INSIDE
CENTRAL’S TEACHER ACADEMY
Academic Excellence in Action

by Mark Putnam, Central College president

Many years ago I attended a presentation by an individual who was experienced in coordinating internship opportunities for seminary students intending a career in ministry. He offered an image that has stayed with me all these years—the railing of a rail fence. In this image, the rails of the fence represent the ongoing experience of individual learning and the posts represent the importance of related experiences that ground the learning in a practice setting. The metaphor has obvious limitations, but it offers a simple reminder that the integration of theory and practice is essential to learning.

One of the great privileges of my role is to see students demonstrating their learning in all kinds of settings. From time to time I am interviewed by a student completing a class assignment or writing an article for The Ray. Students are in contact with me as they engage in the leadership of organizations within the campus and in service to some outside of the campus. Our athletes manifest learning about discipline and teamwork as I watch them compete. Our musicians and artists perform and display learning through their expression. Those leading sustainability activities in and outside the classroom draw us to personal and collective efforts to do better in preserving the future. Learning comes in many forms, but at its core is the integration of theory and practice.

Today our understanding of experiential learning has grown as pedagogical innovations have expanded. Not only are internships available, but also we find students engaging in undergraduate research opportunities with faculty, service learning experiences embedded in courses, case study approaches to classroom teaching, preparation of assignments with the use of the creative arts and digital technologies, team learning and problem solving and opportunities for study abroad that are not academic tourism, but experiences that prepare and develop them to time I am interviewed by a student completing a class assignment or writing an article for The Ray. Students are in contact with me as they engage in the leadership of organizations within the campus and in service to some outside of the campus. Our athletes manifest learning about discipline and teamwork as I watch them compete. Our musicians and artists perform and display learning through their expression. Those leading sustainability activities in and outside the classroom draw us to personal and collective efforts to do better in preserving the future. Learning comes in many forms, but at its core is the integration of theory and practice.

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The important thing for us to remember is that all of these experiential pedagogical approaches are not ends in themselves—they are the means by which we can enhance learning. That’s our aim. Students can indeed be found in classrooms, studios and labs, and the evidence is clear. Learning is not constricted to any one location or activity in and out of the classroom. From time to time I am interviewed by a student completing a class assignment or writing an article for The Ray. Students are in contact with me as they engage in the leadership of organizations within the campus and in service to some outside of the campus. Our athletes manifest learning about discipline and teamwork as I watch them compete. Our musicians and artists perform and display learning through their expression. Those leading sustainability activities in and outside the classroom draw us to personal and collective efforts to do better in preserving the future. Learning comes in many forms, but at its core is the integration of theory and practice.

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Civitas
Students install natural playscape at Lake Red Rock

In an effort to provide a safer, educational and sustainable alternative to traditional playgrounds, Central College, in collaboration with the Army Corps of Engineers and the Red Rock Lake Association, is building a natural playscape at Lake Red Rock.

Last year in conjunction with a junior seminar project, The Central environmental studies program proposed the natural playscape—a playground that uses natural features shaped from or mimicking the environment to create interactive facilities for children to play. A $10,000 grant from 3M in the spring semester. Construction on other play pods will continue with a second one anticipated to follow in the next five years. The first signature residency is expected to occur next fall and a teach-in during the week. Classroom presentations, a convocation and a teach-in during the week.

“The Pond” Around Campus

A $30,000 grant from 3M in 1984, awarded to the Red Rock Lake Association, will significantly improve and help maintain the innovative playscape. Research shows that children will stay active twice as long at a natural playground than a traditional playground.

“Natural playscapes keep kids more engaged and creative—they keep them connected with nature and also they tend to be less injurious to children,” says Anya Butt, associate professor of biology and faculty supervisor of the project. “It turns out that if you have a large slide and a kid falls from there, that’s a greater height than what we built. In nature, children are basically falling onto moss from a log that is three feet high.”

The project is located at the North Overlook Beach at Lake Red Rock. The playscape will feature “play pods” with a water fountain, science technology, engineering and math (STEM) equipment, geocaching opportunities and a prairie restoration project which will be turned into a prairie maze.

In honor of its 65th anniversary, Vermeer Corporation had nearly 100 employee volunteers help complete one phase of the project in October which included mulching trails and building an amphitheater. Construction on other play pods will continue in the spring semester.

“Through all of these events we were reminded of the importance of listening and opening ourselves to the lived reality of others as the first step in meaningful dialogue across lines of difference.”

Intercosmos International works in communities of conflict by promoting peace through dialogue and uses direct service programs, advocacy, educational and informational outreach. It is a global initiative of the College Church of New York in New York City.

THE THOMAS J. AND CHARLENE P. GAARD ENDOVED RESIDENCY

Central College received a significant gift to establish the Thomas J. and Charlene P. Gaard Endowed Residency in the Liberal Arts. The signature residency is intended to benefit Central College students, faculty and the greater Pella community.

Scholars in residence will allow Central to host notable visitors on campus to serve in multi-day residencies in which they will interact with students, the wider campus and Pella-area communities. The integrated learning opportunities for faculty and students will reflect the liberal arts emphasis of the college, enhance the overall education received by students and make it possible for participants to engage in meaningful and up-close exchanges with known experts over an extended period of time instead of through a one-time speaking engagement.

