

Winter 1995

Dimensions 1994-95

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Dimensions

DMACC's Student Magazine ♦ Winter 1994-95

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**A special thank you to Curt Stahr and
the DMACC Photography Department.**

About the Cover: Our magazine staff likes the echoing dimensionality of Susan Soelberg's Mississippi River photo (from a photography field trip this fall), and thinks it conveys a sense of serenity that is comforting in this too often stressful season.

This magazine is a lab publication of journalism students enrolled in Publications Production at Des Moines Area Community College/Ankeny Campus. Due to a budget cut, copies will mainly be distributed in Ankeny, with complimentary copies mailed to Urban, Boone, Carroll and Newton.

DISCLAIMER: The views expressed in articles are those of individual staff writers, students or faculty and not necessarily representative of *Dimensions*. The magazine is a member of Associated Collegiate Press. The magazine respects equality of opportunity guidelines.

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from the office of the SAB

You know that little "activity fee" you pay each semester? It annually generates roughly \$140,000 in revenue. Want to know who's spending it—and what they're buying?

Evening classes at DMACC begin the week of January 16.

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Undergraduate courses

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Management Information Systems

Management 235

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Principles of Organization and Management

Management 370

Wednesdays, January 18-April 12 / 6:15-9:45 p.m.

Business Logistics

Transportation and Logistics 360

Thursdays, January 19-April 13 / 6:15-9:45 p.m.

College of Family and Consumer Sciences

Abuse in Families

Human Development and Family Studies 367

Wednesdays, January 25-April 19 / 6:15-9:45 p.m.

Communication in Human and Family Development

Human Development and Family Studies 370

Wednesdays, January 18-April 12 / 6:15-9:45 p.m.

College of Liberal Arts and Sciences

The American Indian

Anthropology/American Indian Studies 322

Tuesdays, January 17-April 11 / 6:15-9:45 p.m.

Introduction to Communication Disorders

Communication Disorders 275

Wednesdays, January 18-April 12 / 6:15-9:45 p.m.

Creative Writing: Nonfiction

English 305

Mondays, January 23-April 17 / 6:15-9:45 p.m.

American Literature: 1945 to Present

English 364

Mondays, January 23-April 17 / 6:15-9:45 p.m.

Dinosaurs Past and Present

Geology 112X

Thursdays, January 19-April / 6:15-9:45 p.m.

18th Century Philosophy

Philosophy 315

Tuesdays, January 17-April 11 / 6:15-9:45 p.m.

Learning and Memory

Psychology 313

Thursdays, January 19-April 13 / 6:15-9:45 p.m.

Psychology of Normal Personality

Psychology 360

Wednesdays, January 18-April 12 / 6:15-9:45 p.m.

Gender and Communication

Speech Communication 323X

Wednesdays, January 18-April 12 / 6:15-9:45 p.m.

Gender and Culture

Women's Studies 301

Saturdays, January 21-April 15 / 8:30 a.m.-12:00 noon

Graduate courses

College of Education

Multicultural Nonsexist Education

Curriculum and Instructional Technology 506

Thursdays, January 19-April 13 / 6:15-9:45 p.m.

Teaching Science to Elementary Students

Elementary Education 543

Tuesdays, January 17-April 11 / 6:15-9:45 p.m.

Facilitating Change through Training and Development

Industrial Vocational-Technical Education 506X

Wednesdays, January 18-April 12 / 6:00-9:30 p.m.

Sharon Drake, Adjunct Assistant Professor

Introduction to Behavior Disorders, Learning Disabilities,

Multicategorical Instruction

Special Education 503X-505X

Tuesdays, January 17-April 11 / 6:15-9:45 p.m.

Thomas Kelly, Associate Professor

Classroom Management

Special Education 560

Mondays, January 23-April 17 / 6:15-9:45 p.m.

Pat Carlson, Assistant Professor

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Learning To Juggle

by
David L. Dennis

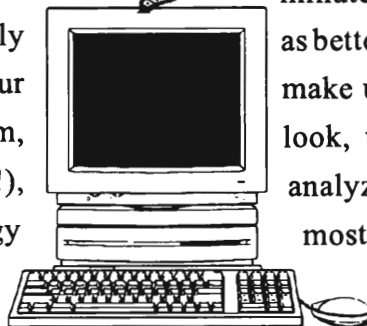
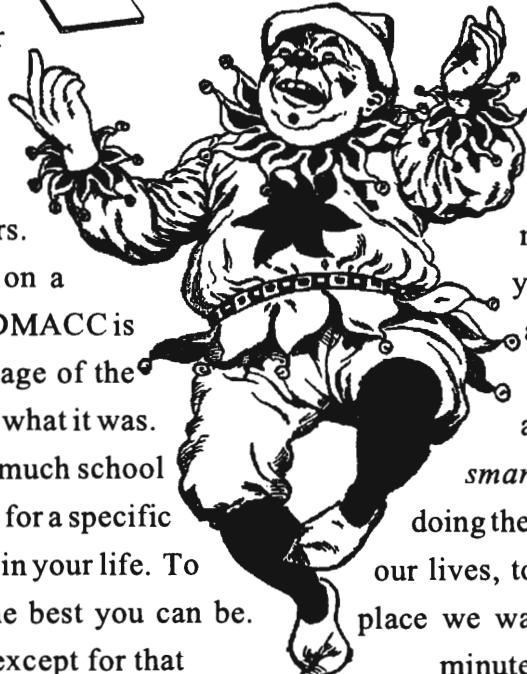
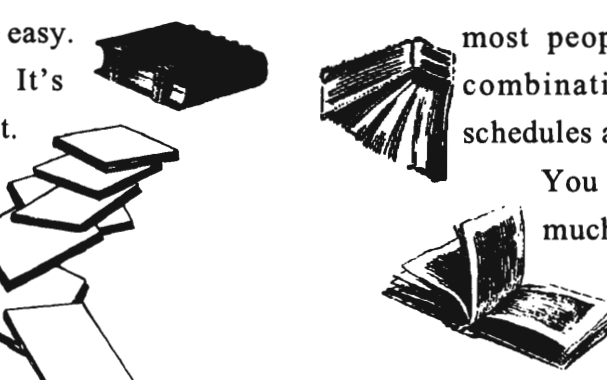
College life is never easy. If it is, something's wrong. It's *supposed* to be hard. Difficult. Mind-boggling. *Insanitizing*. (*Insanitizing*? Could this be a combination of the process of going insane and getting your clock cleaned? I don't know—it's just a word I made up.) For most of us, this is a new experience. Either you're fresh out of high school or have been out of high school for 10 years. Some come here to start work on a *new* degree. The average age at DMACC is 27 years old. 27 years. The image of the "traditional student" is no longer what it was. No matter how old you are, how much school you have behind you, you're here for a specific reason—to make a major change in your life. To achieve and improve. To be the best you can be. You don't want any handouts, (except for that student loan) you want to be independently successful. But just take a look at all your awesome responsibilities. You have chem, comp, psych, soc, lit, philosophy, math (ugh!), business, microbiology, anatomy & physiology Hopefully, not all at the same time, but

