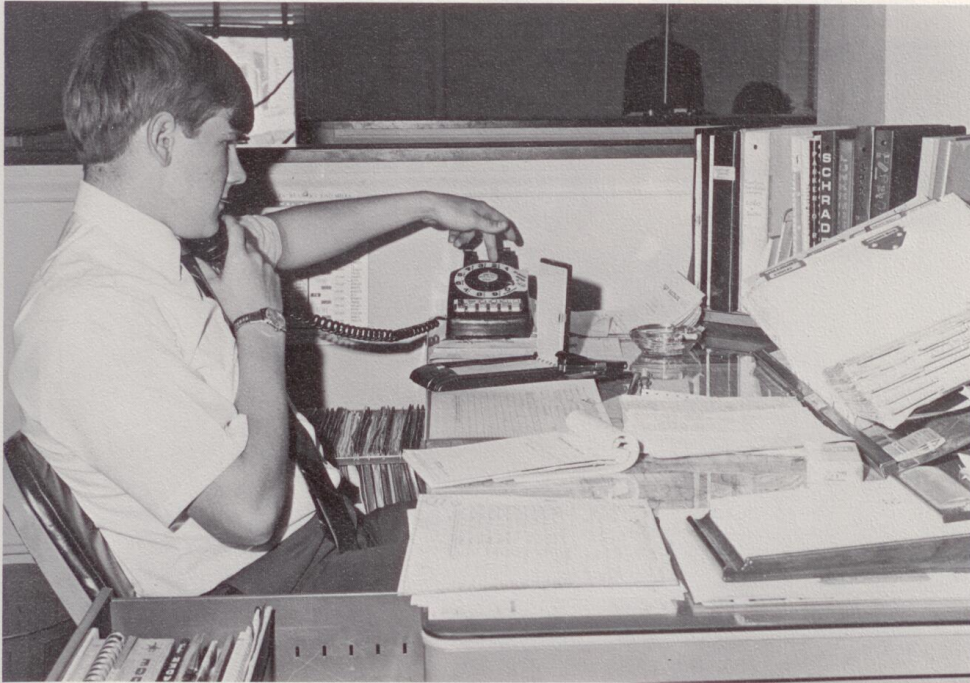
The Agri-Business curriculum is a seven quarter program designed to train people for the rapidly expanding fields of agriculture supply, distribution services and the commercial horticulture areas.

The agriculture supply program provides the student with training in the latest developments in technical agriculture in both the classroom and industry setting and actual experience in agri-business thru on-the-job training.

The Commercial Horticulture Tech. Program provides students with technical training in the broad horticultural field through classroom, greenhouse, and practical on-the-job training experience.



Grow with Agri-Business

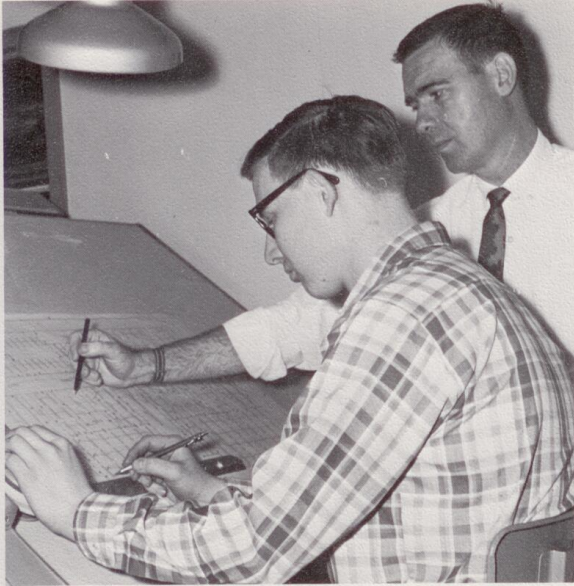


Architectural Drafting draws the line



Row 1: Bruce Benna, Rick Valaitis, Jerry Moorehead, Ted Oswald, Don Henry, Dan Cunningham, Francis Pieray, Row 2: Gary Abbas, Kirk Finck, Jim Nixon, Dale Mitchell, Nancy Caldbeck, Ronald Bauge, Charles Watson, Charles Forcht, Bruce Thomas





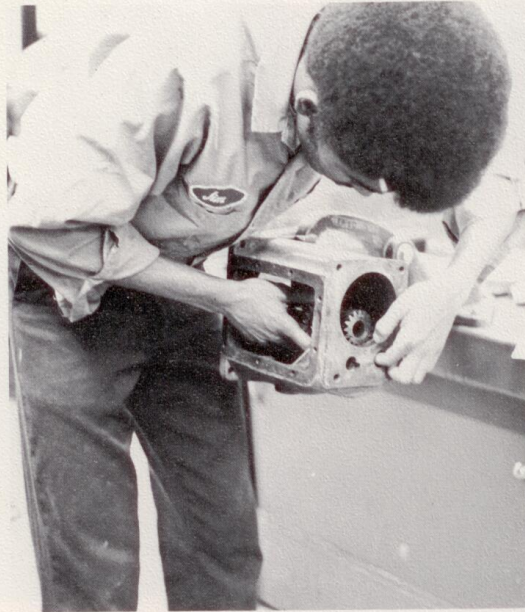
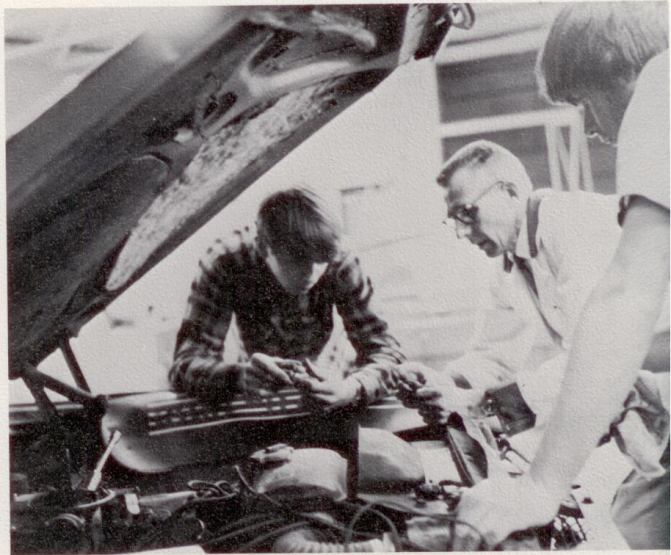
This curriculum provides four quarters of intensive study to develop the proper attitude, skills and knowledge required for satisfactory entrance into the architectural drafting field. The basic knowledge of good building construction practices and building materials and their proper use, as well as an understanding of construction drawings gained by the student through this study, provides many occupational opportunities for graduates in architecture and contracting to name but two.

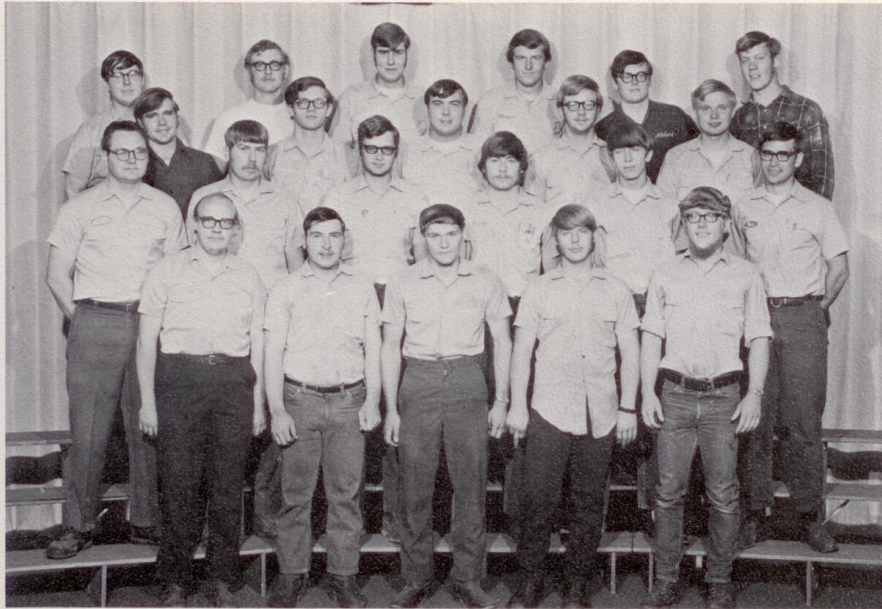


Automotive keeps the wheels turning

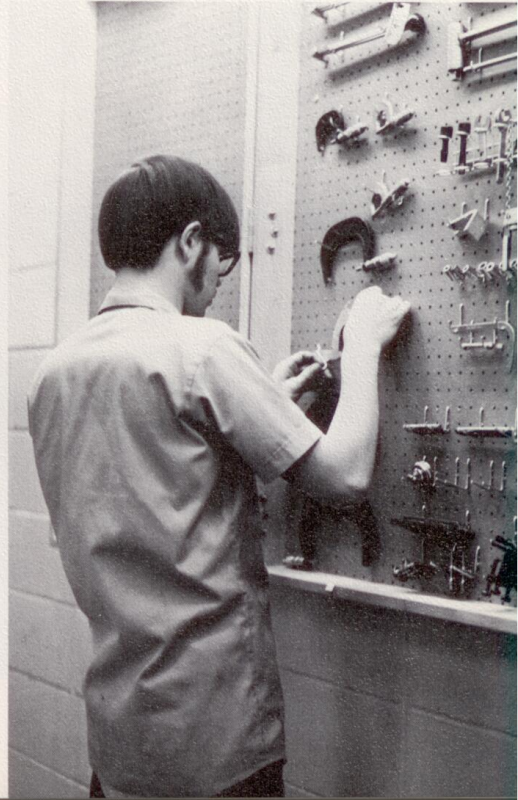
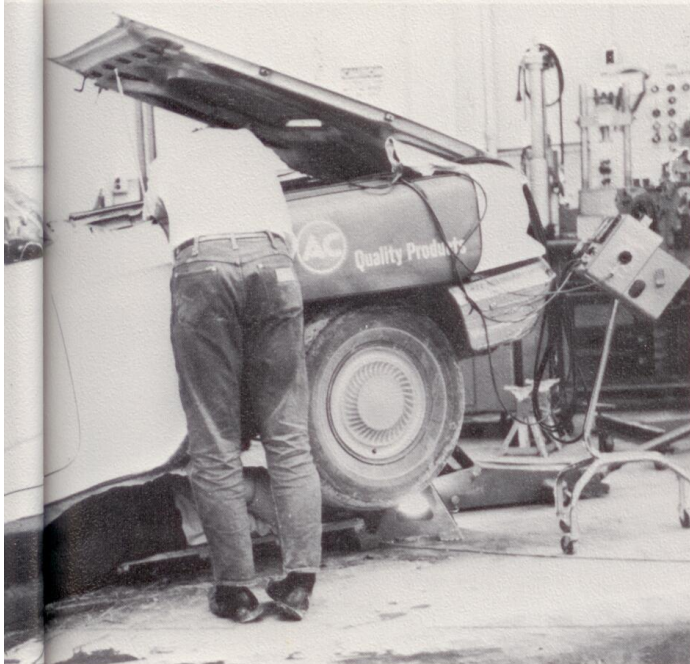
The Automotive Program is designed to provide instruction in the technical theory, manipulative skills and the related information necessary for gainful employment and advancement in the automotive service field. This is accomplished through classroom instruction, laboratory experiences and shop operations that are closely related to the modern automobile.

The successful completion of the course will enable the graduate to be employed as a general mechanic, tune-up specialists, front end alignment specialist or transmission specialist.

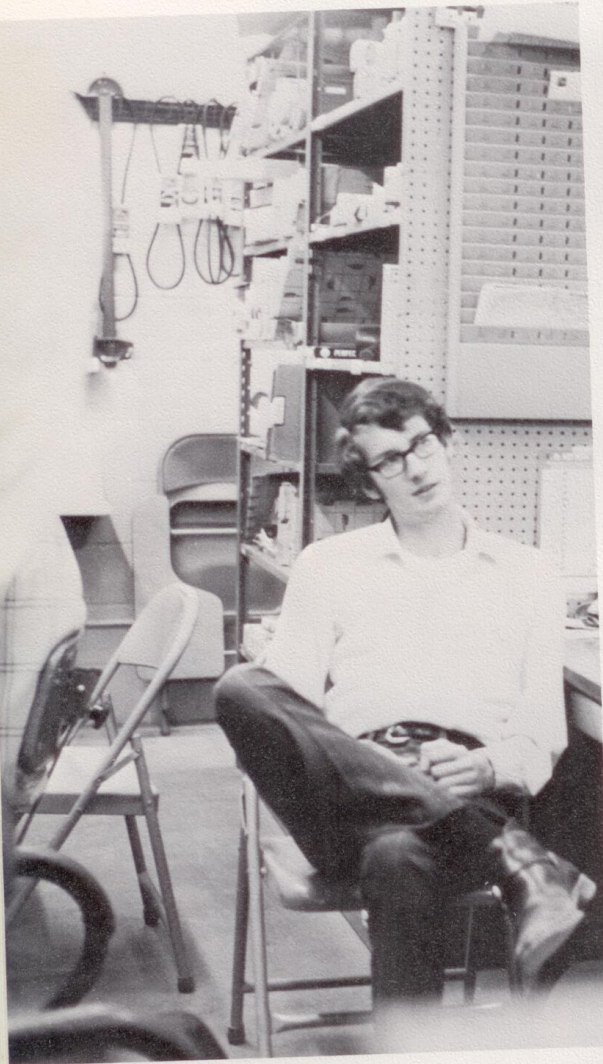




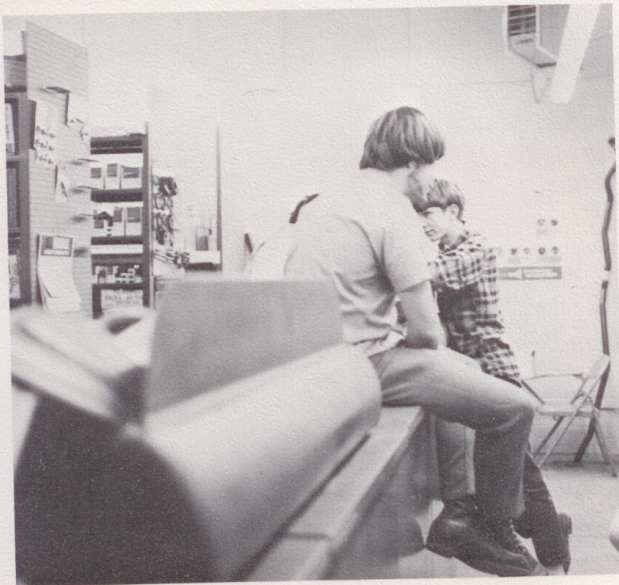
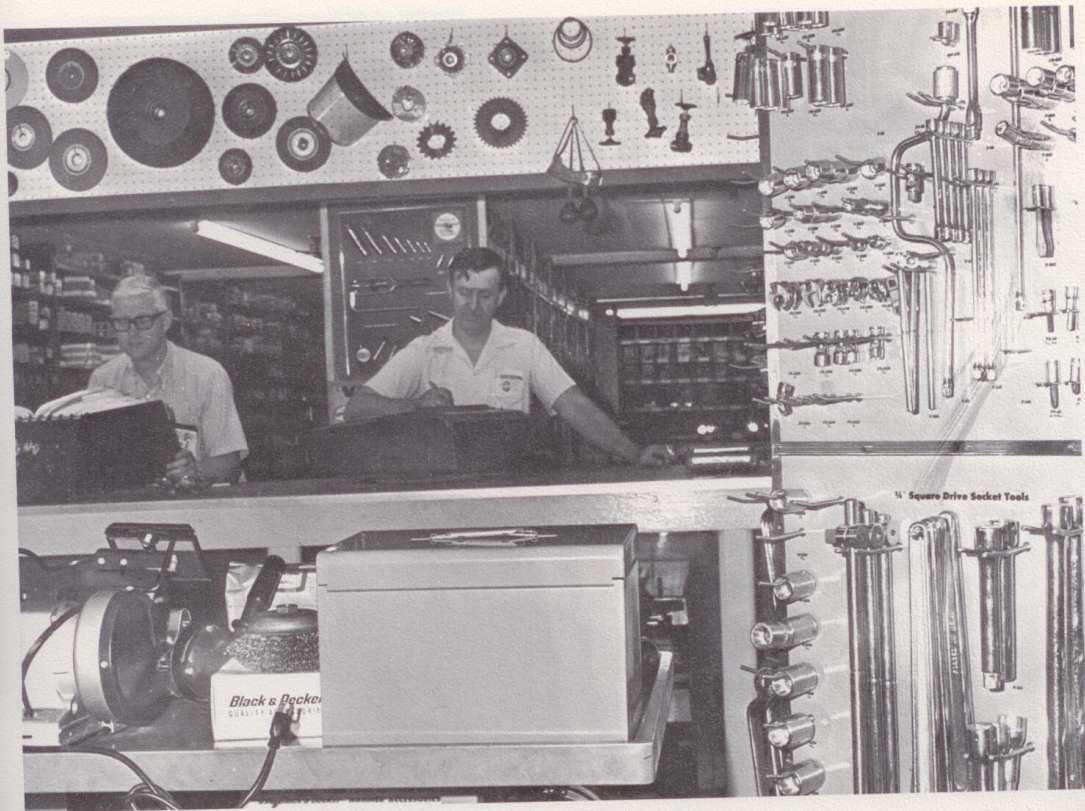
Row 1: John Edwards, Laverne Smith, Phil Kinion, John Lanscak, Leonard Keltner, Row 2: Gary Yanders, Chuck Garland, Kern Marlow, Gary Girres, Kenny Crouch, Ron Spragg, Row 3: Lonny Reason, Mike Derry, Steven Haskell, Dave Erickson, Gary Peterson, Row 4: Michael Fagen, Jim Norris, Don Cummins, Wayne Dowd, Richard Barrett, Kenneth Beougher.