“When Mark Putnam first shared the concept of the scholar in residence program with me I knew it could have real impact, not only for the students, but also for the entire Central community,” Thomas says. “The idea of annually bringing a notable person or persons to campus to interact with the students and community for an extended period of time makes real sense to me. It will go beyond just having a speaker for 30 minutes. It will be full engagement for several days with a known expert across a wide spectrum of topics and academic disciplines. It will be liberal arts at its best and I’m very happy to have a part in making it happen at Central.”

Guard, a 1961 graduate of Central College, lives in Clive and is a retired senior vice president of Principal Financial Group. The residency, which bears his name and that of his late wife Charlene, will be funded through both annual and endowment giving over the next five years. The first signature residency is expected to occur next fall with a second one anticipated to follow in the academic spring semester.

“Welcome the Stranger” which included a dialogue between Central Iowa military veterans and civilians, intended as a community-building and social healing exercise. The veteran-civilian program addressed the cost of conflict in society by providing tools for reconciliation and healing. The group also led workshops, classroom presentations, a convocation and a teach-in during the week.

“The residence was premised on interaction and active involvement with a wide range of the campus community,” says Lyn Issacson, associate dean for global education. “Between workshops for student leaders, student development, staff and faculty, class visits, work with music ensembles, chapel, the veteran-civilian dialogue and the cultivating conversation, we estimate more than 500 people were involved. Through all of these events we were reminded of the importance of listening and opening ourselves to the lived reality of others as the first step in meaningful dialogue across lines of difference.”

Intercosmos International programming covers a range of topics, including lesbian, gay, bisexual and transgender (LGBT) issues, values-based leadership, global peacebuilding initiatives and the role of the arts in change for social justice.

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Samson named league MVP
All-American Danny Samson and a stifling defense propelled the Central football team back above the .500 mark yet again.

Samson, a senior defensive end, was the Iowa Conference defensive MVP, the 15th All-American to wear the Central uniform. He also was the second straight Central player to nab all-Iowa Conference honors.

Senior co-captain Peacock was a four-time all-region selection and two-time all-North Region honoree.

Central earned the No. 6 seed in the Iowa Conference tournament, finishing with a 9-9-1 overall record after a first-round loss at Luther 1-0. A Dutch co-captain, Peacock was a three-time all-conference selection and was named league MVP after posting a team-high 10 goals with five assists.

Central closed season with volleyball win streak
A late surge narrowly missed landing the Central volleyball team in the Iowa Conference tournament.

After dropping 19 of the season’s first 27 matches, the Dutch closed with a five-match win streak. Central posted a 4-0 mark to take the honors at the Augustana (Ill.) Pumpkin Bash, then recorded a road win over Loras College. That left the Dutch in a three-way tie for fifth place in the league, but they were bumped from the six-team league tournament on a tiebreaker.

Junior libero Dzenita Bahtic was named to the all-conference team. She led the league with 5.14 digs per set (555). Bahtic also was chosen as Central’s team MVP.

Top-10 NCAA men’s cross country finish best ever for Dutch
Central continued its rapid ascent to national contender in men’s cross country with a best-ever sixth-place finish at the NCAA Division III Championships in finishing 70th with 119 points.

The Dutch were 111th in 2011, 112th in 2012 and 114th in 2013.

Dutch second in women’s golf
Central climbed back into second place for the fifth time in six years at the Iowa Conference women’s golf tournament.

Junior Taylor Hill and Kelsey Van Tussel earned all-conference honors. Hill was fifth individually with 81-81-84—246 at the 36-hole tourney played at the Pleasant Ridge Golf Course in Cedar Falls and the Elmcrest Country Club in Cedar Rapids. Van Tussel was 10th after placing ninth a year ago, shooting 86-83-85-90—344. Freshman Ali Kulklen was 16th, sophomore Rachel Cassens was 22nd and sophomore Shelby Suey was 27th.

Hill received the Missouri Timmer Award as team MVP for the second straight year.

Two receive women’s tennis league honors
Central sophomore Angie Allgood and Megan Davis received all-Iowa Conference women’s tennis recognition.

Allgood was tabbed in singles for the second straight year and was joined by Davis among the honorees for doubles.

They led Central to a 3-1 dual record and a 4-3 mark in league matches, good for fourth place. That qualified the Dutch for the league’s six-team NCAA qualifier tourney April 25-26.

Allgood posted a 9-2 mark while playing at No. 1 singles and teamed with Davis to go 8-3 at No. 1 doubles.

Bailey sets women’s soccer scoring mark
Record-setting senior forward Alyena Bailey was the Iowa Conference women’s soccer offensive MVP, the first Central player to win the program’s history to receive league player of the year distinction.

Bailey and the Dutch also set a school mark for most wins, posting a 12-6-1 mark. Coach Mike Kobylinski has recorded a 34-19-5 mark after inheriting a squad that was 2-13-4 in 2010.

Central qualified for the six-team league tournament but was ousted at Wartburg in overtime, 1-0.
EVERY CHILD IS UNIQUE

and may learn in a different way. It is my responsibility to teach using a variety of strategies to meet every child’s needs like I was taught at Central.”

