

## History of Business Management and Information Technology

In 1966 the Iowa Legislature funded the concept of two-year post-secondary education. The state was divided into districts and the central Iowa counties were known as Area XI. Area XI Community College opened its doors in February 1967 in a renovated rented grocery store in West Des Moines with a total enrollment of 27 students in four vocational programs. In 1969 the name was changed to Des Moines Area Community College.

The Business Department was established in the Career Education Division of the college in the mid-1970s. Prior to that each of the three major divisions (Career and Technical, General Education and Adult and Continuing) did not have individual departments. In Career Education all programs chairs reported to the Dean of Career Education. As a result of the continuing growth in the number of career programs, it was decided to create three departments (Business, Health and Trade and Industrial (T and I) with a department director. The first director was Don Huntoon, who was a faculty member in the accounting program. In the early 1980s the structure changed when the divisions of career education, general education, and arts and sciences were designated as departments, each headed by a dean. The names of the new departments were Arts and Sciences, Business Management, Health Occupations and Trade and Industrial. Carroll Bennett was appointed as dean of the business/management department. The original name of the department was Business and Management. Today it is known as Business Management and Information Technology.

The initial business programs were Industrial Marketing, headed by Jerry Manning; Secretarial Clerical, headed by Dennis Martin; Data Processing, headed by Richard Arrowood, and Agriculture, headed by Lindley Hoyt. By the fall of 1968, Bookkeeping and Accounting, headed by Ben Shlaes, was added. These five men were the “jack of all trades” from creating courses and setting budgets, to recruiting students under the direction of Carroll Bennett, Assistant Director of Vocational & Technical Education. Other pioneers in the business area in 1967 were True Sherman, Mary Lauders, and James Dye. In 1968 the following faculty was added: Mildred Thomson, Cheryl Goodrich, Jim, Dowis, John Wilson, Edward Gunton, Bryan Hamilton, Claire Fisher, and Dean Henry. These individuals came from industry with talent and drive to make a difference. These pioneers of the new concept, community college, made it possible for many individuals to become contributors to society and the business world. (See **Appendix A** for a listing of Business Management and Information Technology Department’s entire faculty in the business areas to date.) The Deans for the first 50 years were Carroll Bennett, Tom Nelson, Vivian Brandmeyer, Wayne Merrill, Drew Gocken, and currently MD Isley.

The pioneers did whatever it took to educate their students. Faculty was expected to be “on campus” for a minimum of 40 clock hours each week. Release time from course instruction was granted to chairs who had more than one faculty member—and generally was the equivalent of one class assignment. Within each department, initially, the faculty was responsible for teaching all of the classes within their programs. As the number of students increased, the business programs worked closely together, offering each other’s classes within their program.

Initially, all business programs were structured on a class hour/week model that required students to attend full time for 30 class hours per week. In 1971 the college adopted a more traditional credit hour designation for each course and established a total credit hour requirement for all programs. The model equated clock hours per week with credits, using 1 hr. /credit lectures, 2 hr. /credit for labs, using a quarter system. In 1983 the college moved to the semester system. In the early years all programs were taught in block scheduling. For example, the students in Marketing would take all the same classes at the same time. A strong community of faculty and students was formed. (See **Appendix B** of a program showing the layout of curriculum.)

One of the program's first objectives was to get students ready for the world of work. Many of the program's first students were in school on a vocational rehabilitation basis, some by court order, and others because they needed retraining. The instructor was the master of a trade, and the student was the apprentice. Most of these students were first in their family to attend college. The mean age of students was 21.9 with a range from 17 to 50, as stated in an NCAA study of 1970-1972. In the beginning, the typical withdrawal was 50 percent since the college programs were new and unknown by students. The rate decreased later. The admission policy stated:

"An entrance examination is not required for admission to the Area XI Community College, nor are students denied admission because of prior scholastic performance. A mature attitude, a seriousness of purpose, native ability sufficient to profit from instruction, and a reasonable potential for success are the prime considerations for entrance. ... Once enrolled there is no compromise with satisfactory performance...".

One of the philosophies and purposes of the college was to "provide learning experiences and co-curricular activities which promote the personal, social, academic, and vocational development of students." The business department accomplished this with club activities, field trips, and lectures. Initially, the Ankeny campus named a King and Queen of the college every year with a court. In the beginning Industrial Marketing had Distributive Education Clubs of America (DECA), Secretarial and Accounting had Office Education Association (OEA), and Data Processing had the Association of Systems Management (ASM). Today club organizations continue strong and include Business Professionals of America and Phi Beta Lambda for the Business and Technology Department; DMACC Management Club, DMACC Fashion/Design Club, and DMACC Marketing Club for the Marketing and Management Department; and Phi Beta Lambda for Business Administration and for Accounting.

**How has teaching and students changed over the years?** See **Appendix C** for reflections from several instructors and former students.