Auto Parts Specialists can replace anything



Row 1: Larry Ketelsen, Craig Hougham, Duane Walton, Row 2: John McDermott, Dave Hardin, Row 3: Curtis Welsh

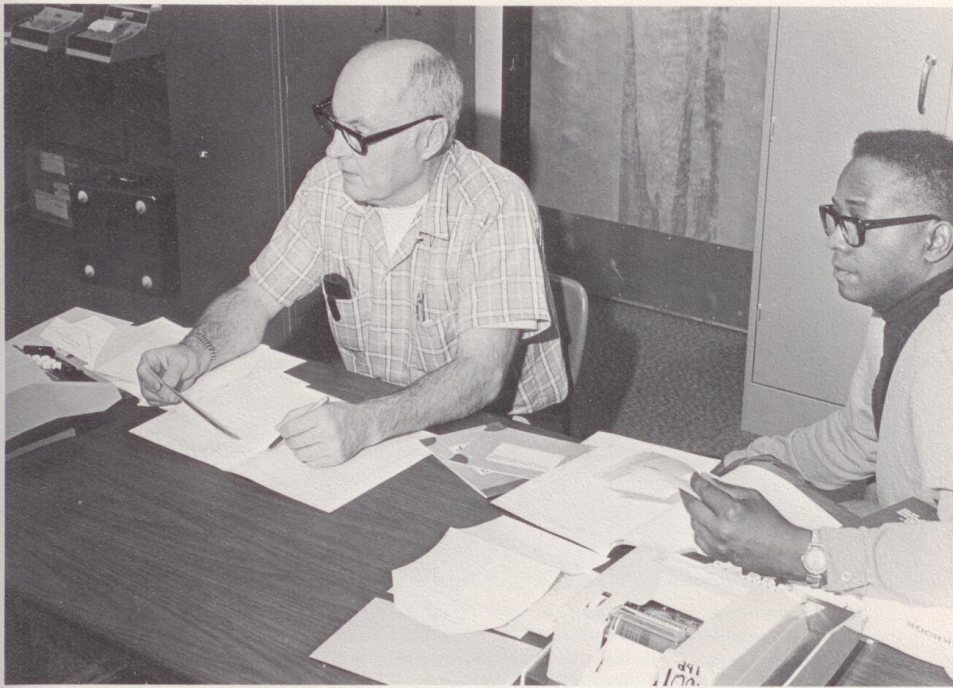


The Auto Parts Specialist Program is a four-quarter course designed to develop the skills necessary for satisfactory entrance in the auto parts industry. Classroom instruction is provided in automotive principles, business practices and related subject matter. This background is then supplemented by laboratory practice in the auto parts department and co-op work in industry. Completion of the program will prepare the student to enter the auto parts industry in either a jobber parts store or car dealer parts department.

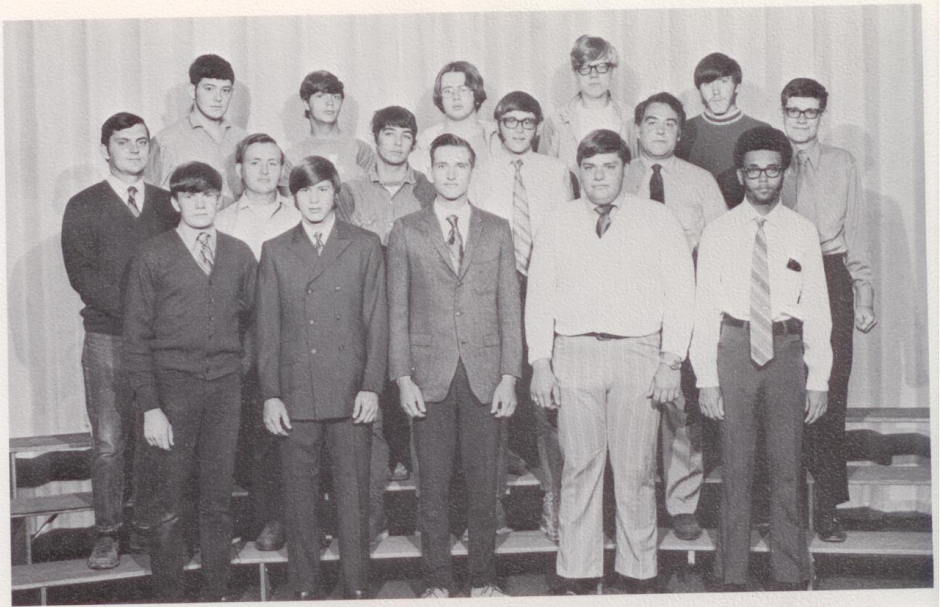
To balance or not to balance . . .



The Bookkeeping and Accounting Program is a four-quarter program designed to provide students with the skills, attitudes, and knowledge necessary to enter the field of bookkeeping and accounting. The program is organized to give the student a foundation in business and business organization and then to build the bookkeeping and accounting concept upon this. The curriculum is implemented with classroom and laboratory instruction and practice.



Row 1: Luinda Sue McFadden, Judith McKay, Kathleen Peckham, Patty Moore, Vicki Ludwig, Row 2: Larry Curtis, Gary Peter, John Johnson, Charlie Edwards, Row 3: Kurt Krueger, Arlin Eglend, William Collins



Steve Getter, Steve Manning, Frank Nutting, Bob Sinnott, Jo Jackson, Row 2:
Alan Walker, Ron Wagner, Paul Snider, Mark Atwood, Alfred Lumadue, David
Nicholson, Row 3: Bruce Runyon, Tom Watson, Dale Sutton, Jim Kennedy,
Tom Murray





If I were a carpenter . . .

The Building Trades Program is a four-quarter program designed to provide the students with the skills and knowledge needed to successfully enter the construction fields. Although emphasis is placed on the concrete, carpentry and masonry trades, other related areas of the construction fields are covered. Upon completion of the program, a student will be prepared for employment with contractors, concrete companies, lumber yards, architects, engineers and manufacturing companies.



Central nursery system

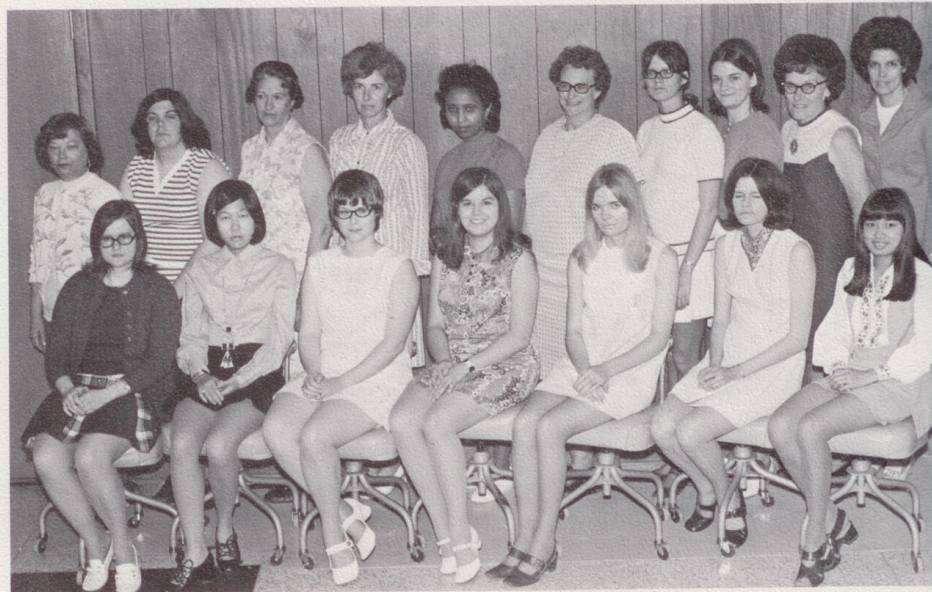
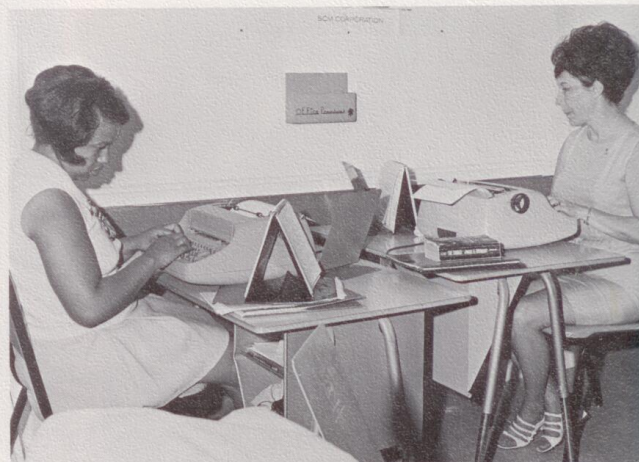
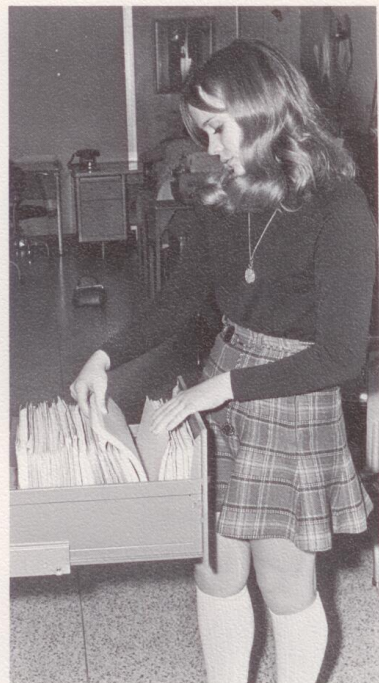
The Child Care Program consists of a carefully selected four-quarter curriculum which prepares the student for work in many facets of education for young children.

In addition to the basic theories relevant to child development and parent education, the student will have extensive observation and knowledge of human behavior in order to qualify graduates for positions in nursery schools, day care centers, teacher assistants and public and private homes for children.



Row 1: Mary Leffler, Jane Engleen, Rebecca Conklin, Janet Giebelstein, Ronda Carl, LaDonna Gehrt, Paula Krutsinger, Marsha Hathaway, Kimberly Barr, Mary Ann Edwards, Debbie Stanley, Joan Clary, Row 2: Jenna Woelber, Gail Smith, Michelle Buhr, Deborah Plum, Elaine Stanley, Sue Gould, Ruth Patience, Lona Banstra, Jane Rieck, Claudia Stofer





Row 1: LaVeta Edwards, Sompomg Sirirat-Udorn, Rae Longnecker, Denise Jimenez, Judy Kading, Carol Smith, Nuandnong Dherawat, Row 2: Roxanna Blood, Debbie Steenstand, Esther Carr, Mickey Anderson, Selam Kebede, Joy Gusler, Nancy Blight, Dorie Porter, Frieda Schrader, Geralee Booth

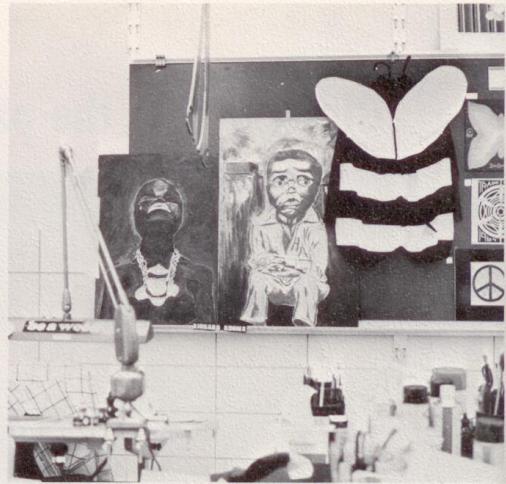
Clerical puts the papers in their place



The Clerical Program is designed to meet each individual's needs in the clerical field by developing specific skills through office simulation which will assure job competency.

This program assists the students in the development of the skills and attitudes of proficient office workers. Graduates will be qualified for a variety of jobs including receptionist, general clerk, typist, bookkeeping clerk, file clerk, and business machine operator.





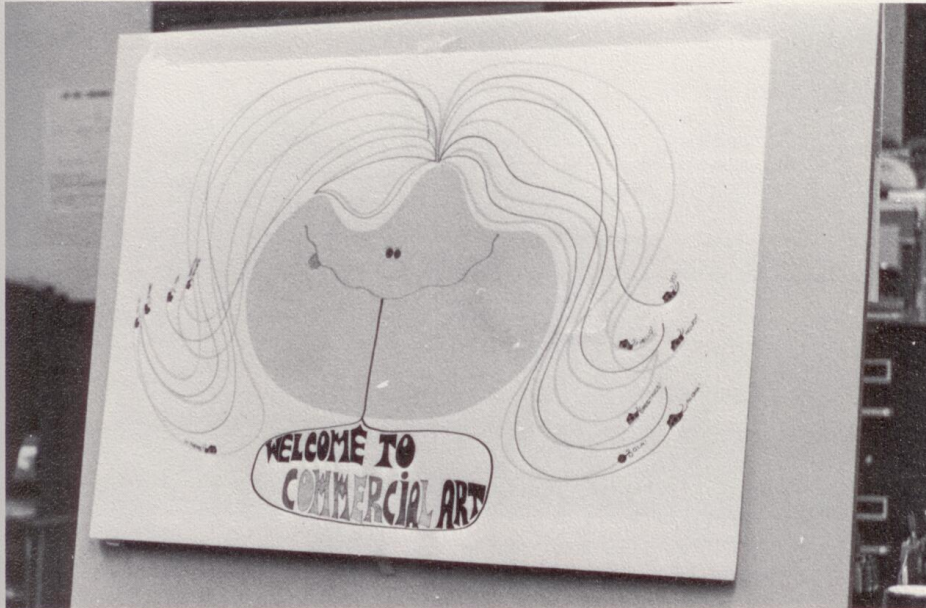
Row 1: Brian Bemisdarfer, Carolyn Swain, Sherry Neagle, Peggy Farr, Cilla Rowland, Row 2: Mark Stiles, Loue Ann Fankhauser, Linda Wright, Lois Buckingham, Tracy Meier, Greg Miller, Row 3: John Karns, Jane Beyer, Kathy Worthy, Mary Lou Parks, Row 4: Brick Volkner, Lant Elrod, John Young, Sandy Turner



Color them creative

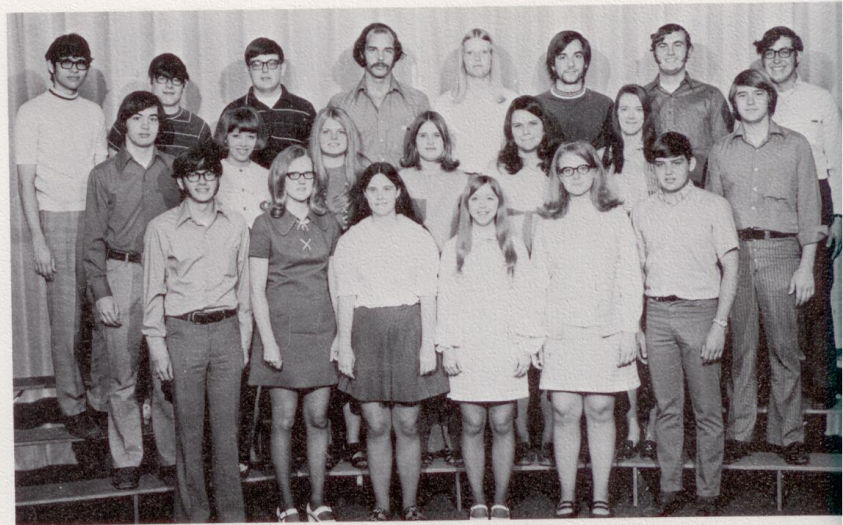
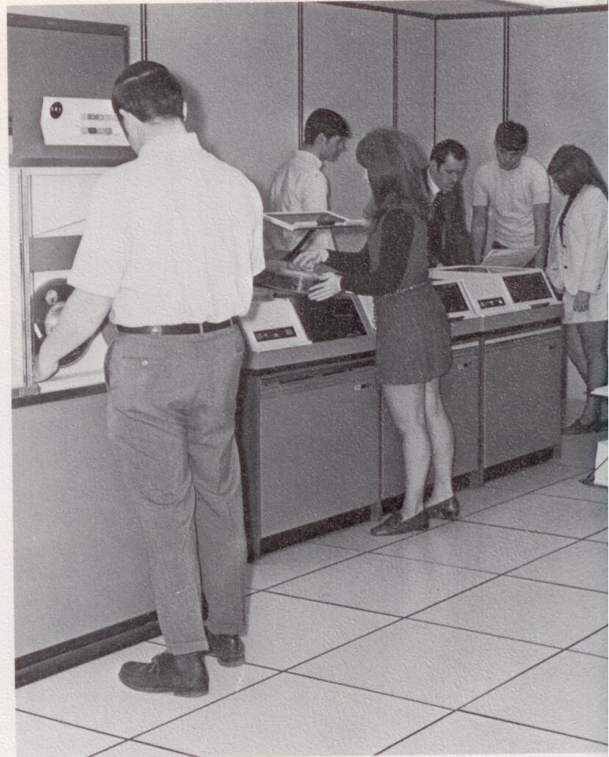
The Commercial and Advertising Art Program is a seven quarter program designed to prepare persons to enter and progress in this challenging field. Instruction includes advertising theory, advertising design, preparation of copy, poster design, silk screen, graphics reproduction, package and product design, display devices and techniques and other similar related courses.