Tara Sorensen Kraft ’08

Imagining being able to study in a one-of-a-kind program—one that would prepare you for your career and give you the advantage. While Central provides all sorts of unique opportunities from student research with faculty to hundreds of clubs and organizations, the Central Teacher Academy (CTA) stands out for education majors.

CTA, started in 1999, is a selective program with a three-year collaborative model that prepares future teachers by utilizing the Pella and Pella Christian School Districts. Many at Central and the Pella Community School District were looking to start the first (and only) teaching program that would get students into the classroom years before student teaching. Lowell Ernst, director of K-12 instruction for the Pella Community School District, was one of the key players.

“We were looking to prepare incoming teachers for the work force,” Ernst explains. “We were finding that students weren’t quite prepared in areas to handle their own classroom straight out of college, so the concept was to train them throughout their four years to get experience.

“Now we are seeing students graduate from a program that understands current teaching practices. This program is a hidden jewel at Central. We always recommend Central for students considering teaching because of CTA—we have even expanded on the idea and started offering the foundations of education class to our high school seniors. Central gets its students in the classroom right away, and not just CTA students, and it gives them the opportunity to discover if they want to become a teacher.” The program has turned out hundreds of successful teachers by pairing students with mentor teachers based in the Pella school district. Central students are getting into the classroom earlier than all other education majors across the state—and the success stories prove Central students are ahead of the game.

Payne says of the CTA start up, “CTA was just an incredible experience for me. I gained a close group of teacher friends that I am still friends with today and had great mentor teachers who worked to shape the foundation of my teaching career.”

Phil George, retired professor of education and one of the founding members of CTA, was an inspiration to Payne—he encouraged her after she switched CTA placements during her junior year and was there to provide resources after she had her own classroom.

“The professors and staff of Central’s education department took a personal interest in me as a person and as a teacher,” she says. “They were always there to listen when I had questions or needed help, and to challenge and push me beyond my comfort zone to help me become a better teacher. Phil George was my advisor and he always pushed me to do more for my teaching career.”

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FROM MENTORS

BENEFITTING FROM MENTORS

Jill Parsons Payne ’04 knows a thing or two about the Central Teacher Academy—she participated in the first group of CTA students as an elementary education major with a reading endorsement and Spanish minor. Now she’s a fifth grade math and science teacher at Jefferson Intermediate School.

“We didn’t really know what we were getting into, but it turned out to be the most rewarding experience of my teaching preparation,” Payne says of the CTA start up. “CTA was just an incredible experience for me. I gained a close group of teacher friends that I am still friends with today and had great mentor teachers who worked to shape the foundation of my teaching career.”

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Bruce Anderson ’70—the 2013 alumni award winner created the Susan Berical Anderson ’70 Education Scholarship to benefit CTA students and mentors.

$25,000—the anonymous gift granted to CTA to expand the program to Pella Christian schools in 2013

1999—the year CTA began

31—total number of students enrolled in CTA

32 level II students (juniors) and 21 level III students (seniors)

10—the number of CTA graduates in the Pella schools.

10—total number of students enrolled in CTA.
FROM MENTOR TO DIRECTOR

Central College alumnae and longtime CTA mentor, Marcia Carter ’72, retired as the Central Teacher Academy coordinator in the spring of 2013 after guiding the program for three years.

Before taking over as the director, Marcia taught kindergarten for 31 years. She was a mentor for CTA students since the start of the program, and then later joined Central to continue her efforts in helping young and aspiring teachers reach their potential.

“I really enjoyed seeing Central students develop from sophomore to senior year,” she says. “To watch them grow through the teaching process is really rewarding.”

Those who know Carter, like current CTA coordinator Mindi Remsburg Kacmanyski ’93, attest to her passion for teaching during my senior year, I was able to jump right in and learn from me. To do that, we have to trust each other and be open to constructive feedback and being challenged.”

“In the few years that Van Zante and Payne have worked together, their professional relationship has grown—and Payne attributes their success to trust and communication.

“Both the mentor and mentee are giving up things to be a part of this program, so there has to be a vested and equal interest,” she says. “Having a strong relationship provides for trust that both mentor and mentee are going to follow through on their part. I hope to learn as much from Nathan as he learns from me. To do that, we have to trust each other and be open to constructive feedback and being challenged.”

Since starting her journey with CTA in 2005 as a sophomore, Tara Sorensen Kraft ’20 has continued to learn and excel with the program as a mentor to current Central students. Kraft majored in elementary education with endorsements in reading and early childhood education before landing a job as a second grade teacher at Madison Elementary School.

Like all students accepted into CTA, Kraft applied to be in the CTA program and was paired with a mentor teacher for and reading lessons—something other students didn’t get the opportunity to do until they student taught. When I began student teaching during my senior year, I was able to jump right in and already felt confident when I was in front of the class.”

She passes on her knowledge of CTA and teaching with joy—her level III student, Crystal Spoor ’14, was her first CTA student and Kraft has seen her grow tremendously.

“Crystal taught with me the first eight weeks of this school year,” she says. “It was such a neat experience for me to watch her confidence in herself and her teaching grow. Since she had been in my room her sophomore and junior year, she jumped into teaching the second week of school and took off from there. It was such a rewarding experience.”