Delivery of information to students in the beginning was face-to-face. Instructors lectured in the classroom and provided hands-on experience. As time went on some independent learning took place via professionally done television records. In 2000 the first online classes were available via eCollege followed by WebCT and Blackboard platforms. The department currently offers Web Enhanced delivery, which adds another dimension to face-to-face; Web Blended where the students have a portion of the course delivered online and a portion face-to-face, and Web Online where all of the information is delivered via the Blackboard platform. Today over half of the classes offered are now taught online or as web blended. Business Administration offers a program totally available online.

Tuition and Fees for the students in 1970 was \$80 per quarter full-time and \$8 per credit hour part-time. Admission Fees \$10, Graduation Fees \$10, Activity Fee \$5 per quarter, and Parking Fee \$1 per quarter. In 1983 DMACC moved to the semester system. (See **Appendix D** for a chart of Tuition and Fees through the years.)

By 1970 the following programs were offered in the department:

- Pre-Business Administration (college transfer only)
- Accounting Specialist
- Bookkeeping & Accounting
- Agricultural Supply (Business)
- Commercial Horticulture
- Clerical
- Secretarial
- Executive Secretary
- Key Punch Operations

- Computer Operator
  - Computer Programmer
  - Department Store Marketing
  - Industrial Marketing
- See Appendix E.

Challenges the department faced were funds for equipment, recruiting and retaining talented faculty, recruitment of students, staffing off-campus, meeting the needs of business technology, matching the goals of future and current students with the demand of the business community, and improving retention/graduation rates. Most of these continue to remain challenges today.

The normal contract for faculty was 12 months since the vocational programs operated four quarters. Later, as more Arts and Sciences instructors were employed, the college went to nine month (three quarters) and now to two semesters as the base contract. Initially, when someone was hired to teach, they were paid on industry average of their discipline and their gender. By 1974 the Ankeny Campus faculty began to generate some support for collective bargaining. By 1977 (approximately) Dave Palmer writes,

The faculty at DMACC received the only indexed salary schedule at Iowa's community colleges that equated arts and sciences experience with vocational-technical experience. And, while it has been modified, it is still in place 37 years later. Another important aspect regarding salary was summer pay for nine month faculty. Again, DMACC became the only college to provide pro-rata pay.

Highlights of Business Management and Information Technology change:

- Move from Industrial model curriculum of where student load for a program was 25 hours per week to 12+ hours per semester.
- Change of time based on credit based teaching for students.
- Increase communication with students and faculty one-on-one in person or by phone to phone, in person/emailing/texting.
- Method of delivery of materials only in the classroom to web blended/online/television/ICN.
- Research in the library or reference books to Google etc. to find the research materials.
- Collective bargaining where every faculty person is paid on a salary scale, based on experience and education versus gender and discipline.
- Move from Vocational-Technical to Career and AA Programs.

Things that remained the same:

- Always reviewing and designing new curriculum to meet employer needs.
- The drive to make a difference in student's lives.
- Enjoying what we do!

**Appendix A: First 50 Years of Faculty in the department of Business Management and Information Technology**

Year Hired	Name	Title When Hired	
1967	Carroll Bennett	Assistant Director of Vocational & Technical Education	
1967	Jerry Manning	Marketing	
1967	Richard Arrowood	Data Processing	
1967	Mary Lauders	Key Punch	
1967	True Sherman	Legal Clerical	
1967	James Dye	Related Instructor	
1967	Dennis Martin	Secretarial	
1968	Ben Shlaes	Accounting	
1968	Cheryl Goodrich	Data Processing	
1968	Jim Dowis	Data Processing	
1968	John Wilson	Data Processing	
1968	Edward Gunton	Marketing	
1968	Bryan Hamilton	Marketing	
1968	Claire Fisher	Related instructor	
1968	Dean Henry	Related instructor	
1968	Mildred Thomson	Secretarial	
1969	John Smith	Bus. Administration	
1969	Glenry Tays	Clerical	
1969	Ralph Keul	Data Processing	
1969	June Storey	Marketing	
1969	Kathie Grosvenor	Secretarial	
1969	Josephine Peckumn	Secretarial	
1970	Don Huntoon	Accounting/Director of Business	
1970	Leo Ruggle	Accounting	
1970	Ed Horner	Data Processing	
1970	Larry Saville	Marketing Merchandising Operations	
1970	Kathy Jones	Secretarial	
1971	Jack Zeller	Accounting	
1971	Warren Pitcher	Business Occupations	
1971	Marvin Magnani	Data Processing	
1971	John Wagner	Data Processing	
1971	Gary Frederick	Marketing	
1971	Edward Keefe	Computer Literacy	