most people have seen any different combination of the above on their schedules at one point in time or another.

You have a job that demands time much better spent studying. You have a significant other who demands more time than school and work do combined.

In short, you need time. Much like the hobbit Bilbo Baggins once did, you may find yourself in a state of panic, screaming, "Time, time, give me more time!" You may also find yourself wishing that DMACC offered a course in juggling.

Well, here we are. What, you ask, are we doing here? We're getting *smart* here. We are *learning* here. We are doing the things that need to be done to enhance our lives, to bring us to that mythical, mystical place we want to be. We may not love every minute we spend here, but we will all leave as better people. Does increased intelligence make us better people? Well—let's take a look, using our critical thinking skills to analyze and dissect the question to find the most plausible answer. Motivation is a



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Learning To Juggle

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key factor to survival. Being motivated is easy. Staying motivated is the hard part. All those papers. All that homework that's so easy to put off. All those deadlines! All this *stuff* looming over your head—like vultures circling, waiting to strike. Don't let your guard down! Keep studying! Keep writing! Don't get behind! You'll sink; you'll drown!

But it's so easy to let things slide. Your intentions may be good—I'll finish it later, don't worry. Good intentions in the end may turn out to be nothing but *good intentions*.

•

O K — d i s r e g a r d everything I said before. Here's the deal—this may sound like a sob story (sorry, it's not my intention), but this is a typical week in the life of your never-tiring narrator. Before school started this semester, I thought I had found the perfect job to complement my full-time school schedule. I would be working 20 hours a week—days only—leaving my nights free to faithfully study and get straight A's. Sounds pretty idealistic, don't it? The perfect setup. Problem is—we had hired some real losers. One worked one day and never came back, so (like a fool) I volunteered to cover her hours, giving me nearly full-time evenings. This went on for weeks: people would quit, walk off, whatever—and I would be such a damn nice guy that I would volunteer to cover shift after shift after shift. This is not the type of job that can be left without staff. We are always open, so to speak. Anyway, needless to say, my studying suffered immensely. My grades went downhill in a mudslide. I received

the first D of my college career. It's a good thing that I *love* my job, but something had to change. Do I start being a jerk and telling them “no” or what? I would get home at night too tired to study, but I *did* find a solution—I started recommending people for the job and they turned out to be the best ones there. Our staff is now mainly comprised of people whom I have brought on. I now have time to study, my bosses are pleased, and we all lived happily ever after.

Of course, work is not the only distraction. In my case, I am a member of the Iowa Army National

Guard. Granted, that doesn't take up a big chunk of time, and if it weren't for the Army, school would be a lot more expensive, but my job requires me to work every other weekend. I have to attend drill one weekend a month, which (usually) falls on my weekend off. Even

when it doesn't, I have already told my boss that it's not a problem for me to make up my weekends missed on the next one—although by law I'm not required to. Damn *nice-guy syndrome* again. Anyway, it all boils down to the fact that I get one weekend off a month. Bummer, huh? Summer is the only time when it gets rough, school-wise. You have all seen the commercials—one weekend a month, two weeks a year. Well, the two weeks of Annual Training (AT) is usually done in the summertime. Real nice if you're going to school full-time, which I did last year. Let's make a long story short. I got back from AT at Fort Riley, Kansas after two weeks of working road duty with the active duty MPs,



taking hills, defending critical sites and such (oh yeah, we drank some beer, too) to find myself two summer school weeks behind. Not to be confused with two spring or fall weeks; anyone who has ever taken summer classes can agree—they turn 16 weeks of classes into 10 or something like that. I ended up having to drop a class just to catch up in the other two. Just to stay afloat. Getting behind in anatomy is not fun! And the people who sign my GI Bill checks were not amused; they sent me a nasty letter or two.

furniture, and then I had to take time to deal with the new addition to my family (I got a cat) and then I well, you know—it's football season (Now there's a distraction.)

I guess you just have to ask yourself, "Is it all really worth it?" Set goals, have high ideals, do *whatcha gotta do*. I can't really give advice; this isn't an Ann Landers column. For an example, just today I took a chemistry exam. I spent the *entire* weekend studying for it. At this writing, I don't know what

We may not love every minute we spend here, but we will all leave as better people.