Spoor couldn’t agree more. “I got very lucky by getting paired with Tara as my mentor teacher. I have always admired the way that she runs her classroom and the passion she expresses for teaching and the compassion she shows towards her students. I cannot fully express how essential my mentor was in developing my own ideals of teaching.”

It was through CTA Kraft was taught to engage with students, connect with other teachers and develop her own ideas for her classroom. Today, she is using that knowledge to inspire a future generation.

“Every child is unique and may learn in a different way and it is my responsibility to teach using a variety of strategies to meet every child’s needs like I was taught at Central,” says Kraft. “I believe that every child should experience success in my classroom.”

BUILDING RELATIONSHIPS

Annie Wignall Foskett ’16 considers herself lucky. Just four years after graduating from Central with an elementary education degree with endorsements in reading and early childhood education, Foskett teaches just down the hall from her CTA mentor, Donita Smith.

“I spent three years in Donita’s first grade classroom, and now I have the honor of teaching with her,” Foskett says. “Donita was the most fantastic mentor, and I learned so much. I truly believe that it was because of all of my experience in her classroom that I was
able to go into my first year of teaching feeling ready and prepared.”

The second grade teacher at Madison Elementary now gets to share a connection with her own mentee, Kaylee Clark ’15. Just as Smith taught her, Foskett gives Clark guidance and support in her second year of CTA—she even bounces ideas off the budding teacher.

“Annie has been such a great influence and help in my life. She has taught me so many great things that I will be able to use in my future classroom. If I need help or an idea for a lesson or project, she is the first person I contact.”

Kaylee Clark ’15

“I found a new program I was thrilled about starting to use, so I sent Kaylee an email about it and she wrote back right away about how excited she was to start!” says Foskett. “I was beyond thrilled to have someone share in my joy for how great this tool was going to be to use in our classroom.”

Clark, a level II student, spends about two hours in the classroom each week. And although the time is short, she has built a relationship with Foskett which helps her understand her future role as an educator—and Clark relies on Foskett as a knowledgeable source for classes.

“Annie has been such a great influence and help in my life,” Clark says. “She has taught me so many great things that I will be able to use in my future classroom. If I need help or an idea for a lesson or project, she is the first person I contact. The most important thing about teaching is knowing your students and how they learn, and Annie has given me so many strategies to use to understand the individual learner.”

Since its inception, CTA has fostered relationships between mentor and mentee, and alumni and students are proving that the system works.

“I know that Annie and I will continue our relationship outside of the CTA program, and she will be someone I can contact for help and advice when I am a teacher someday,” says Clark. “I know that once I finish student teaching, I will be completely prepared to teach in my own classroom.”

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On campus, you often hear things that startle you. New ideas forming in a seminar class. A friend giving a different take on a thorny situation—or telling a joke you wouldn’t want to bring home.

But when students venture off campus for real-life experiences, they always run into the unexpected. These two Dutch alumni and one upperclassman chose semesters in urban centers and were rewarded with new sights, the thrilling independence of apartment living, and first-time grocery shopping and unpredictable but satisfying lessons from internships in their chosen fields.

For Tyler Ernst, a 2013 graduate who majored in political science and minored in environmental studies, Washington, D.C., proved the right fit—and having a TV interview with former president Jimmy Carter was just icing on the cake.

Signing up with The Washington Center—a nonprofit, nonpartisan educational organization that places students in substantive work environments within the metro area—Ernst took a class that allowed him to interview famous politicians and even a former president. The class was taught by the head of CSPAN, Steve Scully. Without his advisor and the Central College Career Center, which paired Ernst with the program, he never would have left Iowa.

“Dr. Andrew Green helped me quite a bit,” he says. “I hadn’t really considered going until relatively close to the deadline. I also talked to the Career Center, and they were very helpful through the entire process.”

The Washington Center houses students in fully furnished apartments located near the city center, and they choose one class that suits their interests. As a part of the program, Ernst interned 35 hours a week at Akerman Senterfitt, a government relations department law firm. He attended congressional and industry meetings on issues of Internet governance, immigration and health care. Among his other internship duties, Ernst provided summaries of meetings for clients and attended other industry meetings with lobbyists on behalf of their clients.

Politics aside, D.C. had other perks, too. At the insistence of his boss, who gave him the tickets, Ernst attended Nationals baseball games every few weeks. “We were always right behind home plate,” he says with a smile. “So that was a great time.”

Although he came to enjoy the big city, Ernst recalls his first day in D.C. when the stresses of city life snapped him into reality. A bomb threat at the nearby Canadian Embassy led to the evacuation of the museum he was visiting. “That was my first experience being in D.C. It ended up being a man who left his luggage behind. That was a rude awakening to being in such a big city.”

Despite the frightening beginning, Ernst learned to adapt and call D.C. his home away from home. He became an expert on the metro—and even knew his way around
that I think will affect the Ernst lobbying hard at the Iowa coming years, expect to see to stay in the Midwest—he is unlikely. But at the state level meet with somebody is pretty level that even getting in to federal level, “he says. “I really D.C. couldn’t have been more clients. Although his duties for bills on behalf of local found himself in legislative law firm in Des Moines. Ernst working at Brown Winick, a come after three semesters His Washington experience had a few Capitol buildings. It all experience the challenges of a city boy, but honestly I could see myself living here,” he says. “The program has opened up my eyes to the many problems happening in Chicago, and I appreciate what I have and how fortunate I truly am after this experience.”