After completion of the program, students are prepared to seek employment in a variety of areas in industrial firms, newspapers, department stores, commercial art studios, and advertising agencies.



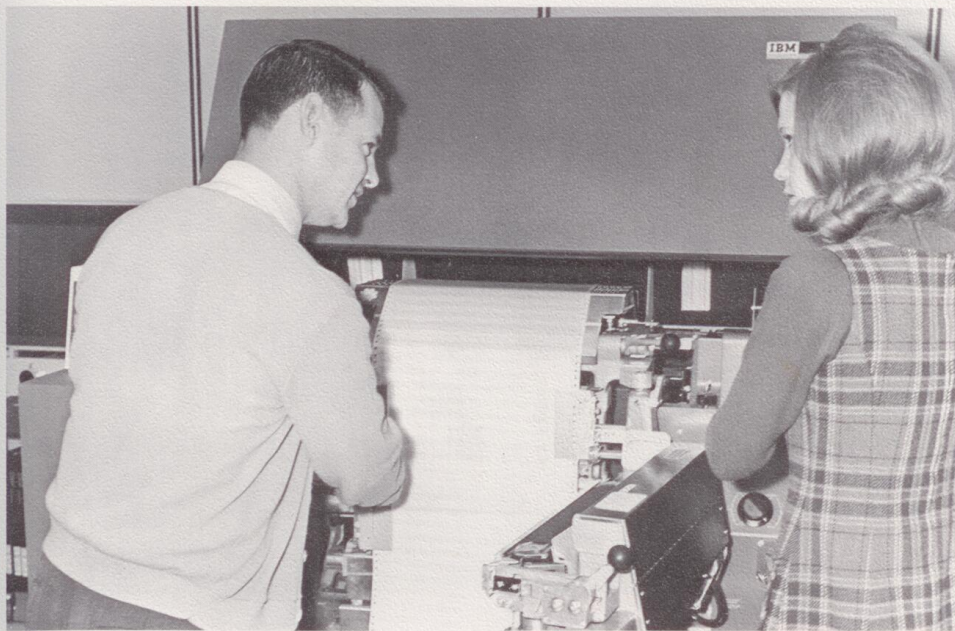
The Computer Operator Program is a three-quarter program designed to qualify students as computer operators in an increasingly complex and highly skilled data processing field. The complexities of computer operating systems and peripheral equipment makes it necessary to have people specifically trained for operations.

Although the purpose of the program is to prepare computer operators, sufficient related instruction is offered to permit further career advancement in the data processing field. These related courses include: data processing orientation, accounting, mathematics, computer fundamentals, program languages, and control and support systems.

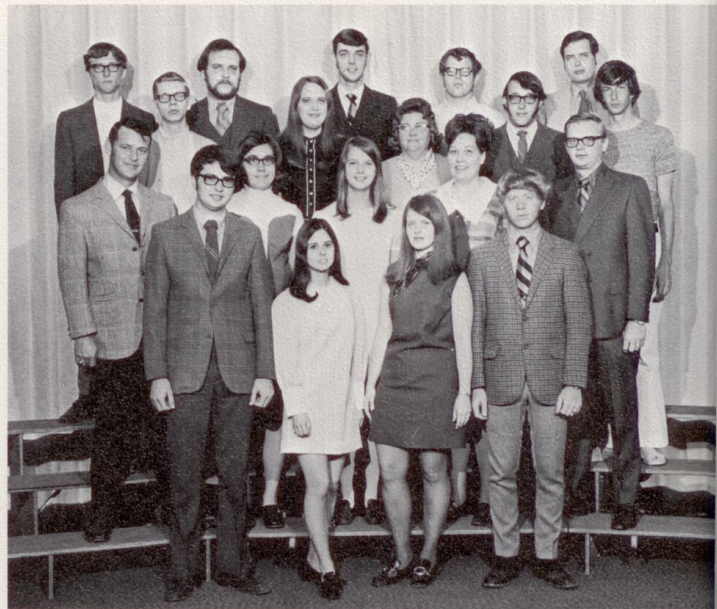
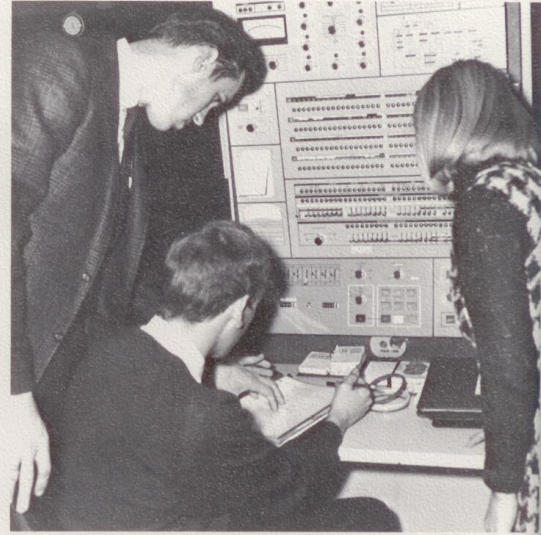


Row 1: George McDaniel, Sharon King, Marilyn Weigel, Mary Foster, Joan Hohrmann, Gary Weaklend, Row 2: Bill Carroll, Donna Watson, Teresa Weuve, Connie Zdrzil, Peg Rummans, Rita Filipovich, Loyd Textor, Row 3: Tim Shadle, Cary Taylor, Chuck Overton, Kevin Bowden, Debra Dursky, Lee Royer, Randy Hart, Gregory Hawbaker

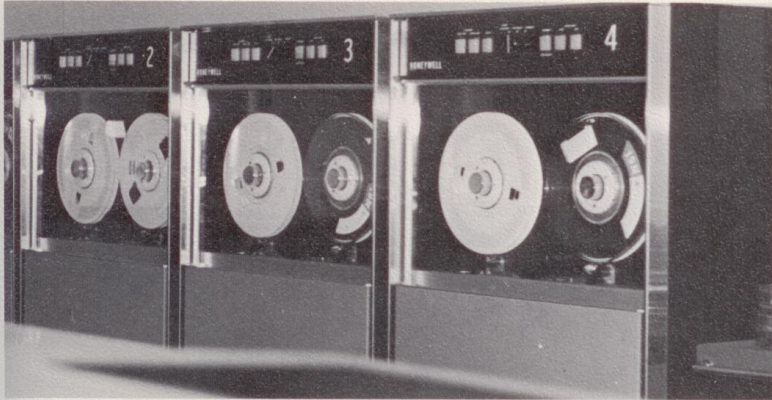
Computer Operators keep the operation going



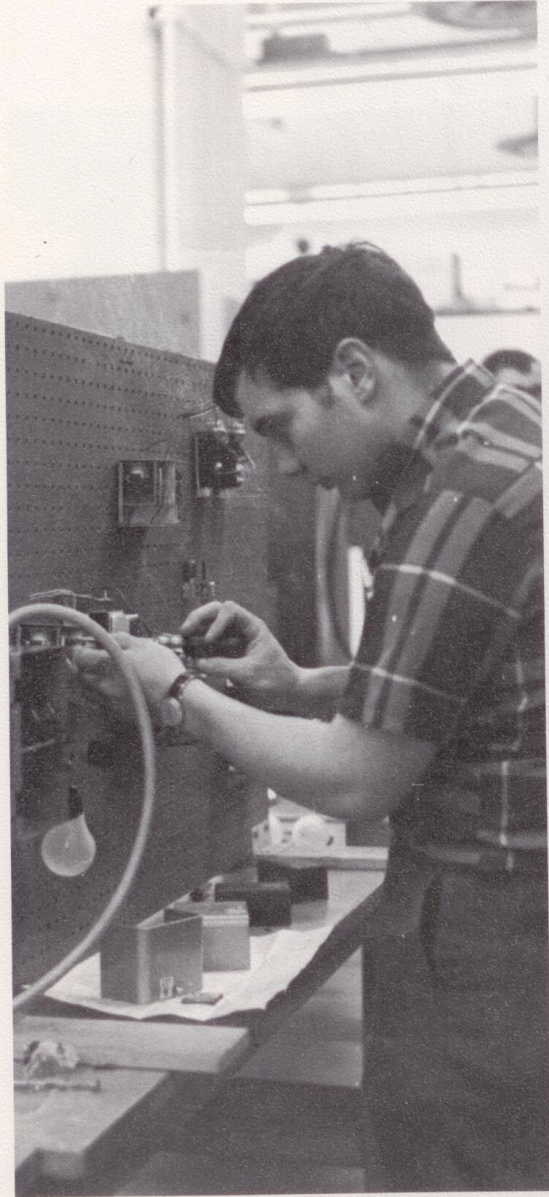
Program your course to Computer Programmer



Row 1: Gary Ochen, Jane Moran, Linda Reed, Roger Mortvedt, Row 2: Marvin Magnani, Cathy Birchmier, Raye Ahlberg, Mary Jane Derichs, Allen Ihde, Row 3: Duane Lande, Sonjia Amensen, Vera Hollinger, Bruce Eveland, Jim Patrick, Row 4: Steve Sigmund, Richard Jahnke, Jerry Partlow, Ron Whitehead, Ed Boyce



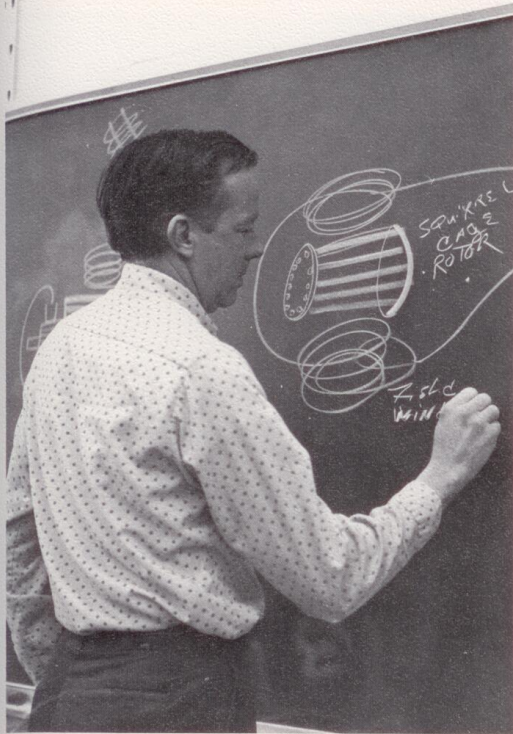
The Computer Programmer Program is a seven quarter program designed to qualify the students for positions as programmers and programmer analysts. The course emphasizes both systems programming and applications programming. The student studies several programming languages, various levels of operating systems, various types of computer systems, and peripheral equipment available in the field.



Keep your cool with Conditioned Air



Row 1: John Willer, Roy Peters, Dennis Calhoun, Larry Vokes, James Leet, Row 2: David Peterson, Harold McFarland, Bill Dorrell, Row 3: Robert Benson, Dennis Nemmers, Albert VerSchuer, Bruce Bushore, Jerry Libby, David Owen



The Conditioned Air Program is a four-quarter program designed to provide the students with the necessary theory, knowledge of mechanics and skills to become an efficient air conditioning and refrigeration serviceman. General areas include domestic refrigeration, commercial refrigeration and air conditioning (heating and cooling).

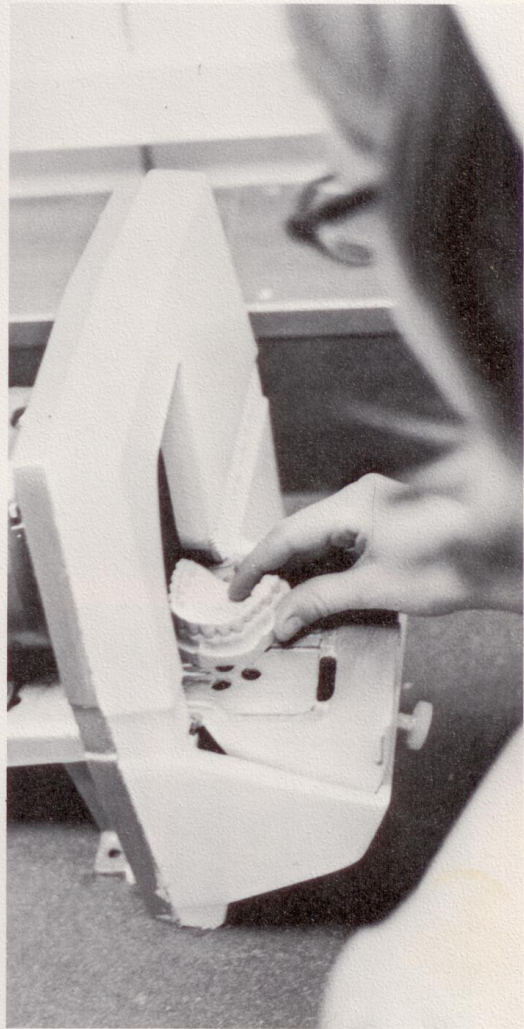
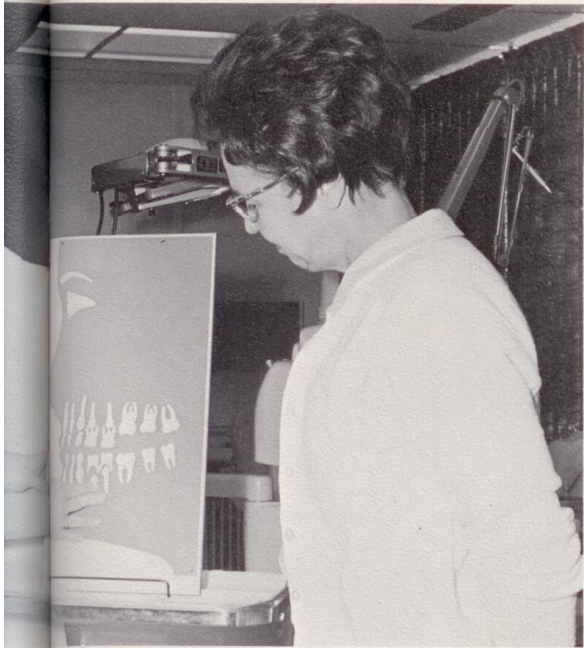
Provision is made for both classroom and laboratory instruction to prepare the student for satisfactory entrance and advancement in the conditioned air field.

Dental assisting is a “filling” profession

The program in Dental Assistant education prepares the student to assist the dentist in all phases of dentistry. The curriculum combines general education with specialized instruction in office management, chairside and laboratory phases of dental assisting using modern dental equipment. Clinical experience in selected dental offices, clinics, and Veterans Hospitals is provided in the latter part of the educational program.



Row 1: Marilyn McDowell, Cindy Sturtz, Pat McCarville, Sue Westrom, Mary Guisinger, Nancy Kendall, Connie Rowland, Row 2: Robyn Crawford, Melva Dessenko, Pam Herrstrom, Karen Brenizer, Debbie McGill, Kathi Danaher, Row 3: Pam Farley, Dorothy LaBahn, Kristy Jacobson, Joyce Erquist, Pat Martin, Chris Larson



Retail Marketing knows the tricks of the trade



The Department Store Marketing Program is designed to prepare the student to enter and be successful in the field of retail mid-management. The program is organized to give the student a foundation in business and retail marketing and then to build the management skills of supervision and merchandise control upon this. The curriculum is implemented with classroom, laboratory, and field experience. A boutique merchandising laboratory complements the instructional program. Upon completion of the program a student will be prepared for successful employment in the following occupations: fashion merchandising assistant manager, assistant buyer, department head, division head, manager of a specialty store or shop, proprietor of a retail store.