Of course, having a girlfriend/fiancée/spouse/significant other/whatever (oh, God—STOP ME BEFORE I BECOME POLITICALLY CORRECT!) is another major burden on time better spent studying and getting A's. Sure you love her and sure she understands that you have to study and all, but some of 'em just don't quite get it. They want to go out and do this and do that. But you can't really complain. My solution—don't get me wrong, I'm not advocating this—well, let me put it this way, I have been recently rendered *single*. Don't feel sorry for me—I love it! I now have all the time in the world on my hands to do whatever the hell I want. Of course, faithful reader, you're thinking that I have been using my extra allotted time to study just like the ideal straight-A student that I have been preaching about, but . . . well . . . not really. Hey—I'm only human! I needed time to get over the breakup, and then I had to buy

kind of grade I received, but let's just say that 50% of it was a no-brainer, 25% was somewhat difficult and the remaining 25%, I didn't have a clue! Next period—psych. I got a term paper back, something that I just sort of cranked out in a couple of hours without putting any (much) serious thought into. I got an A+. 50 for 50. Go figure. Therefore, logic would dictate that the less studying you do, the better grade you will get. I don't think I want to follow that line of reasoning too far.

So, constant reader, what, you ask, is the *point* of this article? Did you *really* want to know all the hardships I have had to deal with on my immortal quest for the ever-elusive 4.0? Nah, I don't think so. Maybe, just maybe, somebody out there is just a little pleased that someone has it rougher. But you just wait ♦

SMOKING

*Cancer-causing habit,
or a really good time?
You decide!*

by Leana Benson

“Smoking can be hazardous to your health. Smoking causes lung cancer, smoking causes heart disease, smoking causes . . . blah, blah, blah.” We have all heard the warnings, the preaching by our Surgeon General, the words of wisdom from famous people, caring friends, and paranoid family. We all know that smoking causes emphysema, ulcers, heart disorders, various cancers, nicotine stains on our hands, extremely bad breath, and a special odor that lingers on clothing for hours after we last light up. Then why do we smoke? What is the allure and why do teens take up this disgusting habit?

In a recent non-scientific DMACC smokers’ survey, almost 96 percent of the students between the ages of 17 and 28 attribute their smoking to stress. They believe that cigarettes help them relax and smoking

calms their nerves. Four percent claim that they began smoking because of peer pressure. Jason Roordo, a 23 year-old majoring in phlebotomy claimed that he began smoking at the age of 14 because a lot of his friends were doing it and Leo Byrd an office technology major, said she started smoking at the age of six, but didn’t actually inhale until she was eight.

What is the allure of smoking? Is it the magazine ads depicting gorgeous women with shiny, white teeth sailing off to the French Riviera or is it the TV melodramas with sexy, beautiful and “buff” guys from Beverly Hills casually taking drags as they climb behind the wheels of their new Jags? The media has a great influence on the image of smoking. Although, in 1971, cigarette commercials left television and the radio waves, smoking is still widely viewed on the small



SMOKING

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screen. While the television news spends hours and hours on the hazards of cigarette smoking, TV entertainment shows still depict people casually lighting up. (Although those people are usually shown as unsurly bikers or evil madmen). In recent years, smoking on television has been seen as terribly wrong. On the hit sitcom "Roseanne," poor Darlene was almost lynched for smoking in the laundry room, and Dan almost called a divorce lawyer when he caught Roseanne smoking in the bathroom.

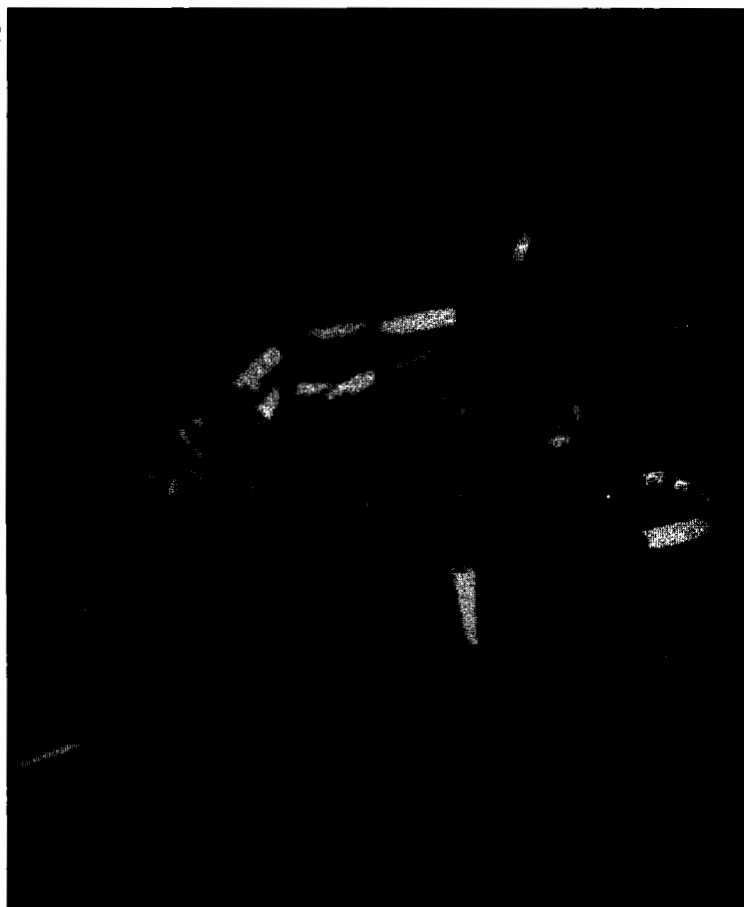
A greater reason as to why young people, in particular, decide to take up the habit: peer pressure. Yes, yes we know everyone and their uncle uses the words "peer pressure" as an escape route for everything. "My son wouldn't have killed the man, but his friends called him chicken," "My daughter only jumped off that bridge because everyone else was." Yes, many use peer pressure as an excuse. Young people today see smoking as dangerous and exciting. Knowing their parents will kill them if they are caught only makes it that much more exhilarating. And when their friends tempt them, taunt them, warn them that if they don't smoke, people will call them a "weenie," all their common sense goes out the window. Kids can be very cruel and naive.