That pretty much describes Brett Carroll, a senior health and exercise science major who wants to become a physical therapist. While in Chicago, he attended multiple professional interviews for internships in the metro area. He spent a minimum of 32 hours a week at AthletiCo Physical Therapy Gold Coast as a rehabilitation aide, which he says will help him immensely in the long run—building his self-confidence and connections in his field. During his one day off work, Carroll had three classes at the Chicago Semester offices. In the evenings, the group went out on the town—seeing theatre shows, exploring the city or maybe hitting up the opera. Understanding the urban environment was undoubtedly a cultural experiment for Carroll.

As one of the six founding colleges of the Chicago Semester program, Central is committed to students interning along Lake Michigan. Begun in 1974 by six Christian colleges in the Reformed tradition, the program is for undergraduate students who want to experience the challenges of living and working in an urban environment while pursuing their career goals.

“Studying in Chicago made me so much stronger and independent. Being in the program prepared me for a career in education where any school in Iowa would have—just because of the diversity and challenges I had to face with an inner-city school,” says Te Brink. “The things I was able to do there and the people I met are experiences that I will not forget.”

“However, what prepared me the most for this experience was softball with coach George Wares. Softball has helped me to become the woman I am now. Without it, I am convinced I wouldn’t have had the success that I am having right now.”

At her Chicago elementary school, Te Brink taught close to 600 students in her first seven weeks. She saw students from the kindergarten level all the way to eighth grade in her physical education class. During the last half of the semester, Te Brink moved to special education. She worked with students in math and language arts, ranging from third grade to eighth. In total, she helped 15 students. “This was clearly a big change from my number of students for PE,” Te Brink says with a laugh. During her time at the school and wandering around Chicago, Te Brink had an eye-opening experience—and it prepared her for life after college as a substitute teacher in the Vermilion Public School District in South Dakota. Through 2 a.m. lesson preps for the next day of classes and exploring the culture of Chicago, Te Brink has come into her own, and it is something she will never forget.

“Studying in Chicago made me so much stronger and independent. Being in the program prepared me for a career in education where any school in Iowa would have—just because of the diversity and challenges I had to face with an inner-city school,” says Te Brink. “The things I was able to do there and the people I met are experiences that I will not forget.”

“I never believed myself to be a city boy, but honestly I could see myself living here,” he says. “The program has opened up my eyes to the many problems happening in Chicago, and I appreciate what I have and how fortunate I truly am after this experience.”

Theater shows and gourmet restaurants aren’t the only cultural experiences Carroll had—there was always some sort of culture on the “L,” Chicago’s elevated train system. He recalls one enlightening (and highly entertaining) experience. “There was a man with sparkly sequin gloves singing ‘Backstreet Boys’ songs loudly with an awful accent,” he says. “Everyone on the train car was trying to hold laughter, but this guy sang for about a 15-minute trip!”

He may have not learned any new dance moves from the wannabe Backstreet Boy, but Carroll definitely took away more than a new fashion sense from the program. “The connections I made in Chicago, I believe, are the reason I got into graduate school and also could be a huge connection to obtaining a job if I choose to return to Chicago.”

For now, Carroll won’t be headed back to the Windy City—he was admitted to the University of Indianapolis where he plans to study physical therapy in the fall.
Since its establishment in 1965, Central College Abroad has been committed to providing rich global opportunities to students across the United States. Nearly 50 percent of Central students study abroad on one of the college’s eight distinct summer or semester-long programs—and it’s a life-changing experience.

Not only do students explore the world, they benefit from cultural opportunities that challenge them and open their eyes to new opportunities. Hear it straight from some of the students and leaders—as Central College Abroad is gearing up for its 50th anniversary next year, students are more excited than ever to share their stories and reflect on their experience.

**LONDON, ENGLAND**

**MERIDA, YUCATAN**

**PARIS, FRANCE**

**GRANADA, SPAIN**

**BANGOR, WALES**

**VIENNA, AUSTRIA**

Students are just tube stops away from central London where they can explore historical sites like the recently named Elizabeth Tower which houses the world’s most famous clock bell, Big Ben.

**“This is Schönbrunn Palace in Vienna, Austria—it was a great place to visit because it started off as a hunting palace, so the grounds are extensive. They include multiple walking paths and a labyrinth. It also has the oldest zoo in the world that started as an imperial menagerie.”**

Erin Baldwin ’14

German & international business majors, studied in Vienna, 2012-13 year

**“I took a day trip to Lisse with a couple friends and we had the chance to see the annual ‘Tulip Time’ parade and visit De Keukenhof, a park designed around multiple flower gardens. It was an awesome experience to be able to see the roots of their traditions and how the people celebrate in the Netherlands.”**

Bre Stephenson ’14

Business management major, studied in Leiden, spring 2013

Follow Central College Abroad on Facebook and Twitter (@GoCCAbroad) to keep up with exciting events as it prepares for its 50th anniversary! Join us on March 26 when Central College will kick off the anniversary. Catch up with program directors and share your stories with future students studying abroad.
Central professors are remarkable at providing real-world examples in classes, but one professor, **MARK BARLOON, LECTURER OF HISTORY**, takes his classes to a whole new level. With numerous field trips to historical sights around the United States and visits to the Marion County shooting range, Barloon captures the spirit of American history for his students.