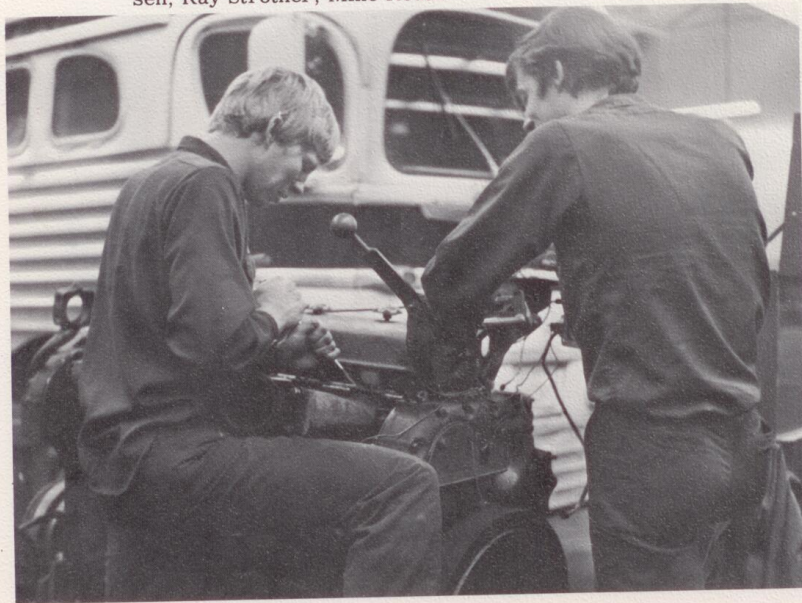


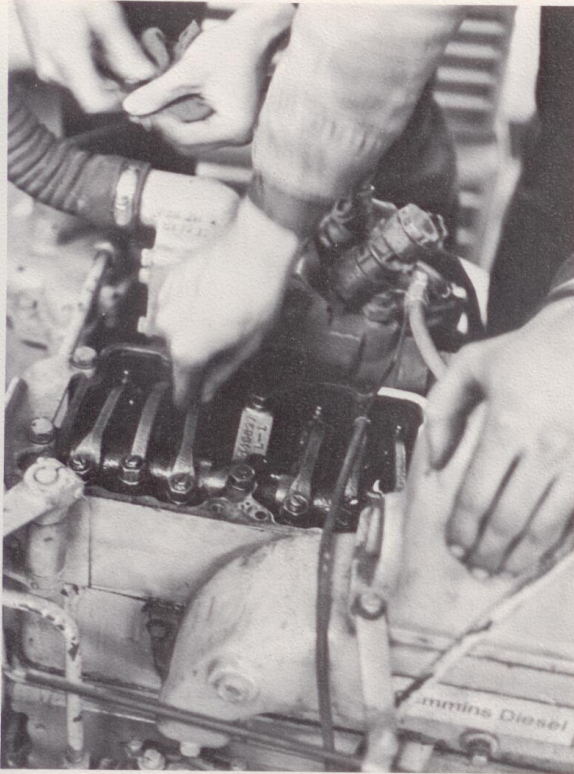
Row 1: Scott Hoops, Aimon Pasutharnchat, Porntip Siriratatsadorn, Sharon Becker, Mark Levine, Row 2: J. R. Capps, Nick Klisares, Gloria Klisares, Terry Michael, Row 3: Gary Noah, Mr. Nuss, Darrell Horn





Row 1: Paul Ubben, Larry Butler, Dennis Olmsted, Dennis Mitchell, Lynn Schuler, Charlie Greene, Keith Rothfus, Greg Jones, Ron Coots, Row 2: Larry Baggs, Gary Dunsbergen, Don Kilcoin, Charles Rinehart, Jim Crandell, Dean Noring, Don Graham, Rick Gustoff, Row 3: Bob Kohrs, Mike Wagner, Burnie Van Zuur, Rusty Hill, John Carroll, Harold Peterson, Don Carter, Row 4: Kal Simbro, Richard DeMeyer, Rex Morris, Mike Tjelmeland, Ron Hoksberg-
sen, Ray Strother, Mike Routh

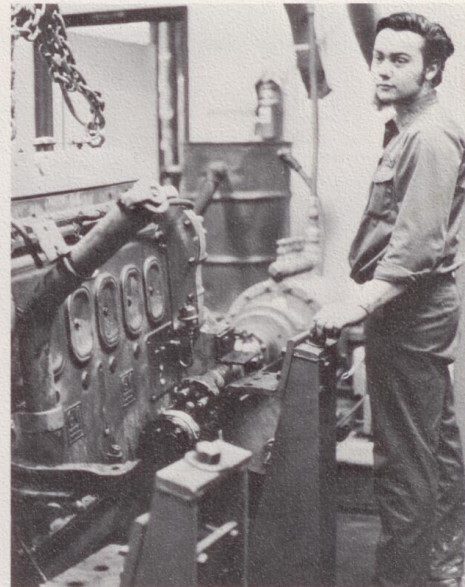
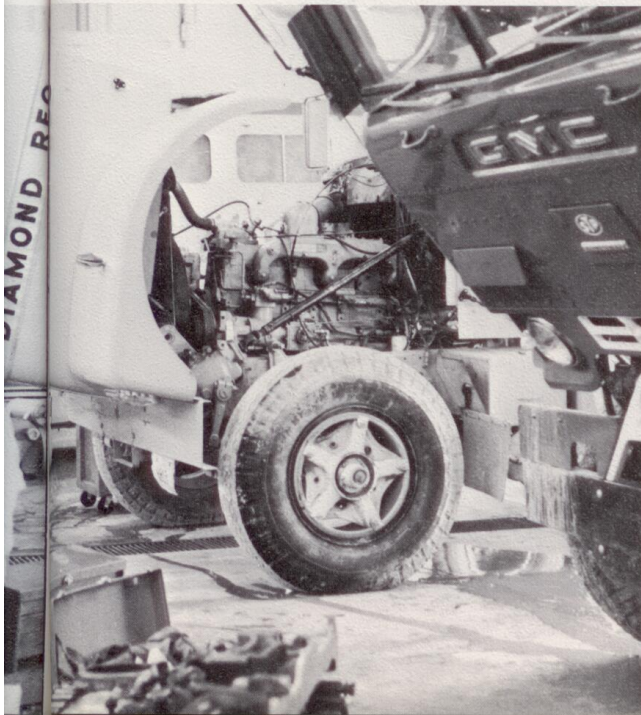


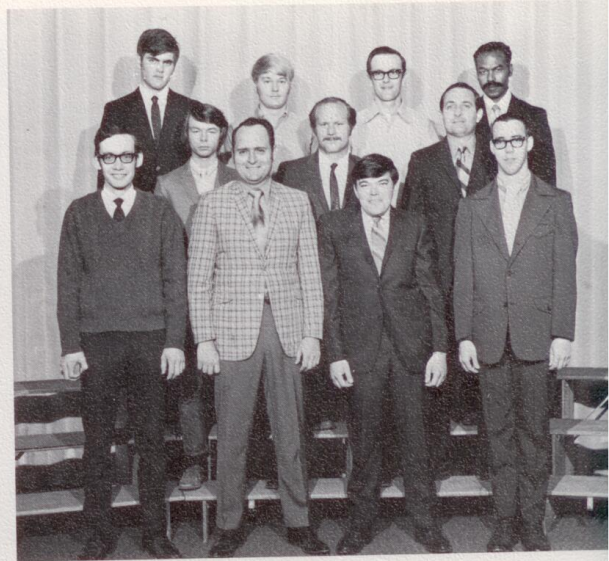
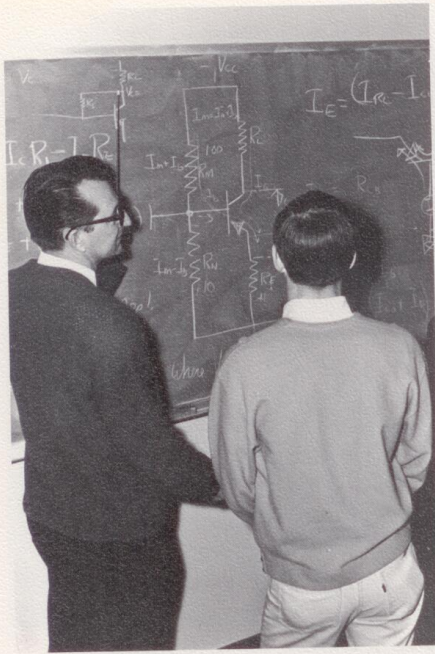


Diesel Mechanics — VA-ROOOmmmm

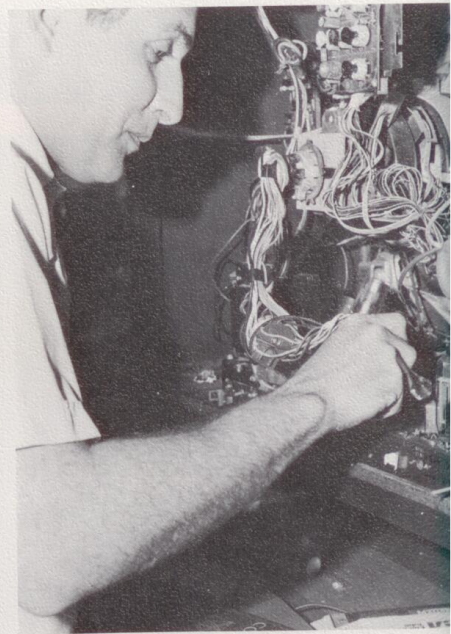
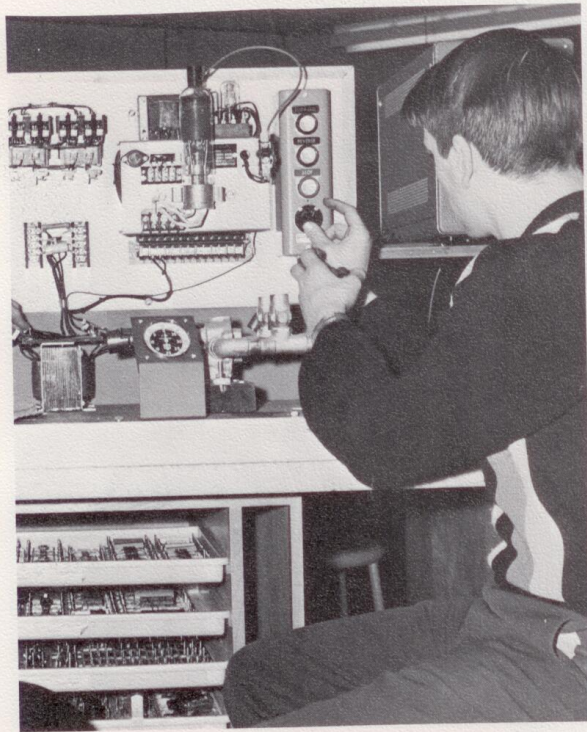
A program including both classroom instruction and actual shop experience to equip the student with the necessary knowledge and practical skill to meet the standards demanded by industry. Instruction in the repair, maintenance, and testing of diesel engines and power trains in heavy duty equipment is included. Special attention is given to fuel injection systems repair and testing, as well as the principles of shop management. The latest types of servicing equipment are available for student use.

Employment opportunities exist in the servicing of such mobile equipment as buses, trucks, railroad locomotives, farm tractors, and heavy construction equipment, as well as stationary equipment such as water pumping stations and diesel-electric generating plants.

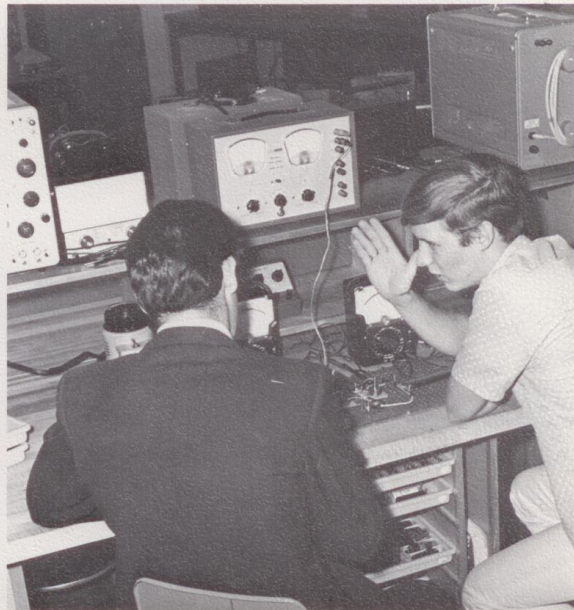
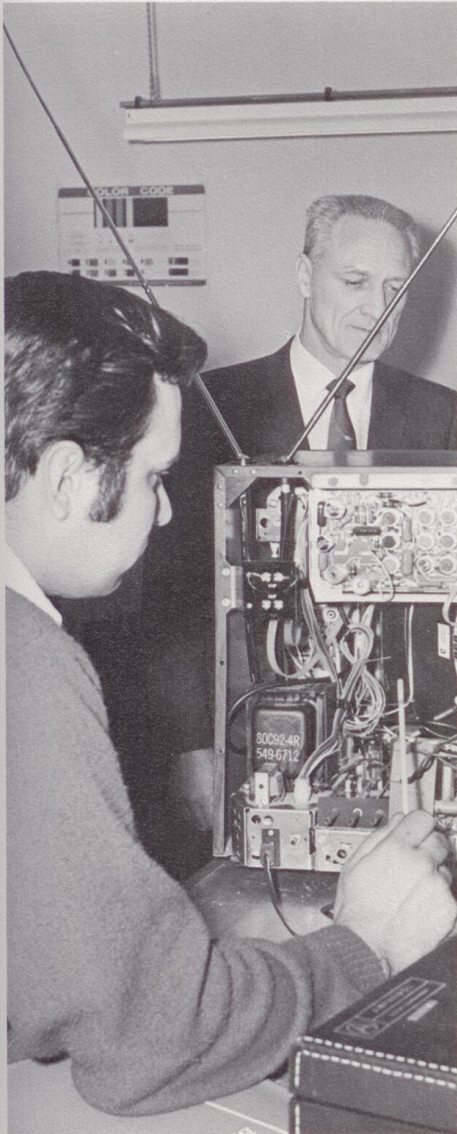




Row 1: John Varnoch, Paul Chilton, Tom Wightman, Charles Parker, Row 2: Brad May, Jerry Crabb, Ron Thornton, Row 3: Randy Petersen, Jim Billings, David Haas, Edd Robinson

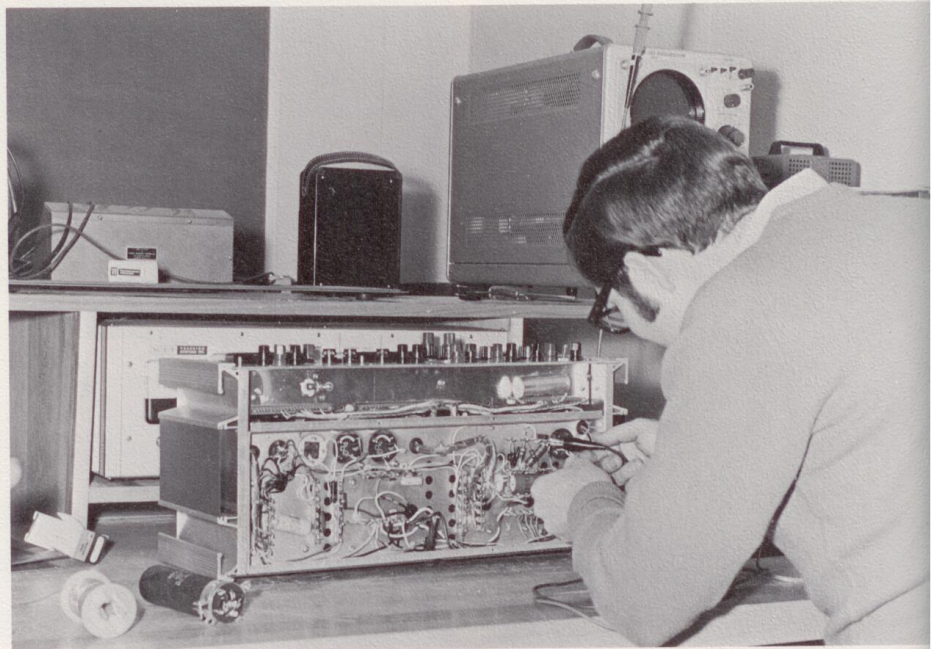
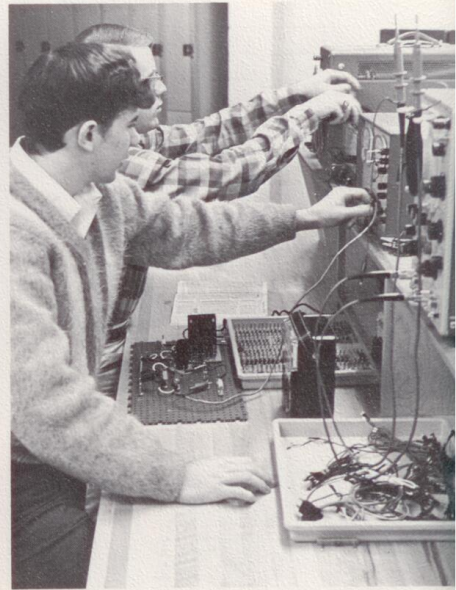


“Socket-to” Electronic Maintenance



The Electronics Maintenance curriculum is designed to prepare the student for entry level positions as an electronics service technician. The service technician is responsible for the maintenance of electronic systems. Areas of emphasis are consumer products, servicing in color TV, radio, etc. and industrial devices such as magnetic contactors, mechanical and static switches, SCR's and other related motor control devices.