In turn, the young person usually becomes hooked. Hooked—not from tobacco—but the nicotine in tobacco. Nicotine is an acrid, poisonous, oily alkaloid derived from tobacco and used as an insecticide. Yes poisonous, but it is also addictive. An article last spring in *US News & World Report* (April 18, 1994) titled "Should Cigarettes be Outlawed?" states that nicotine was at least as addictive as heroin and cocaine. Scientific studies have also shown that smokers show the same signs of addiction as coke and heroin addicts. Withdrawal before their morning smoke, jumpy re-

flexes, a lack of concentration, and altered brainwaves, to name a few.

Dr. David Kessler, commissioner of the Food and Drug Administration, remarked that out of the 17 million or so people who attempt to quit smoking every year, only one in 10 succeed. He goes on to say that three out of four smokers say they are addicted and 80 percent say they wish they had never started. That is why people continue to smoke cigarettes even when they know the harm smoking can do. Smokers become nervous and stressed-out; cigarettes temporarily relieve that. But soon the same feelings return

photo by Shama Drake



and the cycle begins again.

Smokers, have you noticed a persistent cough, chest pains, recurring pneumonia or bronchitis? Perhaps it is because you are in the advanced stages of

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lung cancer. Early detection of lung cancer is very difficult, so the chances of you living if you have lung cancer is only about 13 percent. Not very good odds, huh? In the United States in 1994, the estimated number of lung cancer deaths reached 153,000. Since 1987, more women have died from lung cancer than breast cancer, which used to be the major cause of cancer death among women.

So right about now you may be asking yourself, "If cigarette smoking is so dangerous, why is it still legal?" Good question—and the answer is simple. It is because the U.S. consumed 500 billion cigarettes



in 1993. Tobacco farmers in the United States made more than three billion dollars on our nation's sixth largest cash crop. Cigarettes are an industry. Farmers grow it, factories manufacture it, suppliers export it,

and the government taxes it. Cigarettes are a billion-dollar business. You don't just throw away a billion dollar business even if it may kill a few million people.

With the dangers of acid rain, nuclear war, ozone depletions, AIDS, earthquakes, drive-by shootings, satanic cult leaders controlling your mind, and slipping and falling on your bathroom floor, it seems silly that people would purposely do something that may kill them, like let's say...smoking. Yet, the annual number of tobacco-related deaths in the United States is 419,000.

The only people who come out ahead in the smoking game are the people who farm, manufacture, export and tax tobacco and cigarettes. Yet when will people finally realize that the "pleasure" that smoking momentarily gives only lasts as long as the last cigarette, and in the long run it is not worth the possible pain and suffering smoking could cause. Yes, this may sound like preaching. Yes, we've all heard . . . but when will people finally listen?

Reporter's Note: During the course of writing this article I handed out surveys to the scores of DMACC students who congregated outside the smoke-free buildings. The questionnaire consisted of basic questions like: "How long have you been smoking?" "At what age did you start?" and "How much do you smoke?" Then the questions became more specific like: "What influencing factors made you take up this habit?" "Do your parents, guardians, or siblings smoke?" "Have you ever tried to quit?" and "How do you feel about smokers' segregation or smoking bans?" It was not mandatory, but some students gave their names, ages and majors. I found that the majority of the smokers were open and willing to answer the questions, al-

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SMOKING

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though there were a few who didn't want mommy and daddy to know they smoked, and a few who could care less to answer. I did, however, have trouble finding non-smokers who would give their name or even respond to the survey, which I found odd.

Smoking is harmful to smokers and non-smokers alike. A recent report to the Environmental Protection Agency estimates that 53,000 Americans die from second-hand smoke each year. I know from losing my grandmother to emphysema that everyone suffers when a loved one dies from a smoke-related illness. Seeing her lying in a hospital

bed hooked up to respirators and oxygen tanks broke my heart and even at the age of twelve I knew what smoking could do to a person. When my grandmother died she only had use of 11 percent of her lungs.

I've also had experiences with friends who smoke. It seemed like my senior year of high school all my friends started lighting up. I even tried to take up the habit the week I turned 18, but found it too ex-



pensive and it really did nothing for me. One of my best friends claimed to be allergic to cigarette smoke, but today she smokes at least one pack a day. A few of my friends also hide the habit from family members and

others in the community. I recall one sunny afternoon scooping the loop with my friends. There were six people in the car and I was lucky enough to get to ride in the back seat with two other people. Then, as if on command, all five of them lit up at the same time. I didn't want to seem like a cry baby so I tried to ignore it, but my eyes began to hurt and I started to cough. I tried to put humor into

my plea for my friends to put out their cigarettes, but it did no good. My "cough, cough" act didn't work and the rest of the ride was unbearable. For the rest of the day my head hurt and my clothing smelled awful.