**THERE are times in life when you realize what you want to do with your future**—a great educator inspires a student to become a teacher or a science fair project sparks an interest in becoming a physicist. Whatever the case may be, many young students experience an “aha moment” that drives their passions.

As a child, Mark Barloon, lecturer of history, never had that moment because he has been experiencing it all his life.

“I was always interested in what was happening in our country,” he says. “Even as a kid I was always reading newspapers and news magazines. I just naturally fell into history. I never had a moment where the light came on and I knew exactly that this was what I wanted to do. I just always liked history.”

The Fort Atkinson, Iowa, native grew up on a farm before earning an undergraduate degree at Iowa State University and master’s degree at the University of Iowa. He completed a doctorate in American history with an emphasis in military history and the Civil War at the University of North Texas.

From there, Barloon moved to the East Coast as an intelligence analyst for the government for a few years, but the pull of family brought him and his wife, Gabrielle, back to their home state. Looking for jobs in the area, Barloon called up Central’s history department, and there happened to be a temporary opening—and he’s still here 12 years later.

“Since day one as a part-time temp, the Central community treated me like a long-time faculty member. I have always been treated as a welcomed equal, says Barloon.”

His enthusiasm for history is certainly palpable in the classroom. Although Barloon’s classes are lecture based, he encourages students to speak up and challenge his ideas or interpretations. One way he is engaging students: historical field trips. In the past, Barloon has taken students to Antietam, Bull Run, Corinth, Gettysburg, Shiloh, Stone’s River and Vicksburg National Military Parks, as well as Arlington National Cemetery. He has also provided students the opportunity to step back in time by shooting 19th and 20th-century weapons at a shooting range—and it’s all in the name of learning.

“The trips give students direct, tactile interaction with the past,” Barloon says. “When you can walk Pickett’s Charge or climb around in Devil’s Den and scale the slope of Little Round Top at Gettysburg—these are things that are incredibly important during the Civil War. It makes the lessons much more meaningful, and it is a fun way to learn.”

It comes as no surprise that outside of the classroom, Barloon enjoys traveling to new places, but he also likes to head to the shooting range and play computer games. But of course, learning never ends—he reads military history books in his spare time. And then he takes what he learns and brings it to the classroom where he can watch his students develop as intellects.

“It is fun to share my passion with the students, especially with those students who share the same passion for history that I do. It is fun to watch my students grow through their education into young intellects and develop their own talents, abilities and skills.”

One day, Barloon hopes to visit the Solomon Islands, particularly Guadalcanal, a site where the Japanese and Americans fought during the Second World War—until then, Barloon will be sparking Central’s enthusiasm for American history, one battle at a time.
“THE TRIPS GIVE STUDENTS DIRECT, TACTILE INTERACTION WITH THE PAST. WHEN YOU CAN WALK PICKETT’S CHARGE OR CLIMB AROUND IN DEVIL’S DEN AND SCALE THE SLOPE OF LITTLE ROUND TOP AT GETTYSBURG. IT MAKES THE LESSONS MUCH MORE MEANINGFUL, AND IT IS A FUN WAY TO LEARN.”

-MARK BARLOON

FROM GETTYSBURG TO ANTIETAM

Mark Barloon, lecturer of history, relishes the chances he gets to travel around the United States and visit historical sites—he brings along his students and extends the invitation to faculty, staff, other students and alumni. No matter your major, Barloon inspires all those who attend by bringing history to life.

Arlys Van Zee Verdoorn ’56 attended a Round Robin reunion in Branson, Mo., in November. Fourteen women have had a Round Robin letter circulating since their graduation from Central. In the early years, the letter went via U.S. postal service and over time progressed to email. For the past 57 years, reunions have been held in various parts of the country including Minnesota, Iowa, Illinois, New York, California and Missouri. Front row (left to right): Peggy Kaper Piersma ’56 of Pella, Arlys Van Zee Verdoorn ’56 of Pella, Ruth Howard Howard ’56, of Hoffman Estates, Ill., and Elaine Buteyn Tanis ’56 of Holland, Mich. Second row: Marlys Korver DeWild ’56 of Pella, Nella DeJong Elliott ’56 of New London, and Vera Gosselink Refnes ’56 of Sacramento, Calif. Back row: Lori Wubbena Butler ’56 of Charlottesville, Va., and Darlene Van Zommeren Walteiga ’56 of Pella.

Alumni are invited to submit Newsnotes online. We want to hear about recent promotions, degrees, honors, relocations, marriages and births to keep classmates and friends informed about important changes in your life. Update information online at civitas.central.edu or email alumni@central.edu. News items also are welcome by phone, 800-447-0287 or 641-628-5154. Or send a note to Central College Alumni Office, 812 University, Campus Box 5200, Pella, IA 50219.
since 1979, enjoyed their moves, including four years in Hawaii and three in Oklahoma. Since 1979, the couple has lived in University Place, Wash.