Have scope - will travel





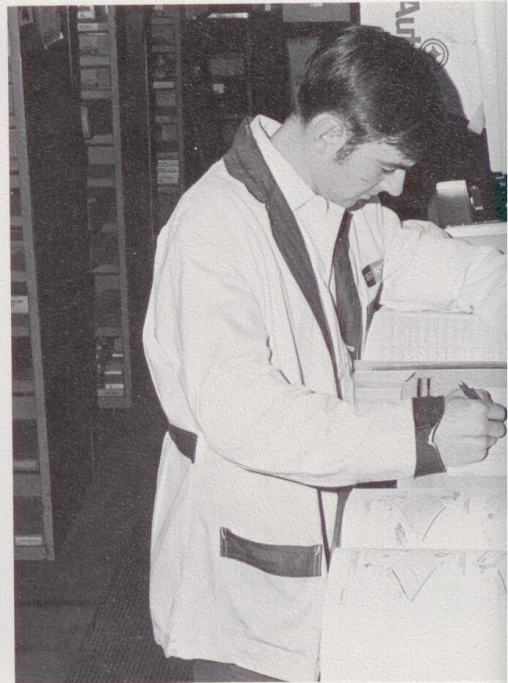
Row 1: Edward Udrovich, Garold Bell, Stuart Fleming, Dennis Dyer, Ward Mellerup, Row 2: Dale Ozinga, Mike Sipe, Keith Creager, Ronnie Goering, Ernest Trickey, Row 3: Steven Thompson, Lloyd Sparks, Gary Vos, Ed Rarick



The Industrial Electronics curriculum is designed to prepare the student for entry level positions as an electronics technician. The electronics technician assists the engineer and holds a position between the engineer and skilled craftsman. He assists in planning, research, developments, and design. He utilizes his training, knowledge and skills in trouble shooting electronic equipment, performing operations and calculations, testing and reporting.



Row 1: Richard Gordon, Mike Crowe, Lar Alexander, Charles Becker, Row 2: Rich White, Robert Valdez, Jack Finley, Row 3: Jerry DeKoning, Dave Clason, Dennis Berrgduff, James Fenn, Row 4: Ron Young



Industrial Marketing is a heavy business



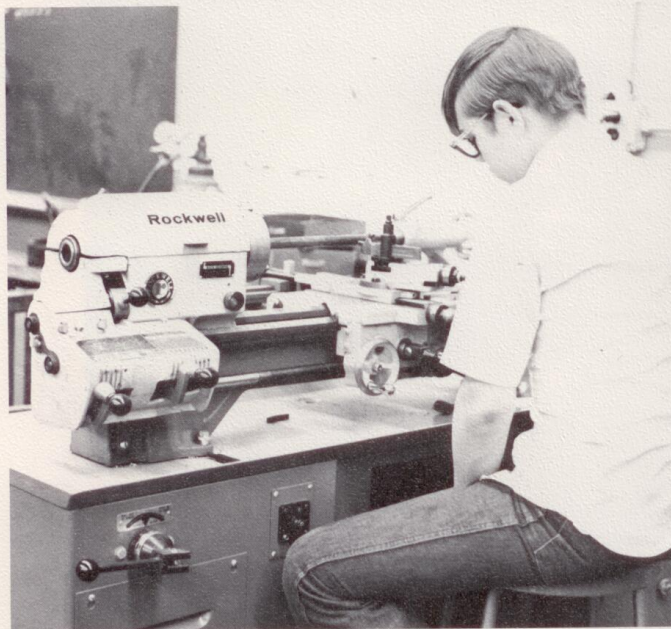
The Industrial Marketing Program is designed to prepare the student to enter and be successful in the field of industrial sales and marketing. The program is organized to give the student a foundation in business and marketing and then to build the industrial marketing concept upon this. Manufacturing processes and industrial product knowledge is also emphasized. The curriculum is implemented with classroom, laboratory, and field training.



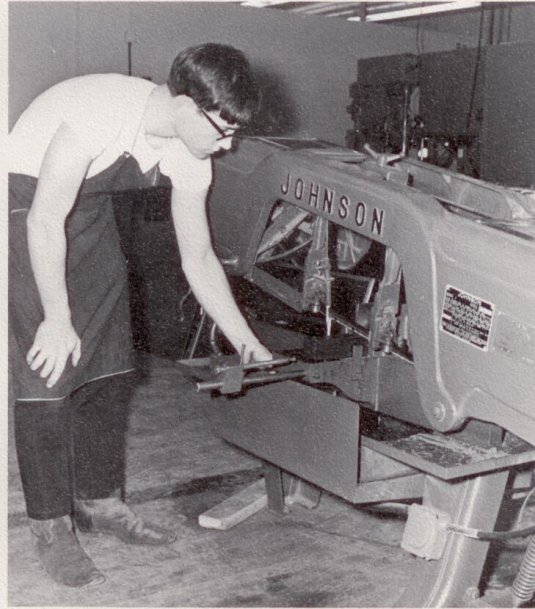
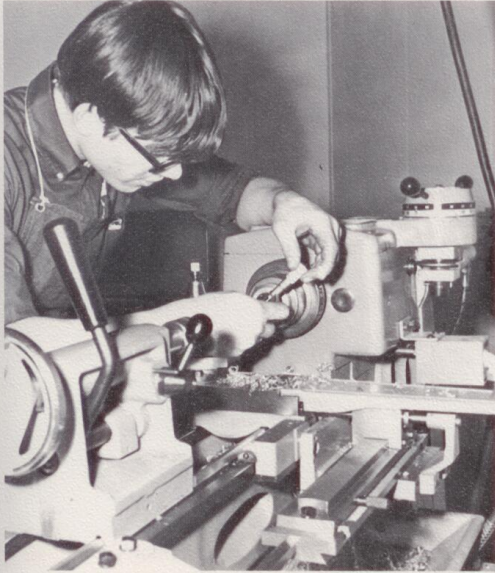


The Job Shop Machinist Program is a four-quarter program designed for those students who desire employment in general machine shop work. Practical experience on modern machine tools is emphasized throughout the training program. The student will also study blueprint reading and sketching, mathematics, heat treatment of materials, and other related subjects.

Career opportunities include work in job shops, machine shops, production departments, experimental departments, maintenance departments, and quality control departments.



Math, machines and measurements



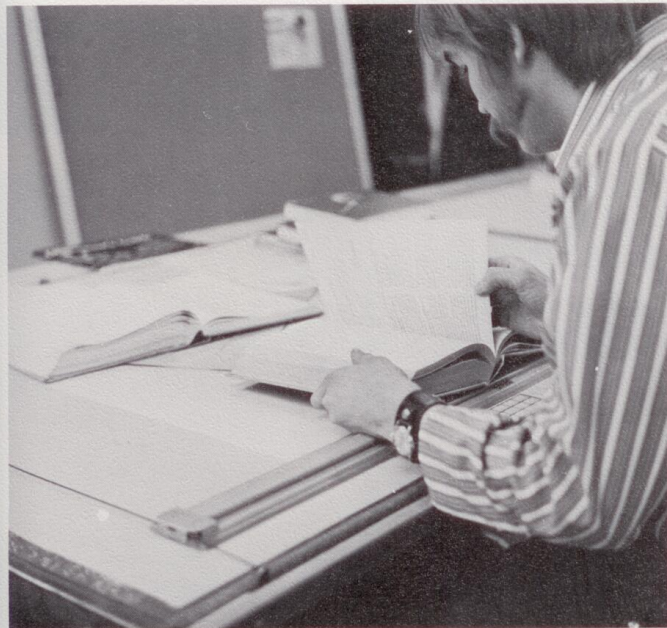
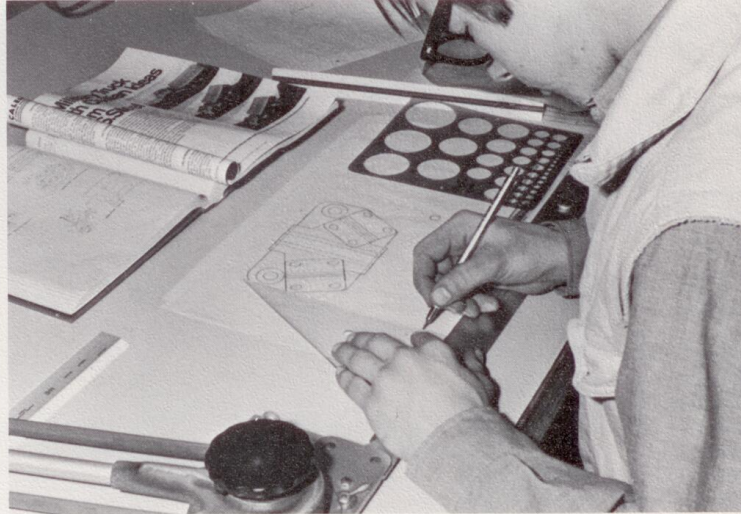
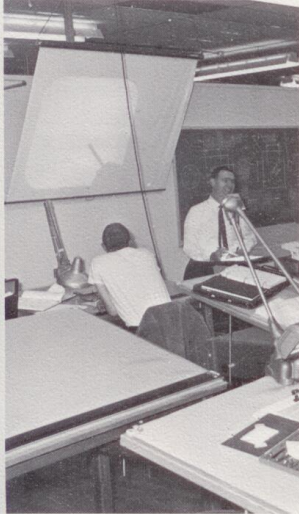
Row 1: Tom Reiling, Bob Straker, Roger Davis, William Walker, David Smith,
Row 2: Roy Runyan, Nachhattar Sidhu, Gary Howard, Kenneth Sharp, Mark
Jansen, Jerry Beitler, Row 3: Dale Boggess, Bill Kirkpatrick, Larry Hummel,
Steven Heckman, Robert Chrisman, Chester Gillin, Larry Moore

Mechanical Drafting suits you to a "T"



Row 1: James Spencer, David Kraber, Tom Oswald, George Humphreys, Stephen Vos, David Kleinschrodt, Row 2: Don Mathes, Bruce Dennis, Dan Mongar, Gene Miller, J. D. Ensley, Mark Wadle, James Ruggle



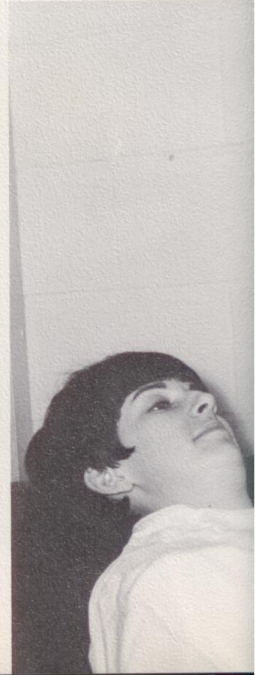


The Mechanical Drafting Program is designed to develop a draftsman with the skills and knowledge necessary to enter and progress in the manufacturing field. In addition to drafting skills, the individual learns other forms of communication, develops mathematical skills, and becomes acquainted with the materials used in the products and the processes used in forming these products.

Upon completion of the program, the student is prepared as a tracer, detailer, and assembly draftsman in light or heavy machine industries and experimental and development departments.



Row 1: Connie Duling, Debbie Heggen, Barb Brent, Marcia Sesker, Row 2: Cynthia Hayes, Vicki Jagerson, Geri Mitchell, Connie Dykstra, Kathy Reese, Row 3: Judy Clark, Sandy Fry, Arliss Hartman, Bettie Stiles, Row 4: Debbie Breen, Debbie Gullard, Bev Roozeboom, Carol Kuenen

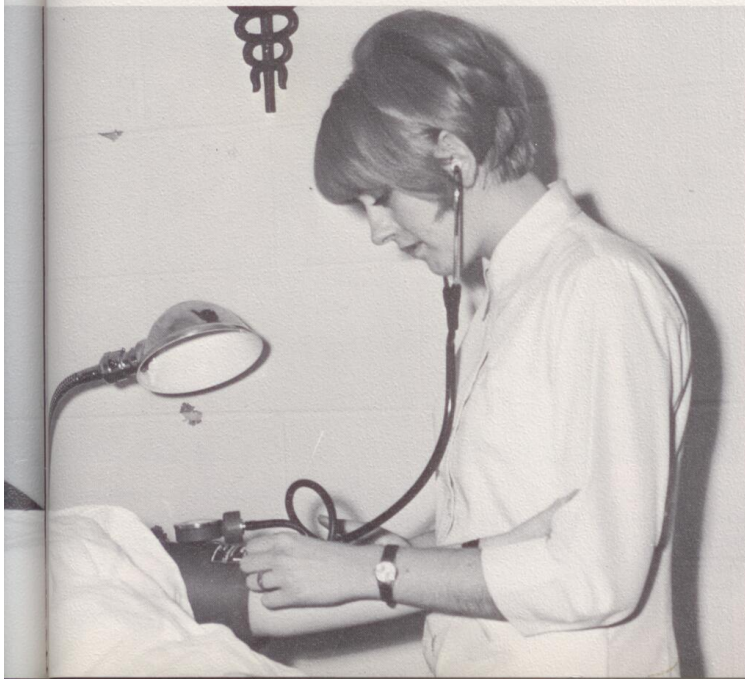


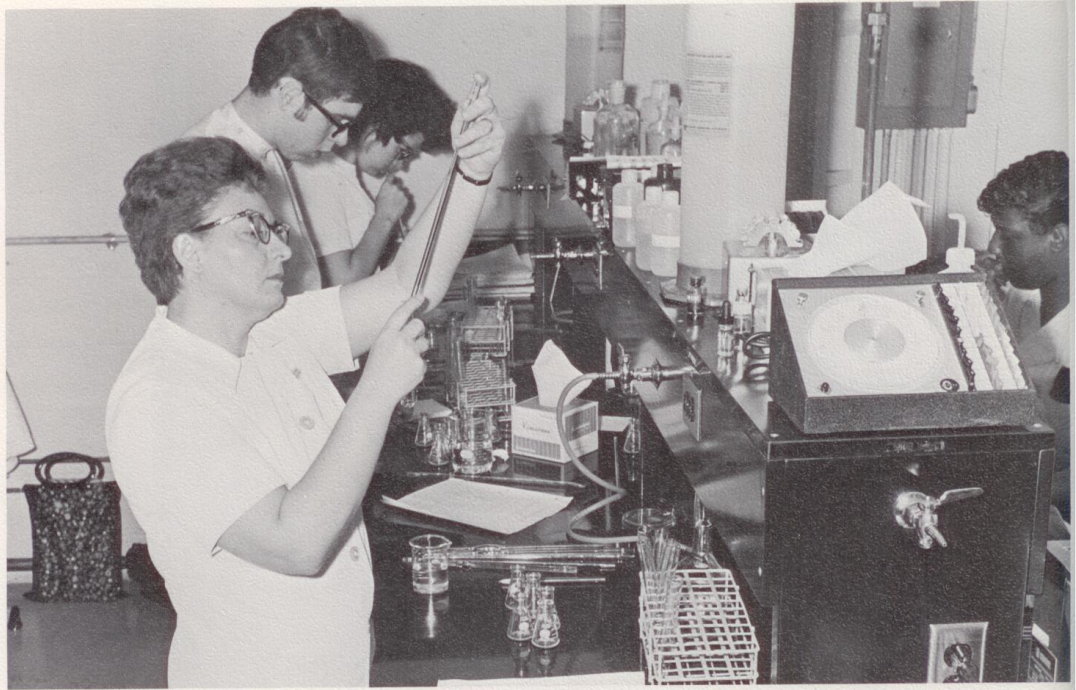


The doctor's right hand

The Medical Assistant Program is designed to prepare the student to be employed in a private physician's office, a clinic, hospital, or research laboratory as a medical aide, receptionist or office manager.

The student gains a basic knowledge of anatomy and physiology, laboratory procedures, office management, and patient care techniques. These subjects are presented in the classroom, through laboratory experience, and in supervised clinical experience in the field.