1971	Philip Yoder	Related Instructor	
1971	Jean Clark	Secretarial	
1971	Darlene Falck	Secretarial	
1971	Marie Long	Secretarial	
1971	Russell Priestley	Secretarial	
1972	Patricia Holmes	Accounting	
1972	Linda Pederson	Fashion Merchandising	
1972	Robert Slack	Industrial Marketing	
1972	Peggy Threadgill	Secretarial	
1973	Steven Collins	Accounting	
1973	Wesley Sampson	Accounting	
1973	Robert Young	Accounting	
1973	Claire Chalup	Banking	
1973	Fred Bergamo	Data Processing	
1973	Delbert Shepard	Industrial Marketing	
1973	Gary Diddy	Industrial Marketing	
1973	Dennis Hansen	Related Instructor	
1973	Sally Burgin	Secretarial	
1973	Rosemary Devine	Secretarial	
1973	Dolores Fortner	Secretarial	
1973	Nancy Grasman	Secretarial	
1973	Kathleen Kearney	Secretarial	
1973	Barbara Stennes	Secretarial	
1973	Jolyne Ghanatabadi	Secretarial	
1974	Mary Tharp	Accounting	
1974	Thomas Turner	Accounting	
1974	William Lee	Data Processing	
1974	MaryJo Ostring	Data Processing	
1974	Judith Jarstad	Fashion Merchandising	
1974	Dale Ferguson	Marketing	
1974	Vivian Brandmeyer	Office Occupations	
1974	Marcia Albertson	Office Occupations	
1974	MaryJo Mecoo	Office Occupations	
1975	Mardella Abram	Counselor-Business	
1975	Melvin Holthus	Accounting	
1975	Cynthia (Tomes) McCall	Business Management/Accounting	
1975	Patricia Thieben	Office Occupations	
1975	Laurel Campbell	Office Occupations	
1976	Therese Phares	Data Processing	
1976	Richard Yach	Business Administration	
1976	Karen Heuer	Fashion Merchandising	
1976	Venita Wells	Office Occupations	

1977	Richard Hamann	Accounting	
1977	Carl Redding	Accounting	
1977	Wanda Bilsing	Office Occupations	
1977	Charles Rousch	Retail Marketing	
1978	Richard Chorley	Data Processing	
1978	Linda Greaves	Office Occupations	
1979	Henry Prager	Business Administration	
1979	Larry Swanson	Data Processing	
1979	Janet Klinker	Office Occupations	
1980	Jim Bennett	Data Processing	
1980	Marian Carew	Fashion Merchandising	
1980	Richard Giudicessi	Management and Marketing	
1980	Nola Hanson	Office Occupations	
1981	Larry Anderson	Accounting	
1981	Donna Bildner	Accounting	
1982	Ruth DeVries	Accounting	
1982	Russell Holmes	Business Administration	
1982	Charles Grubb	Data Processing	
1982	Douglas Myers	Data Processing	
1982	Linda Shook	Office Occupations	
1983	Curtis Hill	Data Processing	
1983	Kathleen Crall	Office Occupations	
1983	Betty Stiles	Office Occupations	
1983	Daniel Hilgers	Office Occupations/Business	
1984	David Cunningham		
1984	Russell Moorehead	Marketing	
1984	Becky Hartstock	Office Occupations	
1985	Richard Trieff	Business Administration	
1985	Verlyn Noring	Business Administration	
1985	David Darling	Computer Science	
1985	LouAnn Knorr	Office Occupations	
1985	Helen Grattan	Office Occupations	
1985	Mary Jane Green	Office Occupations	
1986	Melvin Holthus	Accounting	
1986	Don Hoy	Business Law	
1986	Monna Knuster	Office Occupations	

1987	John Brockelsby	Business	
1988	Cindy Marshall	Fashion Merchandising	
1989	Herbert Lester Meyer	Accounting	
1989	Paula Hansen	Business	
1989	Helen Gerber	Office Occupations	
1989	Susan J. Mitchell	Business Administration	
1989	Harold Zarr	Manufacturing Management	
1990	Darrell E. Roberts	Vice President Business Services	
1992	Jack G. Dobbs	Accounting	
1992	Drew Gocken	Dean of Business	
1993	Warren F. Pitcher	Business Administration	
1994	Linda Moore	Office Technology	
1994	Patricia A. Thieben	Office Technology	
1994	Kathleen Zimmerman	Business Technology	
1997	Bradley J. Smith	Accounting	
1998	Kelly Jo Sanders	Data Processing	
1998	Janet Moorman-Rice	Data Processing	
1998	David Gremann	Computer Science/Information	
1998	Jeff Guillion	Computer Science/Information	
1999	Linda J. Plueger	Business Technology	
1999	Marvin Gardner	Data Computer/Science	
1999	William Hollinrake	Computer Programming/Information	
2000	Marcia A. Sandvold	Accounting	
2000	Susan L. Verhulst	Management	
2000	Tasha J. Mullihan	Business Technology	
2000	Susan K. Markow	Business Management/Information Technology	
2001	Talal A. Bisat	Accounting	
2002	Rebecca F. Brown	Business Administration	
2002	Shea A. Mears	Accounting	
2003	Timothy A. Prindle	Accounting	
2003	Vada Grantham	BA/Entrepreneurship	
2004	Joe Hanson	Business Management/Information Technology	
2004	Russell Holmes	Business Administration	
2004	Neil K. Kokemuller	Marketing	
2004	Ragendra Sinhaa	Business Administration	
2004	Kevin Patterson	Mortuary Science	
2005	Jeff Schroeder	Business Administration	