I don't mean to sound preachy, but when I know the harms of smoking I just can't understand why anyone would take up the habit. I know it's a free country, but just because you can, doesn't mean you should. ♦

My Own Twisted Point Of View

by

David L. Dennis

When asked to provide my assessment of smokers' opinions on the current state of affairs concerning smokers' rights and the steadily decreasing public opinion of cigarette smokers in general—not to mention the lack of public places where one can en-

joy a cigarette, cigar, pipe, whatever—I astonished everybody in the room by responding not with vehement anger and outrage at those who create and enforce the laws of the land, but actually

sympathizing with those who do not smoke but are forced to inhale the smoke second-handedly by those of us who do. I have a lot of friends who do not smoke, and I have some who do smoke.

Let's start at the beginning (not of time—don't be a fool) of my habit. I started smoking when I was in the sixth grade (gasp!). Why did I start such an awful, terrible, unhealthy habit at such a tender age? Well, at that age (11) it *definitely* wasn't because of (the immortal dread of humanity) peer pressure. At that time, most kids didn't smoke, and I started basically out of curiosity. Nobody in my immediate family smoked (*sans* Granny and Uncle Bill, who live(d) out of state and wouldn't have been much of an influence, anyway) so you can throw that theory in the trash. Maybe I was trying to impress my friends at the time, but I really don't know The dudes I was hanging around with at the time may have been a factor, maybe not. *The world may never know.* This is not a psych paper.

Why do I smoke? Oh, God, the only reason I smoke is to blow smoke rings. Have you ever heard that one before? That's mine so . . . *nevermind.* Nicotine is a very addictive drug—much more so than cocaine or heroine (so I'm told; don't quote me on that). The only reason anybody smokes is because they're *addicted* to nicotine, plain and simple. It's not a pretty picture.

The sad part is, I have *successfully* quit smoking five times. By "successfully," I mean for more than two months at a time without a cigarette. But here I am, smoking again, even as I write this piece of . . . literature. The longest time I went without a cigarette was about a year. And here I am, smoking again. The last time I quit quitting I came to the realization that I AM A NATURAL BORN SMOKER. Some got it, some don't. Could it be genetic? Well, friends and neighbors, this ain't a science project.

At this writing, as far as I can tell, the public's image of smokers is at about the same level as that of the little slimy things that climb out from under rocks at night. And sometimes I can't help

b u t
a g r e e
with them.

When I see a good-looking woman walking to class with a cigarette in hand, it really kinda turns me off. On the same note, when I'm the one with the cig, I feel kind of ashamed that I'm smoking when it's such a taboo kind of thing.

I loved Lloyd Bridges in *Airplane*. "Well, it looks like I picked the wrong week to quit smokin'." Of course, poor Lloyd also picked the wrong week to quit drinkin', takin' amphetamines, shootin' heroin and sniffin' glue. Gee, that makes me feel a little better about myself. It seems as if *any* week is a bad time to quit, simply because of the powerful addiction nicotine holds over us. Whenever stress rears its ugly little head, my crutch is available. Unless I'm in class (or any of the buildings here on campus), in a restaurant, movie theater, shopping mall, any public place with the exception of the smoker's last refuge: the bar. Once they take that away from me, I may well just up and quit. For good. ♦

THEIR MISSION:

Mother-Daughter Duo Strive to

Ruth Aurelius—A Legacy of Dedication

by Vicki Trimble



“I don’t see myself as a teacher, but more as an enabler in giving people information so they can latch onto what they need.”

—Ruth Aurelius

For a quarter of a century, Ruth Aurelius has been supplying DMACC students with knowledge that will enable them to communicate more effectively in their future endeavors. Her dedication to the field of communication remains as solid as ever. Ruth was born in Rock Island, Ill. She is the widow of Marcus Aurelius, a Lutheran minister, and mother of DMACC instructor Julia Wolfe. Next spring she will celebrate her silver anniversary of teaching at DMACC.

Remembering them fondly, Ruth describes her mother and father as “great parents.” Both were teachers: her father read encyclopedias for leisure and her mother had “math skills you would not believe,” Ruth says. Having parents who were teachers probably influenced her decision to join the profession.

“From the time I was ‘yea high,’ my mother started having me do little readings because it was obvious I had the ‘gift of gab.’ I graduated from that to giving speeches of my own, and at my church the minister would have me speak on Sunday. I was in plays in high school and then I went through a period of real questioning and doubt because I began to see that doing this type of speaking was such an ego trip,” says Ruth. “Therefore, maybe it was not what I was supposed to do.”

In college, Ruth chose to pursue a degree in speech therapy. She spent two years as a student at Augustana College in Rock Island and then she transferred to the University of Iowa. “Gradually, I became aware of the fact that what I wanted to do was teach,” Ruth says.

COMMUNICATION

Promote Educational Excellence

Julia Wolfe Explores Her Identity, Finds Her Direction

Communicating and learning are life-long processes for each of us. As we would expect, they are integral in a speech instructor's life. In a recent interview with Julia Wolfe, she demonstrated her communicative, straightforward and refreshingly sincere style.

Julia is a communications instructor at DMACC. She is also a licensed massage therapist, single and an Aries. She is the daughter of DMACC communications instructor Ruth Aurelius. Julia described the significance of her name and her quest for identity: "When I was living in California, I was fortunate to be with women who were working on healing processes and self-development." At that time a colleague of Julia's made the decision to legally change her name to "reflect her identity," Julia says. Witnessing, sharing and supporting this change was such a "powerful experience" for her that she felt "very impacted by it." Julia began to consider changing her own name.

"After I had done several years of therapy, growth and personal search, I'd been feeling that I, too, wanted my name to reflect that, to have a name that honors my own growth process, not to be identified by a spouse's or a father's name."

Seeking a last name that she felt more accurately portrayed her, Julia closed her eyes in meditation. The first image she saw was that of a wolf. Looking up the meaning of "wolf," Julia found the word: "teacher." She thought, "there it is." So, the name Julia represents the massage part of her life, while "wolf" represents the teacher part of her.