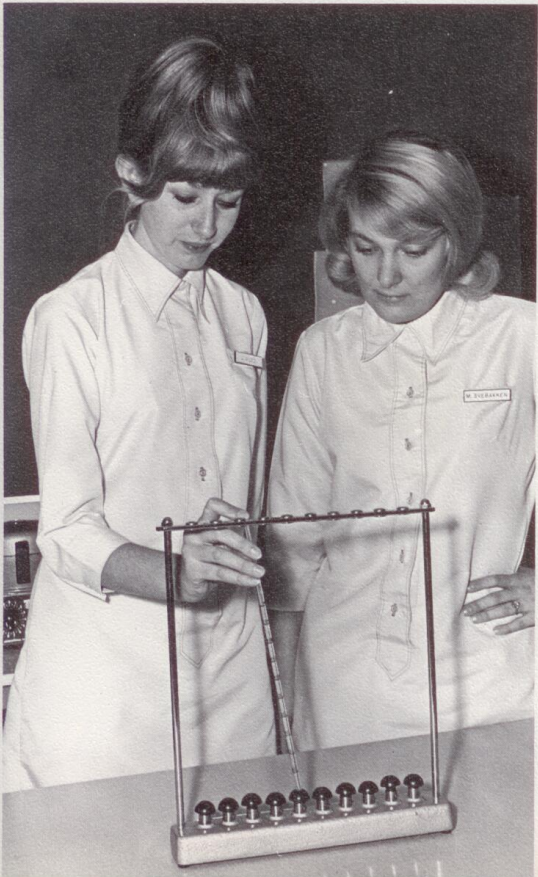
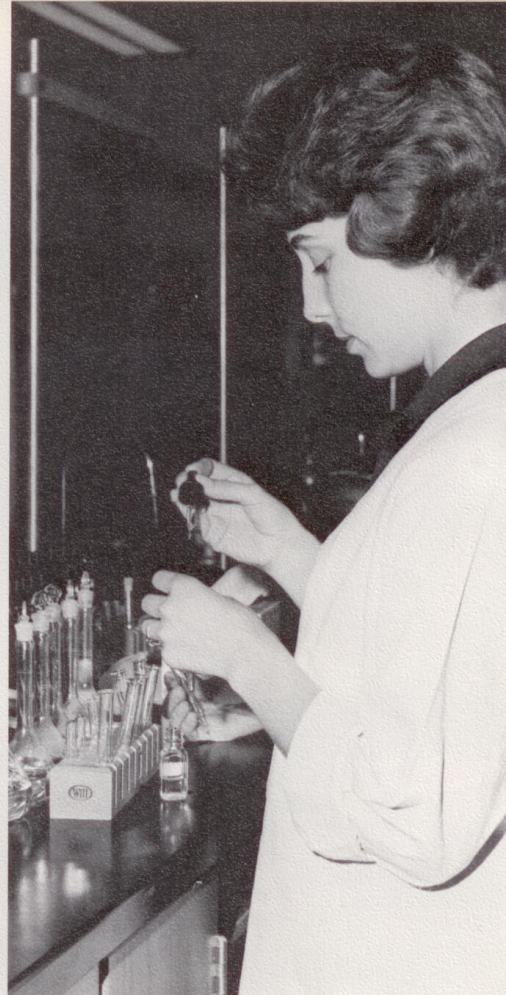




The Medical Laboratory Assistant Program is a four-quarter program preparing students to perform a wide variety of routine laboratory tests under the professional supervision of medical technologists. Students spend three quarters in the classroom and school laboratory learning the skill and knowledge of the medical laboratory and the fourth quarter at one of the local hospital laboratories for practical application. At the completion of training, the students are eligible to take the examination prepared by the Board of Certified Laboratory Assistants of the American Society of Clinical Pathologists and the American Society of Medical Technologists.

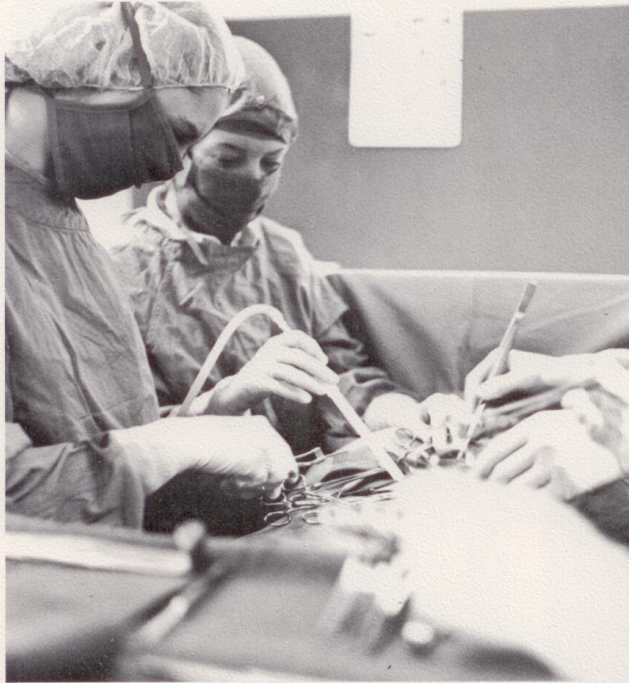


Row 1: Sally Bourlet, Chris Fischer, Barb Anderson, Lyn Loom
 Row 2: Lynn Stanley, Jana Buhrman, Marcia Hayes, Sandra Culber
 son, Diane Rewerts, Row 3: Carol Radosevich, Mark Thomas, Ma
 Pecenka, Catherine Rail, Edna Rundberg



**A "culture" for
the future**

Just call them sharp operators

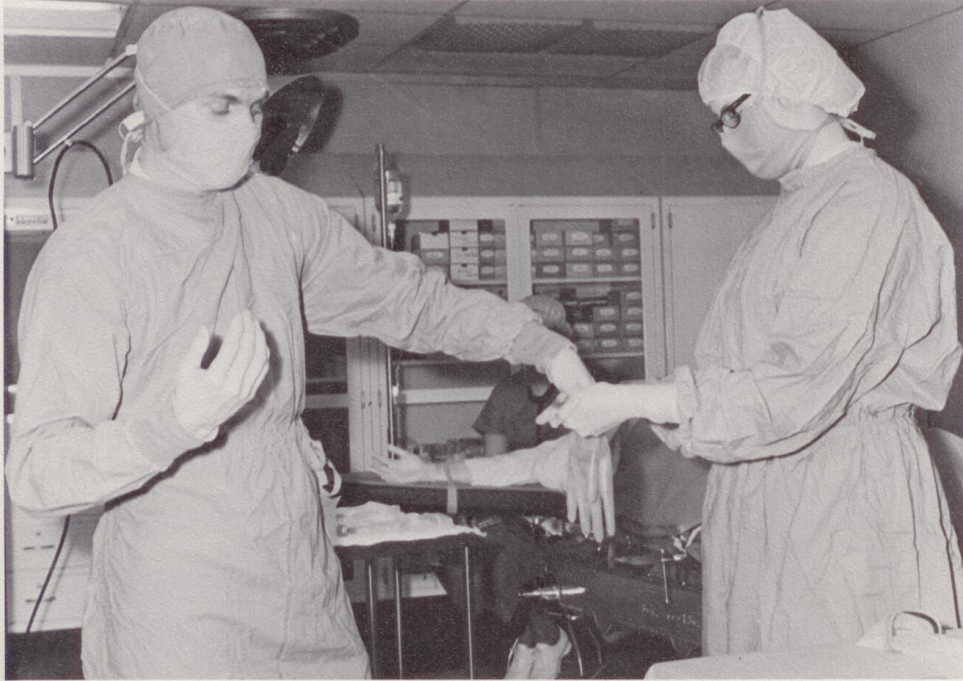


The Operating Room Technician Program provides an opportunity for the student to develop the attitudes, knowledge and skills which contribute to the safe and competent care of the surgical patient. The curriculum is implemented by proceeding from the simple to more complex in the classroom and the clinical area. Upon graduation from the program, the operating room technician is qualified to function under the direct guidance of the professional nurse and/or surgeon.

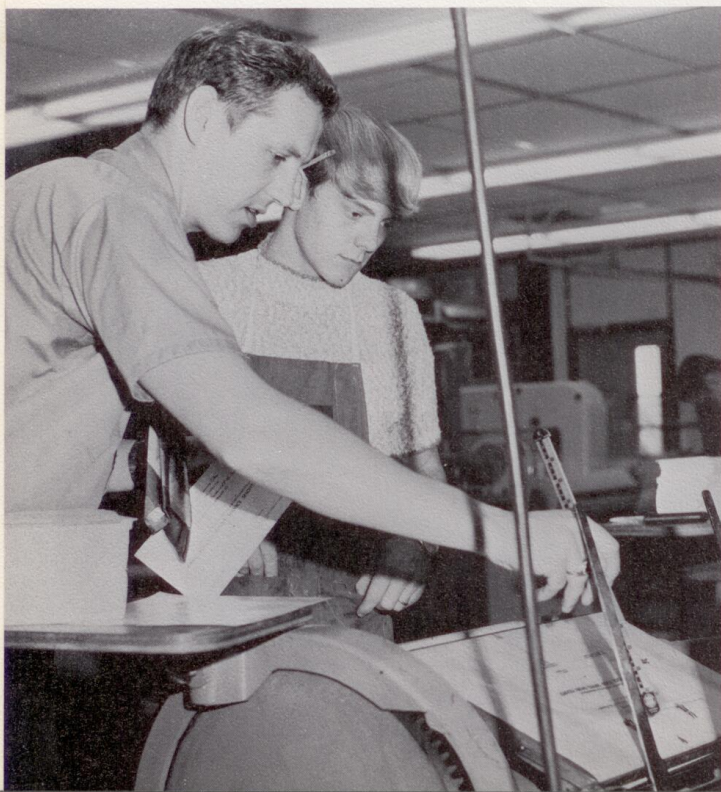
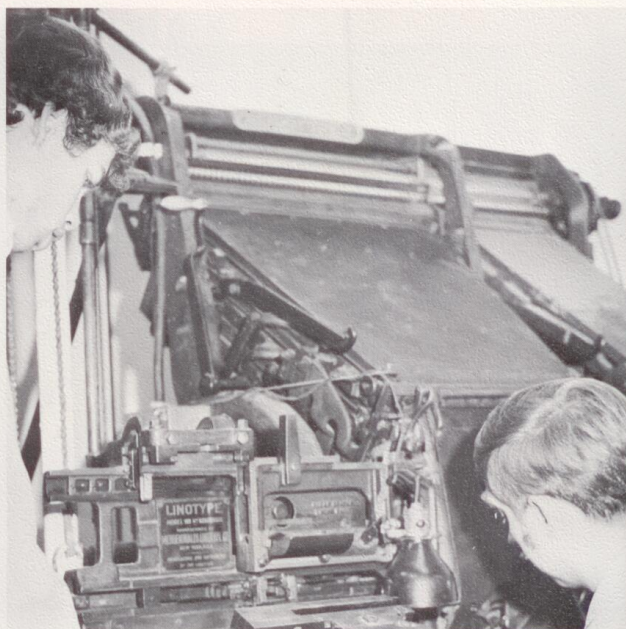
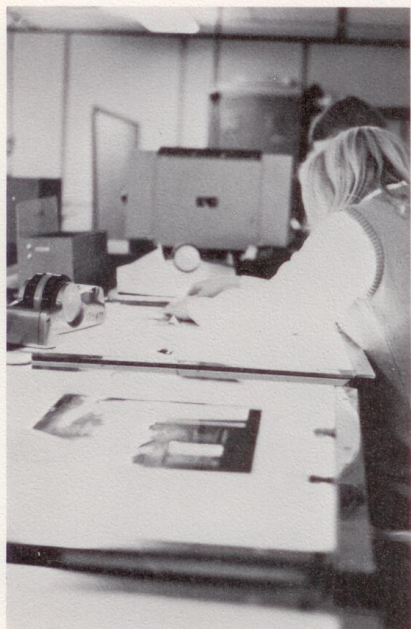


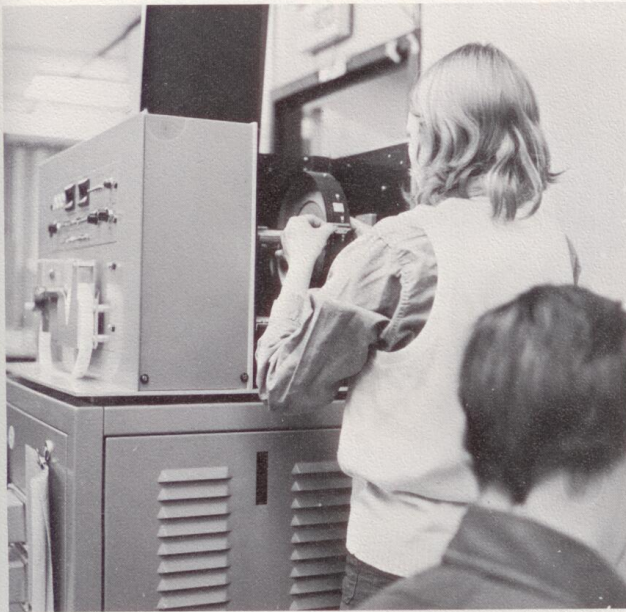
Row 1: Klem Ncayiyana, Christie Thompson, Shirley Smith, Judy Bayliff, Row 2: Shirley Mispel, Carolyn Mullane, Barbara Goering, Jodi Pierce, Jan Hansen, Row 3: Karen Carlton, Alissa Miller, Elizabeth Fitts, Scott McLaughlin, Janice Larson





Press onward with Printing





The Printing Program is a four quarter program designed to provide the student with the necessary basic skills and knowledge to enter and progress in areas of the printing industry. In addition to learning the fundamentals of off-set lithography and letterpress printing, students are given the opportunity to use machines, tools, and equipment in the application to a wide variety of projects. Students are introduced to additional printing related courses including layout and design, cold composition and paste-up, printer's math, estimating and cost analysis, plant management, sales and photography.



Row 1: Carol Rowe, Dave Beltrame, Jaime Siasoco, Roger Fallis, Ronald Hopkins, Lara Byrns, Row 2: John Tyler, Dean Van Riesen, Alan Turner, Row 3: Robert Snyder, Gary Stanley, Kenneth Knight, Daisuke Wakita

A rose by any other name would be a secretary



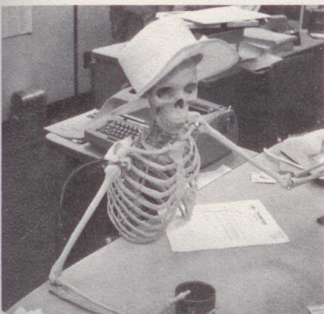
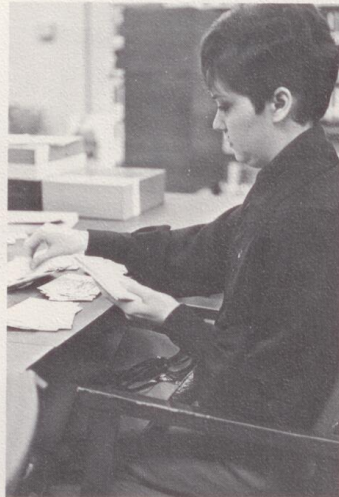
The Secretarial Program is designed to meet individual needs in the secretarial field by developing specific skills through office simulation which will assure job competency.

This program assists the students in the development of the skills and attitudes of proficient office workers. Upon completion, the student will be prepared for successful employment as clerk-stenographer, stenographer, or a beginning secretary.

At the beginning of the year, students are placed in classes according to their entry level ability, and with excellent progress may test out for early completion.

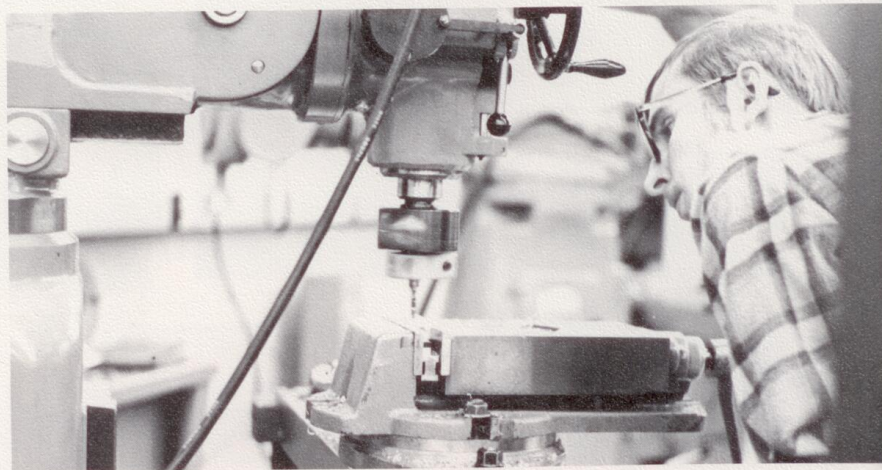
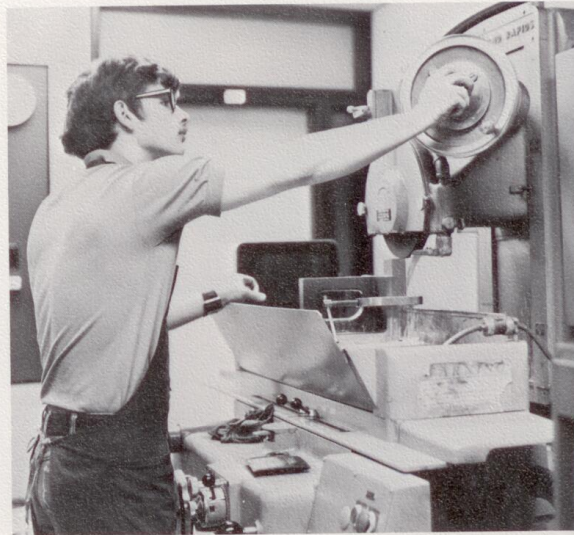
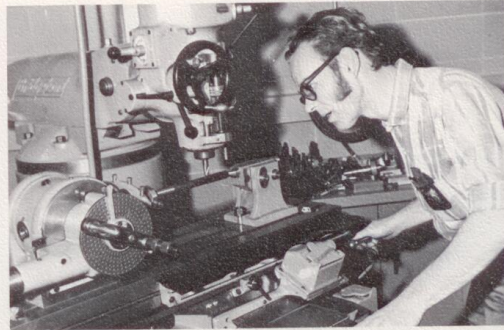