2005	David J. Levy	Business Administration	
2005	Cheri J. Hernandez	Accounting	
2006	Mark Maggio	Business Administration	
2006	Brad K. Duerson	Business Administration	
2006	Rezaul Karim	Business Administration/Technology	
2006	Thomas Sweeney	Economics	
2007	Christina S. Turner	Business Technology	
2007	Travis Carrico	Mortuary Science	
2008	Richard M O'Neill	Business Administration	
2010	Neal McGregor	Business Administration	
2011	Amy Christian	Business Technology	
2012	Erin Dunn	Fire Science	
2012	Michael Miller	Business Administration	
2013	William Bond	Accounting	
2013	Julie Chasse	Accounting	
2013	Mitchell Lindquist	Business Administration	
2013	Jennifer Schulte	Business Administration	
2013	Christine Moon	Business Administration	
2013	Josh Daines	Business Administration	
2013	Rodd Bullard	Computer Information Systems	
2013	Ann Gadbury	Fashion/Design	
2014	Kelli Kleindorfer	Computer Information Systems	
2014	Jill Friestad Tate	Business Administration	
2014	Dixie Evans	Mortuary Science	
2014	Steve Rittgers	Computer Information System	

## Appendix B

<b>Bookkeeping and Accounting</b>							
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. Upon completion of the program, a student will be prepared for successful employment in the following occupations: Payroll clerk, Accounts Receivable-Payable clerk, General Ledger clerk, Cost clerk, Assistant Bookkeeper, Inventory clerk, or General Office clerk.							
<b>PROGRAM OF STUDY</b>							
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Total Hours</b>		
<b>First Quarter</b>							
299:011	Orientation	R	10		10		
241:510	Principles of Accounting I	3	34	23	57		
241:560	Accounting Laboratory I	3		57	57		
241:571	Business Math I	3	34	23	57		
116:500	Introduction to Business I	3	34	23	57		
241:520	Typing	2		47	47		
241:581	Industrial Relations	<u>3</u>	<u>57</u>	<u>—</u>	<u>57</u>		
		17	169	173	342		
<b>Second Quarter</b>							
241:511	Principles of Accounting II	3	34	23	57		
241:561	Accounting Laboratory II	3		57	57		
116:501	Introduction to Business II	3	34	23	57		
241:531	Orientation to Data Processing	3	34	23	57		
121:501	Communication Skills	3	57		57		
241:572	Business Math II	<u>3</u>	<u>34</u>	<u>23</u>	<u>57</u>		
		18	193	149	342		
<b>Third Quarter</b>							
241:512	Principles of Accounting III	3	34	23	57		
241:532	Accounting Laboratory III	3		57	57		
241:543	Introduction to Commercial Law	3	34	23	57		
241:563	Introduction to Cost Accounting	3	34	23	57		
241:553	Cost Accounting Laboratory	3		57	57		
241:573	Office Procedures	<u>3</u>	<u>57</u>	<u>—</u>	<u>57</u>		
		18	159	183	342		
<b>Fourth Quarter</b>							
241:514	Accounting Seminar	3		72	72		
241:594	Accounting Internship	<u>13</u>		<u>270</u>	<u>270</u>		
		16		342	342		
					Total Credit Hours -	69	
					Total Contact Hours -	1368	

## Appendix C

### Marketing and Management Department: 1984-2014

#### Russ Moorehead

*Chair, Marketing and Management Department*

While I haven't been here for the last 50 years (sounds really old), I have seen some changes in our department and with students over the last thirty years (still sounds old).

Technology has probably had the biggest impact on teaching... "Then and Now." Does anyone remember what a chalk or blackboard looked like? After several classes, I looked like I'd been dry-walling all day. Today, there are white boards, Smartboards, symposiums and more. CAUTION: DO NOT USE PERMANENT MARKERS ON ANY OF THESE!

Then there were transparencies... black and white to start with, then the "wonderful world of color." Now there are multi-media in every classroom with a dizzying array of high tech special effects that I often think impress me more than most students.