Julia's father, Marcus Aurelius, was a Lutheran



"No matter who pays for it; regardless of who your teacher is, education is the gift you give to yourself."

—Julia Wolfe

(Julia is pictured here with students Trish Tran and Tony Jovan)

Julia—continued on page 17



Ruth—continued from page 14 Julia Wolfe, Ruth Aurelius and their canine companion enjoy an autumn afternoon on Lake Panorama.

As a graduate assistant at the University of Iowa, she had an experience that made her question her decision to become a teacher. One of the instructors she was working for would not allow her to try new methods, telling her that “we don’t do it that way.” After that experience, Ruth decided she “hated teaching.”

After the death of her mother, Ruth moved home to help her father care for her younger sister. Soon after the move, Ruth accepted a position as program director for the local YWCA. She said that she enjoyed this experience because it gave her the opportunity to write her own programs.

During her stint at the YWCA, Ruth met her

future husband, Marcus Aurelius. Although not initially attracted to one another, the two soon discovered a mutual passion for conversing late into the night. Marc’s calm, comforting support during the time of crisis with a young Y camper caused Ruth to pause and reflect, “I think I’d like that for the rest of my life.”

As a minister’s wife, Ruth became quite active in Church Women United. This group of professional women traveled extensively, promoting Christian leadership.

Ruth and Marc were married for 39 years prior to his death from a sudden heart attack two years ago.

Ruth—continued on page 18

minister. Growing up as the minister's daughter was not always easy. Julia likened it to having a "mental straightjacket," but she is happy for the faith and theological basis that she received from it, and where it has taken her. Julia admitted her only form of rebellion was "bad words, potty language." With a smile she adds, "It still is."

Following in her mother's and maternal aunt's footsteps, Julia attended Augustana College in Rock Island, Illinois. Active in speech and theater, as her relatives before her, Julia particularly "loved" her involvement in choir.

"After excursions into psychology, sociology and music education, I finally settled on the inevitable and became a speech major. It was a very important decision because through coursework in public speaking and acting techniques, I gained a stronger, more confident sense of self," Julia remembers.

Self-discovery and a sense of who one is and who one wishes to become are aspects of life that most people grapple with, perhaps no more so than during one's college years. So, too, for young Julia as a college student. Declaring a major proved to be a challenge for Julia. Having a strong family background in communication undoubtedly affected her eventual major selection. One day she was in the college library exploring a book containing a series of orations. Upon closer examination, she came across one written by Ruth Koch, her mother—written when she was a student at Augustana. Yet, Julia cites the person most influential in her decision to become a speech instructor as Ted LeVander, her speech professor in college. Quoting LeVander, Julia is still profoundly moved by his words of so long ago:

"War occurs when people stop communicating."

Those words, spoken just after our country was involved in the Vietnam war, are still relevant today, Julia believes. "We are at war with our families and our colleagues." In the 90s, as in the 70s, Julia remains committed to the art and technology of communication as a "powerful motivator" in the quest for balance and harmony in our lives.

An important element of Julia's belief system is that of the circle or partnership (as opposed to a hierarchy). In a circular environment, all are equal in contributing to and sharing an experience.

An achievement which Julia is most proud of is the development of a university course titled "Clear Vision," which she helped to create while living in California and working with the campus ministry in the mid-80s; the members of the original class included people from various ethnic and religious backgrounds and sexual orientations coming together, Julia says, to educate themselves and other students to talk openly and honestly and to develop cross-cultural understanding. The class met during the LA riots where "one evening we could smell the smoke in the air" from the buildings being burned.

Moving back to Iowa in 1992, Julia says of her California experience that it helped to make her a more open person, one who asks more questions and is generally more assertive—comfortable suggesting other ways of doing things. Seeking equilibrium and empowerment, Julia is actively involved in Tai Chi. "I find it one of the ways to bring myself into balance." Other techniques practiced by Julia include listening to meditative tapes and journaling. Julia asserts that one should "develop self-awareness and know one's self. I don't put my stock in people who want me to believe as they believe."◆

Ruth

continued from page 16

During that time they forged a relationship built on service to others. Ruth's advice for young people regarding lasting relationships is:

- **Know yourself.**
- **Know the other person and their family.**
- **Make a commitment to communicate.**
- **Be willing to work on it.**

When Marc's ministry brought them to Des Moines, Ruth accepted a position teaching at the new community college in Ankeny.

After 25 years teaching, Ruth has surely seen many changes in students. In the 60s, there were a sizable number of students who were attending because it made them exempt from serving in the Vietnam war. The 70s students were more scholarly and goal oriented. The 80s included a large number of non-traditional students who were more disciplined and knew what they wanted and were willing to work for it. They were less tolerant of those who did not work for their grades. The 90s have shown some disturbing trends: Some students expect to receive an "A" just for showing up. There seems to be an attitude that "you failed to teach me," that somehow they are not responsible for their own learning; or it is someone else's job. On a positive note, Ruth believes that "times are changing again." She is seeing more motivated students, particularly from the interim class she co-taught this past summer, and in her students this fall.

Ruth recalls a childhood incident when a miscommunication nearly resulted in a tragedy. When she was about six years old, she and some cousins were playing around some grapevines near her family home. "Whatever possessed us, I don't know, but we had a grape fight—which would have been bad enough, cause

we were wasting grapes—but my dad had just had the house painted white, and we got quite a number of purple stains on that white house!