George Brown ’65 received Educator of the Year Award from the Association of Presbyterian Church Educators in Feb. 2012. Two months later, he became a toastmaster emeritus of Central’s board of trustees and then retired from Western Theological Seminary in December of that year. Currently George is the G.W. and Edith Haworth Professor Emeritus of Christian Education at Western. In June, the General Synod of the Reformed Church in America appointed him a General Synod Professor Emeritus. George and wife Wilma Schneider Brown ’64 live in Grand Rapids, Mich.

Lesley Dier ’65 of Morris, N.Y., announced the publication of “A Secondhand Murder” by Cami Press on Sept. 15. This is the first book in the Eve Swamps, alligators, and husband. Swamps alligators, and husband.

September in October with a family trip Don celebrated their 50th wedding anniversary in October with a family trip.

THE ‘60S

Mary Merrill Campbell ’61 and husband Don celebrated their 50th wedding anniversary in October with a family trip to Victoria, Canada. They were joined by their four children and their spouses, three grandchildren, and Don’s two sisters. During Don’s years in the military, the couple enjoyed their moves, including four years in Hawaii and three in Oklahoma. Since 1979, the couple has lived in University Place, Wash.

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John Miller, a professor of English, served Central College for 35 years. During his time at the college, he also served as the first Welch Chair from 1991-94, was the director of the Central College program in London from 1974-75, and taught in Menlo, Yucatán five different times. Retired, he now lives in Louisville, Ky, with his wife Susan.

“We moved to Louisville to be nearer our daughter Doris and granddaughter Abby, who live here,” says Miller. “My brother and his family also live in the area.”

In his spare time, Miller enjoys cycling, gardening and cooking. Miller and his wife also enjoy going to the Louisville Orchestra and attending sports and music events at the University of Louisville. Even when staying busy, Miller still misses Iowa.

“It’s no surprise, but over the course of 40 years in Iowa, we made a lot of good friends,” he says. “Susan and I have been back several times to see them. When we do that I realize how much I miss them.”

To read the full Q&A with John Miller, visit civitas.central.edu.

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Jennifer Fritz Hunt ’01 is a client HR manager at Cargill in West Des Moines.

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Knoxville.
Scott Mills is a residential coordinator at Optime Living Services in Des Moines. Jacob Kneidler is a graduate student at Northwest Missouri State University in Maryville.
Snow Queen of Austin, Minn., is a CPS sales representative at Hormel Food Corporation in Austin.
Agnieszka Pietraszko of Des Moines teaches French at East High School. Samuel Parker of Polk is a customer insights specialist at Vormer Corp. in Pella.
Cody Petron is an application developer for DuPont Pioneer in Johnston.

In Memoriam

IN ADDITION TO FALL CIVITAS 2013—CLASS OF 1968 REUNION

Front row (left to right): Raonie Roorda Bolten, Linda Begaard, Jean Alverson Knight, Dede Stilman Jacobson. Back row: Nick Allenski, Bill Randtke, Bob Knight.

Central trustees emerita and alumni Helen Hislop ’50 passed away Nov. 15 at the age of 84.

Hislop earned a degree in biology from Central in 1950 and actively participated in choir, biology club and Alpha Pi Omegas. After graduation, she studied physical therapy at the University of Iowa, eventually working at Yale University Hospital and earning a master’s and doctorate in physiology from the University of Iowa.

Hislop is widely recognized as both a pioneer and visionary in the field of physical therapy—she spent 23 years at the University of Southern California transforming its physical therapy program. During her career, she changed the way physical therapy was taught and was responsible for its development and spread in the U.S. Hislop also promoted the field of bioengineering, which is the study of the interactions between biological tissue and calligraphy of medicine, biome and joints.

During her career, Hislop received the Golden Pen Award, the Lucy Blair Service Award and inclusion as a McMillan Lecturer. She was awarded an honorary degree from Central in 1978 and served on the Central board of trustees from 1981-98.

ADVANCED DEGREES

Diana Kaste ’70, master’s degree in theater, University of Houston, Aug.
Thad Stanley ’00, master’s degree in educational administration, University of Nebraska-Kearney, 2010.
Angie Schneiter Applegate ’07, master’s degree, social work, University of Denver, Aug.
Leavenworth Vanguard Charter ’07, master’s degree, Wichita University, July.
Megan Hansen ’09, health endorsement certification, University of Northern Iowa.
Jessica Clark Crew ’05, doctor of osteopathic medicine degree, Des Moines University, May 25.