Then, I answered the phone in my office and responded to people with typed letters (yes, I had a typewriter). Now, I try and remember to turn off my cell phone before going into class, remind students to put theirs away, and communicate mainly through e-mail. Did I mention Facebook, Twitter, Linked In, Instagram and Pinterest? Ouch! Sometimes my brain actually hurts.

Then, I could run a projector and thread a reel of film in a matter of seconds. Proudly, I could also cut, splice and tape it back together when it regularly broke while showing the film. Now, I more easily use DVDs, YouTube and other internet videos to engage students in the classroom. Did I say classroom? Face-to-face interaction? Forgive me for not mentioning online instruction... so up-close and personal. Yes, I'm old-school and working hard to stay young, current and relevant. We grow older, but choose to grow old.

Textbooks (then) are rapidly being replaced with pads and computers (now), in the classroom.

Back then, I wore a suit and tie to work every day and my female counterparts wore dresses and skirted suits, with hose. Now, it's Business Casual and even less so on a Casual Friday. Hello "nice jeans" and "dress shirt"! I say it makes me look more approachable to students. I'm guessing students say the old guy's trying to look young. Fortunately, after 30 years, I'm pretty thick skinned and like my occasional Casual Friday.

Students back then could write professionally with correct spelling, grammar, capitalization, and punctuation. They could organize their thoughts into paragraphs and even write complete sentences. Now, they can text... really, really, really fast.

On an end note, some things don't change. Back then I worked with a group of people who loved teaching and had a genuine interest in positively impacting the lives of their students. All those people have since retired, but now I work with a group of people who also love to teach and look for new, creative and innovative ways to make a positive difference in the lives of their students. I'm pleased to say, the one thing that hasn't changed in our department in 50 years is the passion to teach.

---

**Dyanne Schulze**

*DMACC Instructor*

While working for the State of Iowa in 1979, I decided I would like to pursue a career in computer programming. I enjoyed detailed, precise work and I thought programming would be a good fit. I already had a BA and some credit hours towards a Master's degree. I applied to DMACC towards the end of 1979 but found there was a waiting list. In March 1980 I began my studies at DMACC. At that time DMACC was on the quarter system. Also, all of the students in the program (about 30) were together in the same classes until graduation. This allowed us to form a camaraderie that was as valuable as the technology we learned.

In the early '80s, mainframe programming was the norm. IBM dominated the hardware scene. The computer we used to test our programs was located in Bldg. 8, Room 20. We each took turns serving as computer operators.

Languages we learned were COBOL, RPG, PL/I, Assembler, and CICS. Our programs were typed one command at a time on key punch machines. When we were finished, we each had a big "deck" of 80-column keypunch cards ready to run through the card reader.

Upon graduation I was hired as a programmer/systems analyst at Meredith Corporation. In 1981 I was invited to teach an introductory computer class for DMACC. When an opening for a full-time instructor became available in 1993, I applied. I was hired and began teaching in February 1994. I had come full-circle: from an aspiring student to a faculty member working with many of my former instructors.

Over the years other computer languages have risen to the forefront: Java, C++, C#, and SQL. COBOL is still offered at DMACC since several large corporations in Des Moines maintain legacy systems.

Database design, networking, Web development, and Android technology have also been added to DMACC's offerings. Everything changes in the computer field as technology evolves. Nothing remains static. Students and instructors must be willing to constantly update their skill sets with the changing times. DMACC provides an excellent opportunity to stay current.

---

## THEN AND NOW

### *Comparing teaching from 1981 (then) and 2014 (now)*

**Russell Holmes**

*DMACC Instructor*

THEN teachers used a chalkboard.

NOW teachers use a computer.

THEN teachers showed a film.

TODAY teachers show a YouTube video.

THEN teachers used a spiral bound gradebook.

TODAY teachers have an electronic gradebook.

THEN students typed out assignments.

TODAY students submit assignments online.

THEN classes were offered in a classroom.

TODAY classes are offered online.

THEN students used a printed textbook.

TODAY students have e-books.

THEN students had a printed study guide.

TODAY students have an online learning center.

THEN tests were taken in the classroom.

TODAY tests are taken online at any time of day and monitored with a webcam.

THEN the teacher was responsible for maximizing learning opportunities for students.

TODAY the teacher is responsible for maximizing learning opportunities for students.

---

## Memoir of an Early Office Occupations Instructor

**True Sherman**

*Early Office Occupations Instructor*

Everything big has a small beginning. DMACC's first classes started small in West Des Moines in an empty grocery store located at 2501 Vine Street. Four programs started in February 1967 with a very small number of students. One year later, there was a small number of graduates – twelve. The school was officially known as Center #1, Area 11 Community College. The DMACC name came later.

This first graduation in February 1968 was held in the lower level of a medical building in West Des Moines. Each of the twelve graduates was presented with a boutonniere or corsage. The press was there. After the ceremony, a huge cake was cut for everyone to enjoy.