Row 1: Kris Larson, Kathy Rozenboom, Beverly Dickerson, Karen Coulson, Ruth Frame, Joyce Lochmiller, Lynn McCallum, Kathie Andriano, Mary Powell, Barb Kelly, Nancy Reardon, Row 2: Cris Carr, Jude Garwell, Barb Belcher, Carla Dismore, Darlene Hocking, Nancy Schuler, Penelope Carter, Elaine Keller, Ginni Bahl, Becky Marble, Terry Birchmier, Sandy Brock, Jo-Ellen Reames, Jane Hoyt



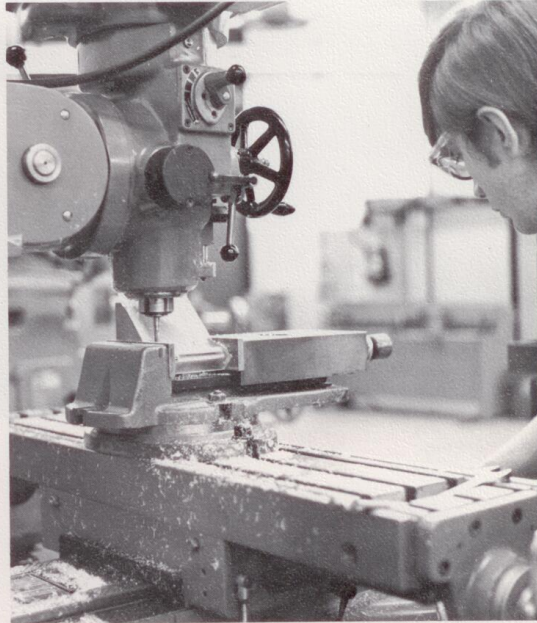
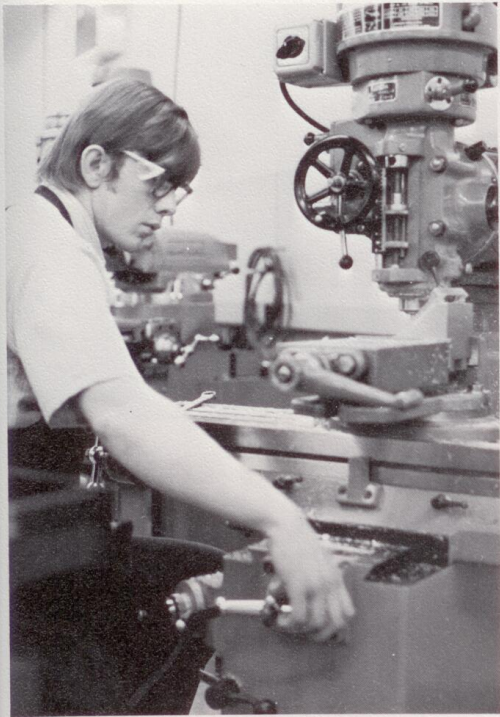
Tool and Die are machinery magicians

The Tool and Die Making curriculum provides the student with an understanding of this craft, with practical experience on modern machine tools which complement the instruction. The student will study blueprints and work sketches, determining work specifications, and will select the proper stock to layout, set up, fit, and assemble, repair, and maintain tools, dies, jigs, fixtures, and gauges. Mathematics will be studied during the course which will take the student from basic math through geometry and trigonometry.



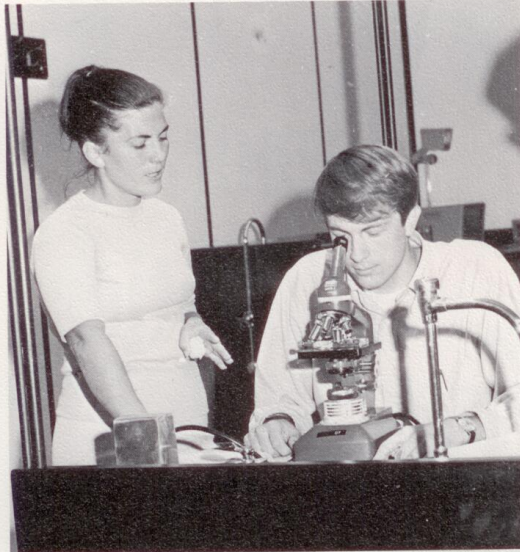


Row 1: Harold Rose, Tom Prosperi, William Oberste, Daniel Johnson, Mike Urias, Row 2: Dennis Lee, William Moravek, Mike Wiedmann, Tom Wilson





General Education



"How many times have I told you not to look at those 'dirty' slides!"



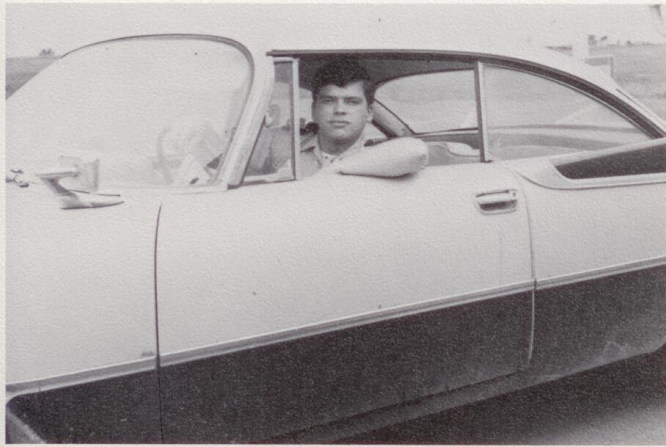
Reading topographical maps is easy . . . if you're an engineering student or surveyor's aid.



All work and no play makes Jack a dull boy . . . but, all play makes him tired.



After months of study and sleepless nights the day finally arrives.



We may be called "piglets", but if that means we're learning "pride", "integrity", and "guts", we're proud of it.



I hope I don't get a ticket for parking here.

Within the college transfer program is the Law Enforcement Curriculum. This is curriculum especially designed for the student who wants to work in law enforcement. It is also designed for law enforcement officers who want to earn college credits in their field or improve effectiveness and efficiency in order to improve their chances for advancement. After completing the

The college transfer program is just getting under way at DMACC, and there are only fifteen graduates in the first two classes. The pictures on these two pages represent some of the more than two-hundred courses and five-hundred students enrolled in them. As this institution continues to grow, so will the number of graduates.

The college transfer program at DMACC fulfills a very needed link in the chain of education. Here the person seeking a college education can determine if college is really for them. If, after spending time in the program, the student decides his life should not be built around a four year college education, he can still complete his requirements for an associate degree or possibly transfer to a career education program. In this period of indecision for the student, he can feel fortunate that a relatively small amount of time and expense have been involved.

With the addition of the College Transfer curriculum, along with the Career Education and Adult Education programs, this is truly a "peoples" community College.

necessary courses, the student graduates with an Associate in Arts degree.

Some of the students who are in the law enforcement program work on the Campus Security Force in order to gain practical experience. It is their job to enforce the parking regulations, direct traffic on campus and act as a security watch for the buildings.





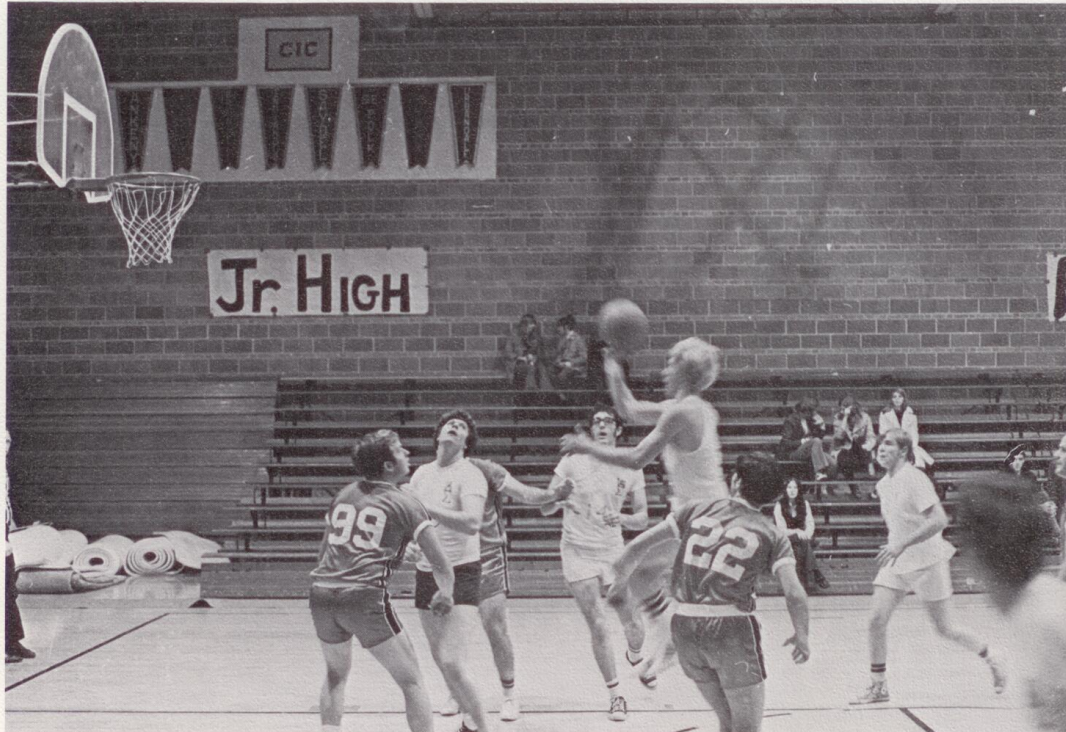
Activities

Sports

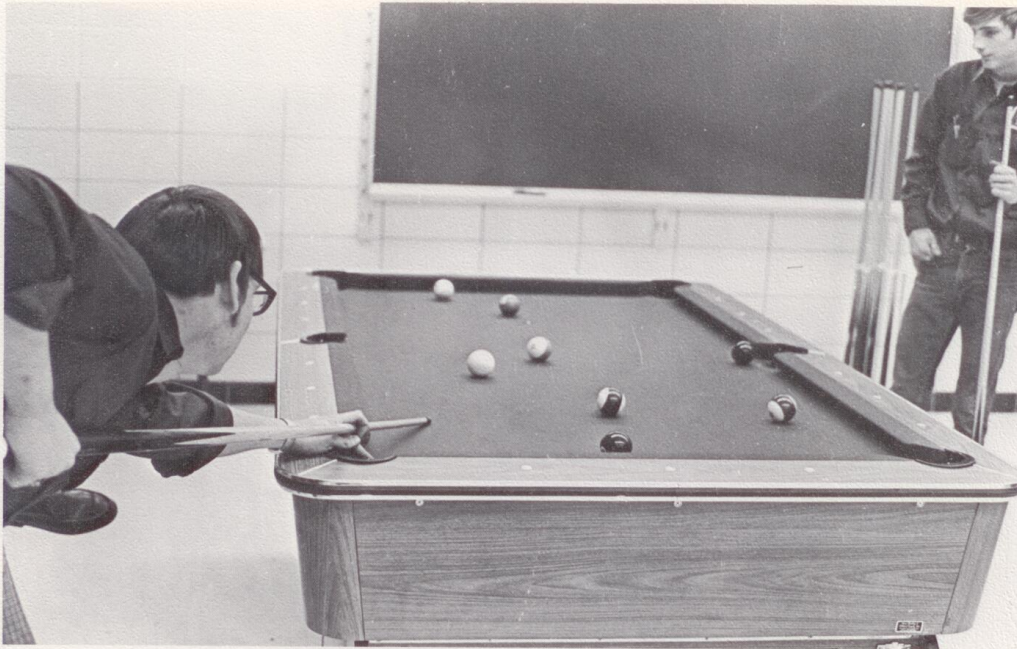
The students who attend DMACC bring with them a variety of talents and skills. Although we have no official sports program as yet, the activities committee has been able to tap some of the talent with an intramural sports program. Some of the highlights of the year were the golf tournament, the wrestling tournament, the basketball games, and the football games.



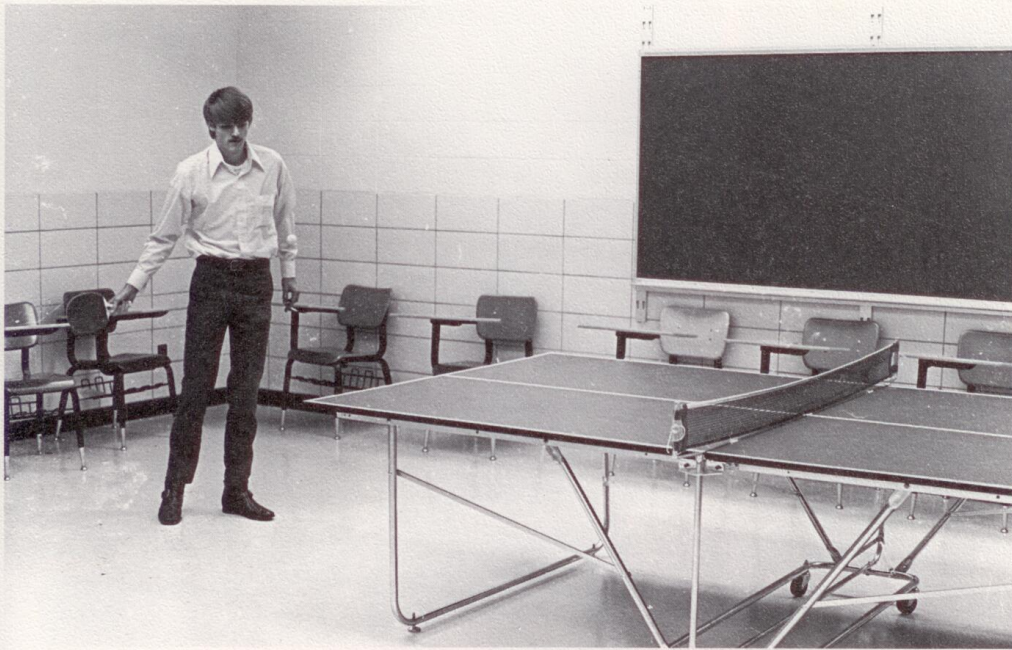
From L. to R.: Ed Bennett, second place - 140 lbs.; Harold Boles, fourth place - 165 lbs.; Randy Breece, fourth place - 180 lbs.; Joe Smith, second place - 165 lbs. Bruce Logan received fifth place at 140 lbs.



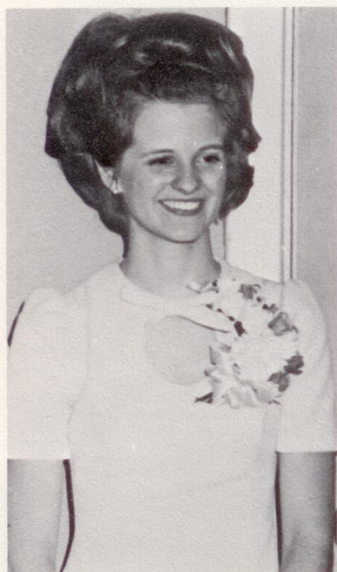
Remember when the KIOA High Hoopers (and they were high) went down to defeat against the mighty DMACC marketing students?



Pool and ping-pong were favorites with the students, so much so, that more tables were purchased.



Miss DMACC 1971



Pam Herrstrom



Mary Lee Cardamon



Janet DeHart



Rita Sterenborg



Sue Westrom



Miss DMACC for 1971, Mary Lee Cardamon, receives her crown.



Queen Mary is escorted to the dance floor.



Royalty and their dates enjoy the Queen's dance.



Among the many gifts Miss DMACC received was a \$25 savings bond.



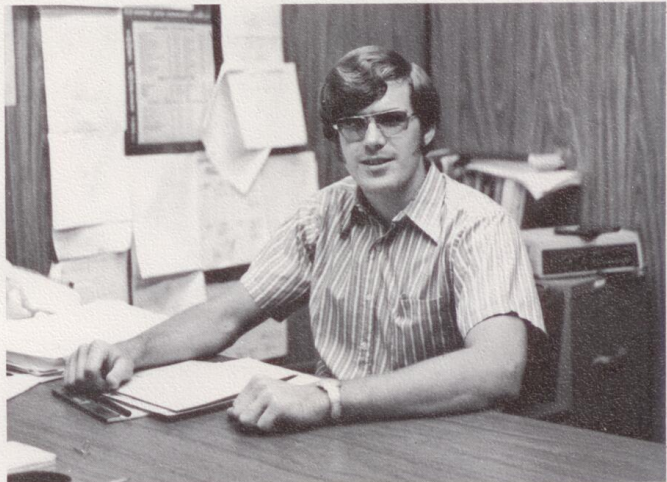
Miss DMACC is an annual event sponsored by Student Activities and Ag-Business. It is open to any single girl who is a full-time student at this school. The winner of the contest is awarded many prizes which run from hair styling to tuition. Miss DMACC is a representative of the student body, and as such she attends many of the school functions from dances to swim parties.



The students at DMACC are governed by an active Student Senate. In the past year it has provided the students with a wide range of activities of both an academic and entertaining variety.