"So, the whole family was going swimming at the canal that afternoon, but I was being punished; I could not go swimming. I had to stay on the shore. They plunked my sister, not quite age two, in very shallow water with a pail and some stuff. They didn't tell me 'watch her' or anything, they just left her there and went out to go swimming, which was a dumb thing to do, as I think about it. All of sudden, I heard my mother yelling at me, 'Get your sister, get your sister!' She had leaned or something and had fallen over, lying down face forward in the water. Well, in my childish mind I didn't realize the danger she was in, and I thought they were testing me to see (if after I had been so naughty) I would now come in. But I was not supposed to, so I didn't. Fortunately, there were some young men who were just coming into the water and they dashed over and they picked her up and water came out of her and they pounded her on the back and some more water came out. By then my mom and dad had gotten back and, as I recall, they must have handled it fairly well because I was not made to feel really guilty. I think they must have understood that I didn't understand."

This experience illustrates the importance of effective communicating. By understanding why Ruth reacted as she did, her parents communicated to her something far more profound—unconditional love. ♦

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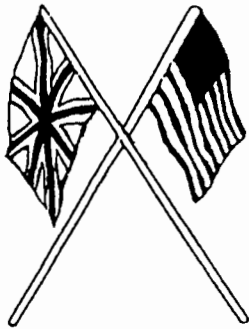
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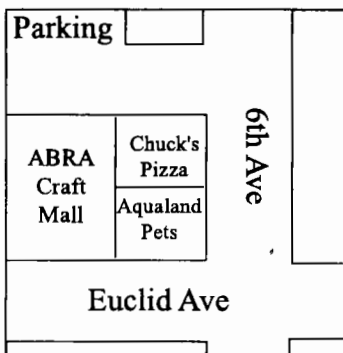
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BISTRO 101

'A TASTE OF CLASS' AT DMACC

by **Leana Benson**

"Big Macs, again?" Not if you know about Bistro 101, the exciting student restaurant located in Building 7 on the Ankeny Campus. Students in their second year of Culinary Arts are allowed to show off their talents in this semester-long class. Each student receives hands-on experience in every aspect of the restaurant business. The students are provided with a classroom (the restaurant itself) chairs, tables and kitchen equipment, and with this they must create a restaurant. Each person must work in the back as well as the front. One week students may be waiting tables; the next week they could be cooking the main course.

Students taking the course believe that it gives excellent training for the future. Mark Stiles, a culinary arts major, stated, "It's been a great experience working here." Stiles, an employee at the Des Moines Club, feels his experiences at DMACC will enhance his chances for long-term success in this field and he dreams of someday owning and operating his own restaurant.

Owning a restaurant is the dream of most of these students. Michelle Abbey, a culinary and hotel/restaurant management major said, "I joined the program to learn and to acquire enough knowledge to run my own business and be my own boss."



photo by Leana Benson

Culinary student Jeffrey Strahl completes the finishing touches on an entree. He hopes to operate his own successful restaurant someday.

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Second-year culinary students Brenda Hering (left) and Michelle Abbey (right) clean up the kitchen after a busy lunch at Bistro 101, formerly the College Inn.

Because it was previously called "The College Inn," many people have not yet heard of "Bistro 101." Students in the culinary arts program decided their restaurant needed a name that reflected both the casual dining atmosphere of the fall semester and the formal dining to be featured in the spring semester. A contest was held to find the perfect name. After a long and arduous search, the name "Bistro 101" was decided upon by the students. "A taste of class" was chosen as the restaurant's new slogan. First-year student Tom Randall received a complimentary luncheon for himself and two of his friends for suggesting the clever phrase.

This student-operated restaurant offers a wide variety of food and is open Tuesday through Friday from 11:30 a.m. to 1 p.m. You don't have time to experience the food during fall semester; you'll have to wait until February to enjoy the cuisine at Bistro 101. With this restaurant on campus, you may never have to eat fast food again. ♦

Bistro 101 Class List

*Michelle Abbey
Karla Boetel
Rene Brack
Kurt Chausse
Darrell Conder
Linda Downs
Darin Ellis
John Evans
Brenda Hering
Katie Hobson
Mark Kamatz
Rickey McCombs
Rebecca Robinson
Mary Smith
Anthony Snook
Mark Steils
Jeri Stephens
Jeffrey Strahl
Chad Thompson
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Board Prepares for Active Season

The Student Action Board (SAB) held their organizational meeting in early October as they began the 1994-95 academic year. The new board is composed of 20 members representing the 20 largest clubs on campus, 10 members elected at-large from the student body, and three members from small clubs.

Members also serve on one of three subsidiary boards: Campus Life, Programming or Professional Development:

Campus Life is responsible for approval of campus clubs, discount ticket sales and also addresses campus issues and student concerns.

Programming is responsible for the entertainment in the Hub in Building 5, dances, socials and theme weeks.

Professional Development oversees the lecture program, leadership training/conferences, and student, staff and faculty awards and appreciation events.

The board oversees a budget of almost \$140,000, which is derived from the student activity fee of \$1.05 per credit hour. In addition to funding the above mentioned activities, the Student Action Board also provides funds to child care, tutoring, campus recreation/intramurals, this publication, and counseling and orientation activities.

The board has been especially active this semester. DMACC was host college for the Statewide Student Leadership Conference, November 4-6, 1994. This event involves student leaders from most of Iowa's 15 community colleges. Close to 200 students and advisers attended the event-packed weekend consisting of educational sessions, comedians, and a 50s/60s band.