Hired to teach for DMACC in 1967

I was hired a little over a week before students arrived for the Fall 1967 quarter. New programs were being offered. Enrollment was high enough for Office Occupations (secretarial and clerical), to add a staff member. There were already four students who had started in February and who were halfway through their one year of training – three secretarial and one clerical. Dennis Marten headed the Office Occupations Department and the Clerical Program. Between the two programs we must have had about 25 new students starting that fall.

I had to quickly set up a program using an altogether new system - vocational - which gave me a very uneasy feeling about everything. My teaching experience had centered on teaching a course in typing, shorthand, bookkeeping or other business subjects, but not in a situation where everything was integrated together. Since I had years of work experience, I learned the textbooks didn't cover what it was really like on the job, so the students pretended they were in an office, and I was their boss. Every assignment had to pass standards of "mailability" or usability. There weren't many business teachers who taught the art of erasing. On the job secretaries learned how to do an acceptable job of erasing; so, in my classes, a poor erasure meant - do it over - just like on the job. I never found a textbook that told how to erase.

A few days before students arrived, we had to have our first staff meeting for all programs of this new college. At that time the staff consisted of fewer than 20 people, including the janitor and building secretary and our superintendent, Paul Lowery. The programs headquartered in this location called Center #1 were Dental Assistant, Medical Assistant, Operating Room Assistant, Marketing and Office Occupations, plus a room where a new program could meet until a meeting place could be found. I remember some programs were housed in the Methodist Church in Ankeny. Data Processing and Accounting started at Center #1 before they moved out.

The counselor for the Iowa State Department of Vocational Education for Post-Secondary Schools was our resource. In vocational education, use of textbooks was discouraged. Real office-like situations were to be used for our laboratory training, using our innovative methods. Lecture time was to be minimum and allocated in each area to be taught. Students progressed from where their skills were when they started the goals they established individually. Grades were not given, only evaluations. Most testing was done at the end of each quarter to determine what they didn't know, so the next quarter's goals could be easily set. No two people were alike. This sounds like a lot of work for the instructor, but it was surprising how motivated the students were to meet their goals

Each student was assigned a work place, an office-size desk with a typewriter return on the right side, the latest model of electric typewriter, an adding machine, a transcribing machine, their own dictionary and Secretary's Style Manual. A beautiful comfortable, bright yellow chair was at each desk. This put the student immediately in an office mode. This equipment for the student was first class. The staff had to be happy with beaten up Army Surplus desks and hard straight-back chairs.

#### Early memories

The partitions in the building were about eight or nine feet tall - the ceilings were high, so there was a few feet of open space at the top. The partitions themselves were no more than an inch thick. Sound went through and over the top. You could hear everything going on in an adjacent room. Sometimes you almost had to shout to be heard. The climax came when a new program went into this tiny classroom where I used to give my secretarial students shorthand dictation. This was the key punch program, a short-term program of seven weeks. When you have seven of these noisy clackety-clack machines working at the same time, the sound pervaded the whole building. Marten got in touch with administration, asking that the program be put elsewhere. In a few days, we were notified the problem had been solved. A trip to Army surplus helped solve the problem. A bunch of old gray woolen Army blankets were found and hung on the walls. Not completely soundproof, but they tried.

Our monthly staff meetings moved around to different stations. This way, the staff could keep up on progress. The permanent location of the college had been selected to be in Ankeny and construction begun on seven small buildings called The Phasing Campus, located just west of the East 14th Street entrance. Four p.m. was our meeting time, and just before we left our building in WDM for our first on-campus staff meeting, someone notified us to wear our boots - the road hadn't been paved yet, and after a heavy rain, it was a mess. When we arrived, there was a very long line of boots neatly lined up outside that first building.

Permanent buildings were being constructed that first year. Eventually all of us at Center #1 would be on campus. A Business Building was about the sixth or seventh one, but by the time it was finished, the Data Processing and Accounting Programs had grown so much, there was no room for Office Occupations. We had to remain at Center #1 for two or more years. We had the entire building to ourselves and needed it because our enrollment had ballooned.

The layout of the building interior was such that the three medical programs were in small rooms with the instructor's desk in one corner. No one had a window except the Dental Program - it had all windows on one side of their classroom. All of these rooms were on the south side of the building, and tucked into the corner was a place where students could purchase foods from vending machines and eat at high tables, sitting on bar stools (probably Army surplus). Our labs, as

we called our big room, took up the center portion of the building. It accommodated 24 office-size desks with electric typewriters. Another room adjoined this room that held 24 smaller-sized desks with manual typewriters for the secretarial program. Next to this was another classroom for the Marketing Program headed by Jerry Manning. Across the hall he had his own cubicle for his office. The east side of the building had about four small office type rooms. Leonard Bengston started there, sharing his room with another administrator. Carroll Bennett also had an office there. None of these people had a secretary; but I recall how Bennett would come into the lab and ask for one of my secretarial girls to take a letter - a real letter. I had an excellent student, Nancy, who said she would "try". The next day he was back and asked for Nancy. I said I have several other girls who needed "real" experience also. He insisted on Nancy. When she graduated from the program, she became his full-time secretary for several years.