Speakers were brought in from all over the world. Bicycle racks, picnic tables, Ping-Pong tables and pool tables were purchased for the students. Iowa Oaks Baseball tickets, Oak Leaf Hockey tickets, and golf passes were made available. Dances and swim parties were sponsored by the senate, and for the first time for a movie series was started for both students and faculty. The first yearbook was published during the administration of this senate, and a new constitution was written.

Yes, the students at DMACC are governed by an active student senate.



Martin Mease, President

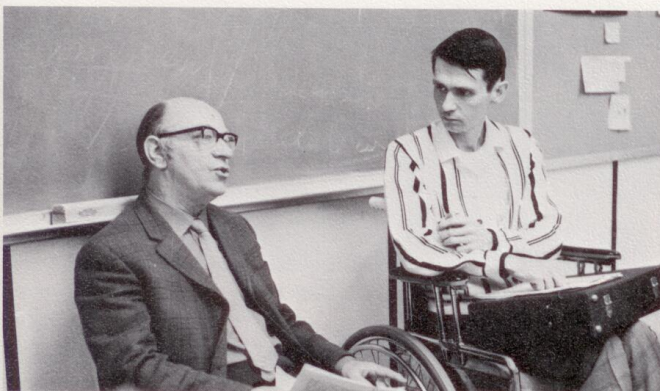
Student Senate



James Farmer



Father Groppi



After the speech Mr. Kershaw stayed to talk with students



"Captivated"

Speakers

The students were very fortunate and had a variety of speakers on campus during the year. Among those who spoke here were James Farmer, Assistant Secretary of the U.S. Department of Health, Education and Welfare in 1970, and Mr. Kershaw of OXFAM, which is a charitable organization based in Great Britain and much like a combination of our Red Cross and Peace Corps.

The highlight of the year was the day that Father Groppi spoke to the student body outside on the lawn of the campus. It was a beautiful day, and the students turned out in force. Father Groppi was introduced and with a warm welcome from the audience proceeded to spellbound them for almost an hour. Due to prior commitments, Father Groppi had to leave, but the students' appetites were whetted, and they wanted more. For at least fifteen minutes more he spoke and answered questions. At last it was time to go, and the applause was loud and long. For days after Father Groppi had spoken, you could overhear students talking in the halls and classrooms about his visit. It turned out to be an enriching experience for all.



Organizations



Row 1: Skip Greenwood, Larry Mitchell, Rick Ogle, Roy Turner, Gary Taylor, Row 2: James Tjelmeland, Bruce Baldwin, Leland Carlson, Craig Enfield, Randy Lindaman, Mike Fenton, Ron Hammen, Greg Kaltenheuser, Row 3: Ray Luing, Ron Jones, Dennis Kessler, David Rowen, Bob Wilson, Nick Dawes, Jim Cade, Kim Larson

Alpha Mu Sigma is the professional marketing fraternity at DMACC. Membership is open to all students enrolled in Retail or Industrial Marketing. The officers for the 1970-71 school year are Jim Fenn, President; Bob Hays, Vice-President; Ron Lamb, Treasurer; Gary Noah, Parliamentarian; and Jerry DeKoning, Sergeant-at-Arms.

Alpha Mu Sigma was formed to develop progressive leadership in the field of distribution that is competent, aggressive, self-reliant, and cooperative.



The Agri-Business Club is open to anyone regularly enrolled in the Agri-Business curriculum at DMACC. Officers for the 1971-72, school year are Rick Ogle, President; Larry Mitchell, Vice-President; and Roy Turner, Secretary-Treasurer.

The major emphasis of the club is to improve the college community through student instituted projects. For the last two years the club has had a booth at the Ankeny "Fun and Feed Days." Last year the theme was "Equipment for Safety", and this year it was "Chemical Safety is Your Game."

Last January the club took a three-day trip and toured the nitrogen plant at Lawrence, Kansas, Farmland Industries in Kansas City, Missouri, and the oil refinery at Coffeyville, Kansas.



Row 1: Susan Harvey, Lori Tonsi, Glenda Mealey, Rose Pullen, Judy Miller, Kris Knoer, Row 2: Jack Alber, Bill May, Steve Nelson, Larry Bailiff, Barry Halling, Row 3: Eldon Young, Dave Smith, Jack McKowen, Martin Mease, Jim Fagen, Tom Gardner



Mary Lee Cardamon, Paul Borgstrom, Debbie Gullard, Eric Jorgenson, Kimberly Barr

The Delta Mu Chapter of the Beta Phi Gamma Fraternity was given its charter in April, 1970. It is the 106th chapter to be chartered since 1933, and is open to any student in a junior or two year college. The requirements for membership include one year in some form of journalism and a 2.0 grade point average on a 4.0 scale.



Row 1: Richard Nabholz, President; Mike Irwin, Vice-President; Gary Lenz, Secretary-Treasurer; Row 2: Steve Everly, Bryant Graham, Chuck Hunt, Ted Lande, Ron Steen, Row 3: Larry Mahalovich, Al Thompson, Jon Bierbaum, Jerry Ites, Sid Bruxvoort

The Electronics Club is a newly formed club and is open to any student enrolled in Electronic Maintenance or Industrial Electronics. It was formed so that students interested in electronics can meet and talk with other students with similar interests.

The Beta Sigma Tau (not shown) is made up of clerical, secretarial, and executive secretarial programs. It is currently made up of 74 members. The purpose of this club is to promote office education.

Demonstration 1971

Among the miscellaneous activities for the year was a student demonstration to protest the lack of traffic lights at the intersection of the school and Highway 69. This demonstration, which was organized by the Student Senate, was to call attention to the traffic hazard that exists there. At the time of this demonstration, there had been 15 accidents in this area one of which involved a student who was critically injured. Fortunately, after months in the hospital, the student was able to resume classes and continue her education. Although demonstrations such as this are uncommon with this student body, the student government does consider such demonstrations valid when the safety of students is involved.



After flares had been set out and warning signs had been put up, the entrance to the school was blocked by cars and pickups.



"This would happen during our coffeek!"



After the obstructing vehicles were pushed aside by police, the cars with their "off-schedule" occupants began moving again.



As the lines of traffic moved past the students, signs were held up which they had made to protest the lack of traffic signals.

Dances



To give the students and faculty the chance to unwind and mix, the student activities committee organizes five major dances a year. Through these dances, the students

and instructors were able to become better acquainted. These photos are a small sample of the fun that was had throughout the year.

TRADE
WINDS



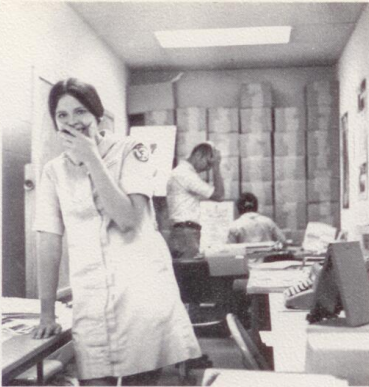
Some just liked to look at pictures.



Some of the staff fooled around.



Some were just plain backwards.



Some thought the book was a joke, which gave the editor a headache.

But, there were some who showed up for meetings and worked very hard, which made the editor very happy.



While the editor edited . . .



and the advisor advised . . .

To My Staff . . .

At last staff, here we are. We're finally on paper. It's been a long haul, but we made it. We'll have a lot to remember about this project, not just the hard work but the fun times too.

I like to remember our trip to Marceline, Missouri, to visit our publishing company. What an experience, one guy and all those girls! What a "tiring" experience, or should I say "trying"? No, actually, it was a good trip. We had fun, and we learned something about yearbooks too.

We had fun at the staff parties too. Luckily my silverware survived "spoons", and I guess you survived my pizza.

Our staff meetings weren't what you'd generally call "normal-run-of-the-mill". It took a strong crew to stay with it, but when we worked we worked. There were times when we just sat around because there was so much to do we didn't know what to do first. And, there were times we learned the hard way and tried to do everything at once, did it wrong, and did it over. Hope I didn't yell at you too much.

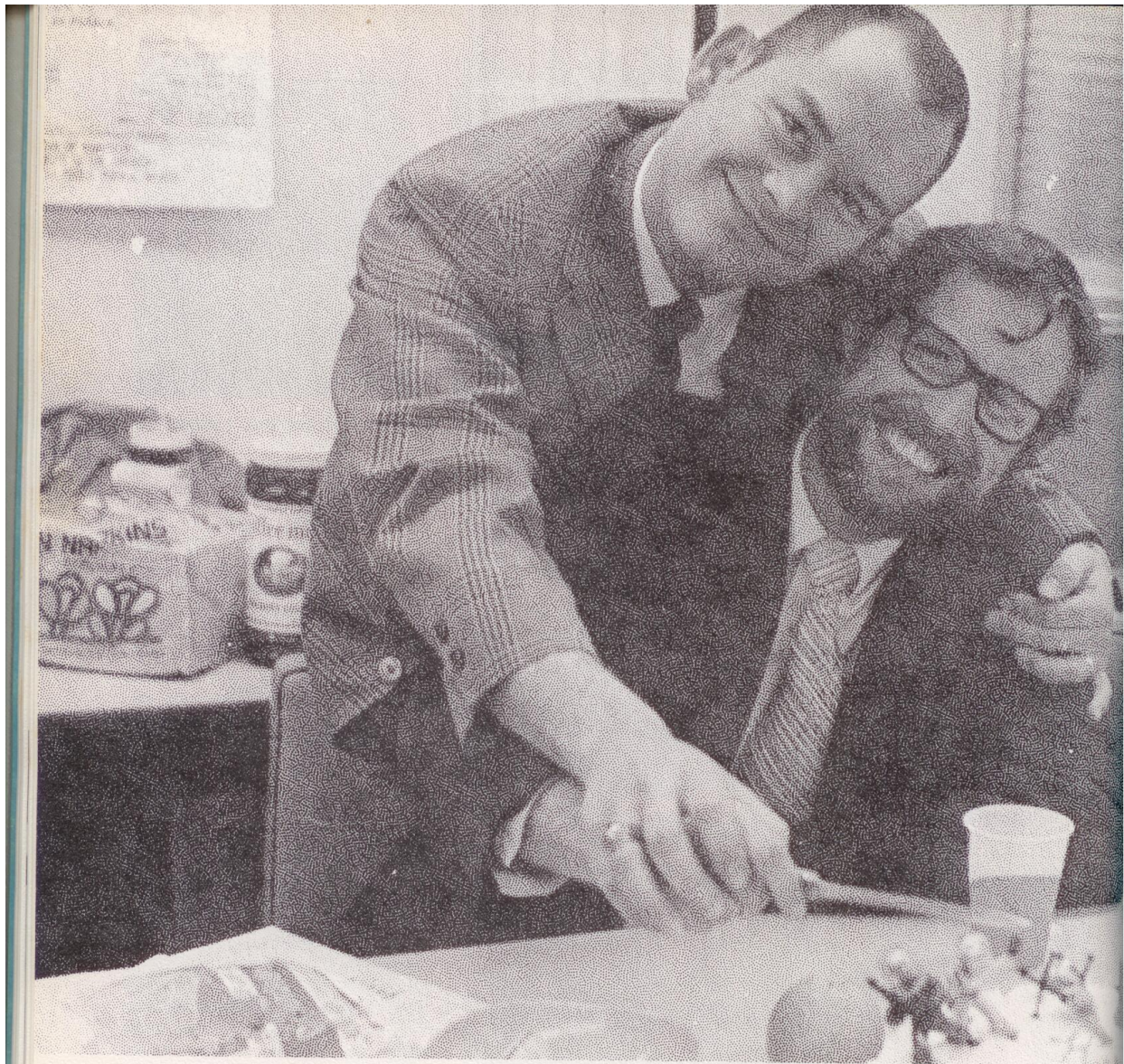
I guess what I really mean to say is "thank you".

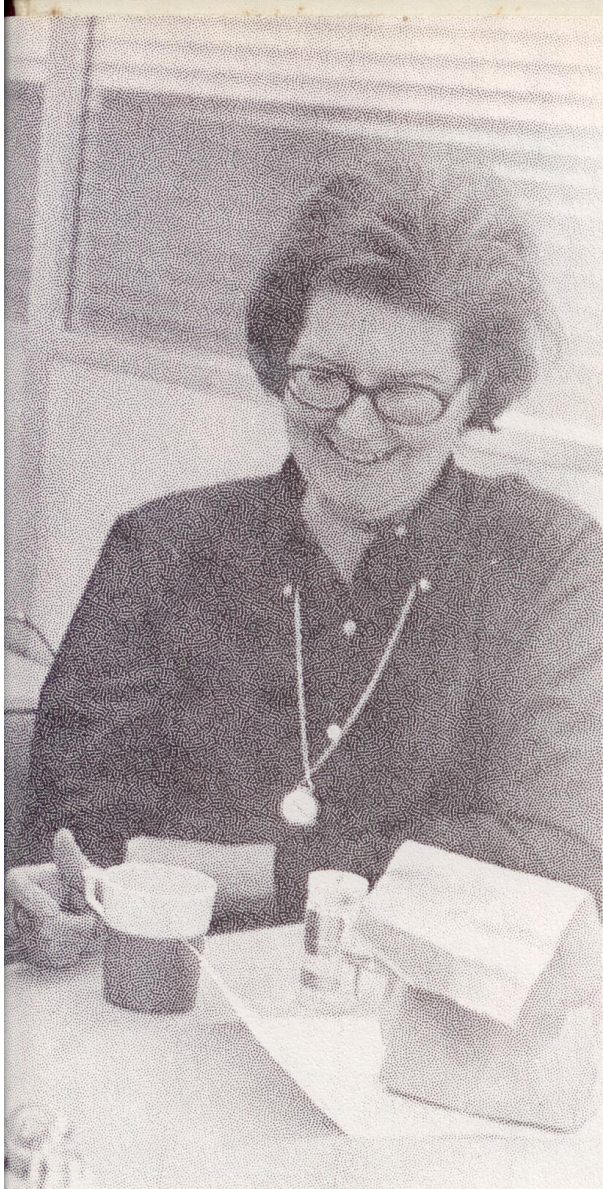
Paul



some of the staff slept.







Faculty



Paul Lowery, Superintendent



Jack Asby
Assistant Superintendent, Adminis-
trative Services



Leonard Bengtson
Assistant Superintendent, Student
Personnel Services



Philip Langerman
Assistant Superintendent
Instruction



Robert Anderson



John Arbuckle



Richard Arrowood



Ruth Aurelius



Charles Baugous



Thomas Beck



Donald Bell



Nick Bellizzi



Carroll Bennett



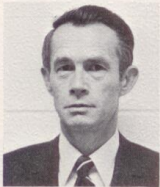
Deloris Benning



Roy Berger



Eldon Bergstrom



Willard Biner



Eugene Boldt



Denis Branigan



Gerald Bravard



Joyce Brown



William Buwalda



Richard Byerly



Rick Chapman



Joan Clary



Maralee Collins



Gerald Corrigan



Tom Dart



Wardell Diggs



James Dowis



Thomas Dunsmore



James Dye



Barbara Eastwood



Robert Eicher



Clair Fisher



Dorothy Franke



James Frazee



Lamar Gailey



Harold Gamm



Richard Gartin



Don Gaster



Dorothy Gilliland



Julie Gingerich



Edward Gunton



Byron Hamilton



Bruce Hann



Eugene Harder



Kenneth Hoff



Ed Horner



Lindley Hoyt



Donald Huntoon



Dolores Johnson



Equilla Johnson



Nancy Johnson



Ole Jorgenson



Eugene Kees



Donald Kerr



Ralph Keul



Andrew Kondrath



Alberta Lee



Mary Leffler



Milford Ludwig



Ronald McClurg



Harlan Mann



Jerry Manning



Dennis Marten



Leona Martin



John Megerson



Lloyd Miller



Ole Modtland



Sharon Moore



Ben Moravek



Shirley
Muehlenthaler



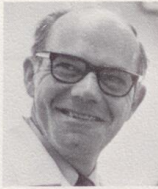
David Palmer



Melody Powell



Merrill Rees



James Renwick



Robert Richards



George Rogers



Karl Rogers



Jack Rolinger



Shirley Rombough



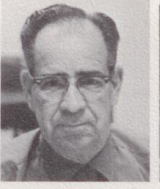
Elizabeth Ronat



Clarence Routson



Leo Ruggles



Marlowe Rummans



Larry Saville



Carl Schliefert



Keith Scoville



Donald Severson



True Sherman



Ben Shlaes



Burgess Shriver



Rus Slicker



Lawrence Snyder



Mary Souders



Richard Steen



Keith Stephens



Bill Stewart



June Storey



Bill Thomas



Mildred Thompson



Melvin Tullis



Lawrence Tyler



Eldon Walton



Virginia Wedemeyer



Gary Wilcox



John Wilson



Gerald Winieski



Marvin Yarrow



David York



Don Zuck

And so ends the first Annual at Des Moines Area Community College. I hope that I have brought to you some fond memories that you can keep with you for the rest of your life, for life is nothing without memories.

I wish to thank Dorothy Gilliland, Al Suby, Paul Magnin, and all the people that gave of their time so that this book could become a reality.

My special thanks to my wife without whose help the last ninety-six pages would still not be done.

And so it is my hope that Des Moines area Community College will continue to grow and serve others as well as it has served me.

Editor