Officers elected to head the SAB are **Doug Allee**, President; **Linda Jacobs**, Secretary; **Bruce Copeland** and **Jeni Williams**, co-chairs of the Programming Sub-Board; **Robin Dobson**, Chair of

continued on page 24

Ad Council

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Age 18, 1993



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photo courtesy of SAB



The 1994-95 Student Action Board: pictured left to right -- (Back row) Robin Dobson, Andre Gonzalez, J. Maulsby, Steve Gilson, Doug Allee, Mike Sheets, Shane Anderson, Gene Conder, Jim Poppen, Alan Kelding, Keith Weuve, Tom Miller, Bruce Copeland, V. Renee Smith. (Second row) Linda Jacobs, Shannon Scheurmann, Shelly Hill, Nancy Ytzen, Tama Lea Bence, Anna Crabb, Angela Stansbery. (Front row) Kari Vrban, Dana Petersen, Christena Blauvelt, Treasa McKinney, Jeni Williams, Alisny Bechtel.

Board

continued from page 23

Professional Development; and **Dana Petersen**, Chair of Campus Life. Secretaries for the above sub-boards respectively are **Christene Blauvelt**, **Steve Gilson**, and **Shane Andersen**.

Meetings of the fall board have been held every other Wednesday at 3:30 p.m. in the west lounge of Building 5. Anyone is welcome and invited to attend. For more information about meeting dates, contact the Student Activities Office, Building 5. ♦

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Grant & Scholarship Winners

The **Alumni Association** selected the following students for scholarships and grants for the spring semester:

Financial Grant \$400 Full-Time Students

Kecy, Chris	Liberal Arts/Ankeny
Kischbaum, Brad	Business Administration/Ankeny
Miller, Cynthia Sue	Human Services Ankeny/Urban
Miller, Leslie	Nursing/Boone
Oxendale, Ruth	Liberal Arts/Carroll
Pendroy, Lisa K.	Liberal Arts/Newton
Pham, Nga T.	Office Tech./Urban
Quinn, Kelly	Liberal Arts/Ankeny
Redenbaugh, Julie	Liberal Arts/Ankeny
Searcy, Michelle	Commercial Arts/Ankeny
Torjesen, Christine	Human Services/Ankeny
Turner, Kenneth	LPN/Ankeny
Tuttle, Shannon	Dental Assistant/Ankeny
Walker, Karen	Liberal Arts/Ankeny

Financial Grant \$250 Part-Time Students

Dargy, Anita	Nursing/Boone
Chandler, Dana R.	Rec. Leadership/Boone
Hutton, Lila	Liberal Arts/Urban
Speck, Jeffrey L.	Liberal Arts/Ankeny
Van Meter, Tracy	Nursing/Carroll

Scholarship \$400 Full-Time Students

Cunningham, Kathy	Commercial Art/Ankeny
Brannen, Jeff	Liberal Arts/Ankeny
Borowiak, Cynthia S.	Accounting/Urban
Herweh, Erin	Liberal Arts/Ankeny
Olson, Patrick	Business Administration/Ankeny
Veenstra, Cheryl	Commercial Art/Ankeny
Williams, Jennifer A.	Liberal Arts/Ankeny
Wosmanksy, Kevin	Liberal Arts/Ankeny

Jolynn Defrancisco Nursing Scholarship \$600

Howard, Kristin S. ADN/Ankeny

Funds are made possible through the **Alumni Phonathon** held each March.

*Congratulations and best wishes for
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Six Student Action Board representatives attended the National Association of Campus Activities (NACA) regional conference in Cedar Rapids this past October. The students participated in educational sessions and viewed showcases where entertainment was presented. Comedians, singers, musicians, hypnotists, lecturers, and bands are booked to bring to campus as a result of these conferences. Pictured left to right: Steve Gilson, Treasa McKinney, Shannon Scheurmann, Christena Blauvelt, Bruce Copeland, and Jeni Williams.

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SAB to Recognize Excellence in April '95

In April, the DMACC Student Action Board sponsors an Awards Banquet to honor outstanding students in the following categories:

**I. Academic Excellence (full-time)
Academic Excellence (part-time)**

Criteria considered for these awards includes GPA, number of semesters at DMACC, average number of credit hours per semester, scholastic recognition and honors earned, work and family, extra-curricular activities.

II. Overall Outstanding Student

Criteria considered includes overall GPA, involvement in extra-curricular activities, attitude toward DMACC, honors and awards received.

III. Outstanding Club

Criteria considered includes fund raising activities, club accomplishments, outstanding club members, and any special recognition received.

IV. Outstanding Club Member

Criteria includes involvement in club activities at the local, state and national level, awards and recognition received, willingness to be involved in extra-curricular activities and number of semesters at DMACC as well as number of club activities attended.

V. Community Service

Criteria includes number of community service activities, how the service benefitted others, nature of the service/project and how the service enhanced the community.

VI. "Friend of Student Action Board"

Given to recognize a DMACC staff or faculty member who has made a significant contribution to the board. The Student Action Board also recognizes their own members in the categories: (1) Outstanding SAB Member (2) Outstanding SAB Officer and (3) Overall Outstanding SAB Representative.

Excellence can be rewarded and we know there are many DMACC students worthy of consideration for these awards. The SAB asks that all instructors keep this banquet in mind and be prepared to nominate DMACC's finest this coming spring semester.

Happy Holidays from your Student Action Board!



Inside Back Cover: DMACC photography student Carol Young captured this striking image of the St. Anthony of Padua Chapel near Festina in Winneshiek County during one of the photography department's famous field trips during fall 1994. The historical marker tells its amazing story: "On this site in 1849, the first Catholic Mission north of Dubuque was built of logs. In 1885, nearby landowners quarried stone and built the little chapel. Construction resulted from a vow by Johann Gaertner's mother to build a chapel should her son, who was drafted into the French army and served under Napoleon, return safely from the Russian campaign. Relatives . . . maintain the chapel and grounds, which include the grave of Johann Gaertner." What a testimonial to a mother's faith.