Office Occupations was almost 100% female. One year there was an exception when a young man enrolled in the clerical program. Like many of our students in the first years, he was from a foreign country, Mexico. His family had a flower business in Mexico and hoped to groom him to enter the business after he finished his business training. He was a handsome lad, and all these girls around him were "ga-ga" to have him there. When Valentine's

Day came, a delivery truck drove up to the front door of our center. The driver brought in a huge box designated for this young man who opened it and proceeded to hand out a beautiful orchid to each student.

Every program had an advisory board, consisting of 6 to 9 people representing the occupation the students were being trained for. Toward the end of that first year, a board member who managed a law office called, asking if I might have a student who could work after school to earn a little money. I asked a student named Linda if she was interested. Linda went downtown to this law office, was hired and began work the next afternoon. About three days later, I get a call from the office manager asking if I had any more girls like Linda. I sent Kathy down for an interview. That was in 1968, and both girls are still there in 2014. Both have advanced in their duties.

About five years after the college started, I was approached to develop a two-year Executive Secretary Program. The college had in mind a continuation of the one-year program to greater skill development, plus an addition of a few credits from Arts and Science. As all programs just starting, enrollment was small that first year with just two students. The biggest drawback was that our Office Occupations Program was still operating out of the old grocery store in West Des Moines, which meant the vocational training was on one campus and Arts was in Ankeny. Transportation was the student's responsibility. The next year the addition to the Business Building was complete, and all of Office Occupations was relocated to the main campus. Enrollment surged for the Executive Secretarial Program.

#### Running into a former student

When we all had to enter the college on E 14th, just before classes were to start, my car stalled in the left lane before turning left to get on campus. There I sat, blocking traffic behind me. In a few minutes I heard a knock on my window - it was a patrolman. I rolled my window down and he said, Patrolman Hill here. How can I help you?" I said, "Are you Wilbur or Gene?" "Oh, my gosh! It's Mrs. Sherman!" When I taught high school in Stanhope the year I got married, this kid sat beside my desk in the assembly where we met every morning. I would ask him, "Wilbur, would you take this to the office?" He would answer, "My name is Gene." Next day I would ask him, "Gene, would you take this to the office?" He'd answer, "My name is Wilbur." How can you forget a kid like that? He stopped the traffic, gave my car a push and it started up again. I'll never forget him!

In a lab class in legal secretary, I had just checked a student's transcription of a ten-page interrogatory where she had misspelled interrogatory 20 times using only one "r". I groaned when I saw what she had done, but recalled my days on the job. This was not a usable copy, which meant it had to be retyped. She had to learn to use her dictionary. This was before word processing equipment - a couple hours' work. I convinced her that redoing it would help improve her typing speed and accuracy.

## DMACC students compete nationally

How can I forget all those contests - state and national? The first I learned about this competition was early spring of 1968 that first year. All our students were automatically a member of Office Education Association we called OEA. Marten and I were informed that our location would be the host to this state-wide event we knew nothing about. All the community colleges in the state that had office occupations programs would travel to Des Moines with their entrants for a chance to put their skills to test against each other with the winners getting the opportunity to go to nationals, which I believe that year was in Texas.

We got right to work having competitions in about a dozen areas - typing, shorthand, adding machines, transcription, job application, parliamentary team, chapter of the year and some others. So many students were unaware of their abilities until they competed and scored well. In addition to getting the students prepared, we had to get our facilities in shape. The day of the contests arrived. Students surprised themselves and were exhibiting their trophies.

Each of the fourteen years I taught there, we had contests each spring. The staff had grown along with enrollment so that staff alternated being chaperones. I recall being on the trips to Indianapolis and Chicago. Our DMACC groups had always scored so high and were hard to defeat in job application, parliamentary and chapter of the year. The awards ceremonies were held in the ballroom of the hotel where all were housed. The final night was the banquet followed by awards. I recall at the Chicago convention, I was seated with most of the parliamentary team. Here was this delicious dinner being served and these girls were so worried, they couldn't eat anything. There was no need to worry - they won again!

All the group trophies were accumulating over the years. A special trophy case was built to display them in the hallway of the department. Those group trophies were huge. A trophy for a single entrant was given to the person who won it. The students traveled to the competition by chartered buses, so welcoming them back was a real special event.

## Early book store

Another oddity I remember is the way we handled student's books. When students enrolled in the program, their fee included the price of any book requirements. The depository for these books (we called the first bookstore) was a narrow closet at the side of our lab. Marten was in charge of it, and it stored the book requirements for all the programs in the building.

Marten was always uneasy about someone breaking in at night and taking some of our wonderful equipment. He could make a quick desk check in the morning. One night before leaving the building, he found a small rock at the bottom of the back door to keep it ajar.

## A course called "Charm"

All students, clerical and secretarial had to take this course called Charm. This dealt with manners, etiquette, office apparel, makeup and lots of necessary subjects. Marten approached me, saying he felt uncomfortable teaching this material to his clerical students. If you teach my girls Charm, I'll teach your girls machines. He knew I didn't like that offset press, so that was a great deal for both of us.

We had an occasion in the program when this Charm class was paying off. It was after a new student started late in a quarter whose body odor was so bad, no one wanted to have a desk near her. An older student had been talking with her at the front of the lab for a long time; Marten was getting uneasy, when suddenly this session broke up. About 10 minutes later the older student came to Marten's desk and said she knew he was uneasy, but she was explaining to this girl what deodorant was and how to use it. The problem was solved, thanks to Barb, the student.

Move to the main campus in Ankeny

That first fall when we had to report for classes in Ankeny, I started out that first morning and checked my mileage - 14 miles from my driveway to my parking spot. The entrance to the building was almost two blocks away, and when I got into the building, I had to get to the far north end for my office and classroom, another block. It was so easy at Center #1 – I just drove about three miles to the front of the building, opened the front door, and turned left a few steps. I was in my classroom. I always had a brief case of work to lug in and out each day. Was it worth all this extra effort?

The thought of quitting entered my mind every day for about a month - I just loved my work and the girls in the program - I was getting used to it, so I stayed.

The Exec Program was hardly off the ground when the college felt a couple of new programs should be offered—a two-year Legal Secretary Program and five-quarter Medical Secretary Program, so it was back to the drawing board. The local chapter of the National Secretaries Association had been pushing to start this program. Three representatives from the association agreed to help set up guidelines for the content - they knew what should be taught. All three had a long tenure in their offices and also their attorneys gave them their blessings. I had resources galore - I just had to get it organized into learning. There were about ten different areas of law which we divided up among the four quarters of class time, plus the legal advisors wanted each student to experience 24 weeks of internship.

In the fall of 1973, the first class started with almost a full class enrollment of 24 students. The training was a new concept for me, so each day, I seemed to be leaning almost as much as the students. The law classes started with the fourth quarter and each type of law was introduced by a lawyer who lectured twice a week for an hour, followed by a three-hour session of lab work. That was where my work started. All dictation, transcription, or rough draft work had to be selected from real-life lawyer's offices and put into instructional form. Nothing was available in textbooks using Iowa laws, and my advisory board wanted the students trained to work in local offices – somebody had to do it. My students that year liked to be called my guinea pigs.

At the end of two years, after a little attrition for one reason or another there were about 14 girls who graduated. They had spent two years of their lives with each other; that parting was a little sad - how can we keep in touch with each other? Some were leaving the area - getting married—there were a lot of questions about the future. I made a suggestion that has been with me now all these years. We would start a round robin letter, and I'd send it off to the next person when I got news. Wonderful idea, but little did I know what it would grow into.

The next class came to graduation - Would you do it for us, too. Sure! And so it went for eight years of graduates. I finally picked the holiday season to get this out. When you have a student for almost two years in a self-contained situation, you really get to know them - they are almost like daughters, and I loved them all. However, all good things must come to an end. My newsletter last December contained an alert - I would be 95 in 2014 and felt it was time to say “adieu.”

As you teach, you look out at your class, and that is the way you remember them. As time goes by, they age; you age. So what do they look like now? I hope I can still recognize them using a little bit of imagination.

---

**D**MACC was always a home away from home. As a student, the faculty gave me hope that I could become a professional. I was one of those described in the narrative of the report that was looking to change my life. I certainly did. In 1970 I had two boys age 2 and 1 without a skill to support them. I went to Manpower to identify any job opportunities available other than what I turned out to be terrible at called a secretary in those days. They gave me an exam which showed a high aptitude in math and suggested a degree in accounting from a newly formed community college called Des Moines Area Community College.

It became my home, my support, my social life and my opportunity to change my life. The rest is history; I graduated and continued my education earning a Masters and CPA. As many of you know I continued to work at DMACC and was able to help to give others an opportunity to make a change in their lives.

Technology has changed all of our lives inside and outside of the classroom. We are now 24/7 people, waiting to hear the ding of our computer telling us some one wants to tell us something or needs something. I remember when I was writing my thesis in the lab at DMACC on a Wang but having to take it to an Iowa State typist who would retype it on an electric typewriter to allow it to be accepted by the reviewer. Despite technology, our role remains the same, having the opportunity to improve society through students.

Thanks DMACC!

**Patty Holmes**

*Accounting Professor*