ARRIVALS

David and Wendy Twout Mason ’03, daughter Lucy Noville, Dec. 6, 2011.
Claudia and Ryan Anderson ’98, son Nicholas Antonio, May 21.
David and Jennifer Schuler Schreuder ’99, son Wesley James, Aug. 12.
Kristin and Darren Berger ’12, daughter Quinn Bridget, Aug.
Liz and Scott Santanopoli ’02, son Landon James, March 26, 2012.
Andrew & Jennifer VanUitert Gronenbosch ’10, son Maxwell Andrew, May 20.
Nick and Abber Turner Schreck ’03, son Coleman Turner, Aug. 18.
Nahid and Zeel Zad ’03, daughter Nahid Artist, June 5.
Tae ’04 and Jessica Riches Morrison ’03, son Luke Thomas, Nov. 20.
Atanas and Fawn Hanson Zakire ’04, daughter Siana Maria Atanase, Oct. 7.
Wendy and Ian Morgan ’04, daughter Nisha Celine, Oct. 28.
Lindsey and Matt Brown ’06, son Zachary Steve-Rufus, June 10.
Kyle and Amanda Duran Mahanas ’05, son Auburn, June 29.
Erlich ’05, and Kristen Wohlenberg Mitas ’05, daughter Kendra Elsye, Feb. 20.
Bret and Mercedes Drennan ‘05, son Chase Bret, July 24.
Dustin ’06 and Kate Jackson Hilt ’04, daughter Myla Marie, June 3.
Jeff ’06 and Emily Faidley Lirante ’07, daughter Charlotte Susan, Sept. 27.
Rick and Megan Straka Neilsen ’06, daughter Stanely James, Feb. 3.
Thomas ’07 and Dana Wilkerson Sttevan ’06, daughter Ela Grace, Aug. 12, 2012.
Louis and Leanne Townsend Vanderheuvel ’07, daughter Aubrey, April 1.
Aaron and Sarah Kuchnick Nelson ’08, son Corbin Garnett, April 1.
Tony Achacht and Sawyer Bryson ’13, daughter Lenna Valentina, July 9.

IN MEMORIAM

Lora Brechardt Zylstra ’41 of Zeitlind, March.
Janet Holzberg ’42 of Morris, Ill., Oct. 5.
Earl Waun ’47 of Billings, Mont., Oct. 10.
Helen Hislop ’50 of High Point, N.C., Nov.
Arthur Bosch ’51 of Pella, Nov.
Richard Wyckoff ’55 of Beacheside, Ohio, April.
Marian Veneman Agnew ’58 of Des Moines, Sept. 23.
Darton Masson Schoon ’56 of Chesterfield, Mo., Sept. 23.
Raymond Feit ’62 of Littleton, Colo., Oct.
Joan Morrison ’71 of River Grove, Ill., Nov.
Berea Everes Gonzales ’73 of Guthrie Center, Sept. 29.
For many people large-scale charitable giving to Central seems out of reach. But arranging for a gift through an estate plan allows friends of Central, at any income level, to have a significant impact.

For example, if you have three children and it is your desire to include each in your estate plan, what would happen if you gave each 30 percent instead of 33 1/3 percent? In the long run it’s probably not going to make a big difference to the kids, but that remaining 10 percent can make a real difference at Central!

If the value of your estate = $250,000
First child receives 30% or $75,000
Second child receives 30% or $75,000
Third child receives 30% or $75,000
Central College receives 10% or $25,000

If you would like to confidentially discuss how to include Central in your will or living trust, please contact Don Morrison in the advancement office at 641-628-5280 or morrisond@central.edu.

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EVEN 10% CAN DRAMATICALLY HELP

WITH THAT $25,000 CENTRAL CAN:

• Establish an endowed scholarship in your name, which will be awarded to a student in need each year in perpetuity. That’s a long time!

• Provide in-residence summer research opportunities for at least four students—giving them a competitive edge in the job market and grad school.

• Purchase needed science or computer lab equipment.

• Award Journey Scholarships of $1,000 to 25 students!

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Learning Never Ends

Betty Stanley ’52 may have graduated from Central six decades ago, but that hasn’t stopped her from pursuing all sorts of educational possibilities throughout her life.

Betty Stanley ’52 graduated with home economics and elementary education degrees. Last semester she continued her education in Jonathan Witt’s “Social Problems” course.

Professor of sociology Jonathan Witt’s “Social Problems” course had one extra student last semester.

Betty Stanley ’52 commuted 20 minutes from Oklahoma three days a week to join class discussions. Eighty-eight years young, Stanley is no stranger to Central and an academic environment.

Stanley and her late husband, Jack ’49, graduated from Central College.

Jack, a Pearl Harbor survivor, started at Central after being discharged from the Navy. Stanley, who was already certified to teach, taught at Webster Elementary when the school sat across the street from Central’s campus. She still pursues her education, though, taking classes one-on-one with professors to slowly earn home economics and elementary education degrees.

Stanley’s education didn’t stop with Central. During the 40 years she spent teaching second grade in Oklahoma, she went back to school to earn a master’s degree from Drake University in curriculum development. Betty and Jack also traveled extensively during their summers off from school. Even while preparing for vacation, Stanley would learn what she could about where they were going.

“Whenever I traveled,” says Stanley, “I took advanced classes and then shared the information with my students to show them that I was still learning, too.”

Several years after her husband’s passing in 2003, Stanley began looking for a new way to keep learning. Thinking about auditing a college class, her friend Lynne Petty from Central’s alumni office, arranged it. In 2011, she took a course titled “Jesus and the Gospels.” Last semester, she learned about outsourcing in “Social Problems.”

“It is always stimulating to be in an academic climate and to be challenged by these bright, young students,” says Stanley. “I hope my mature years and variety of life experiences have added to their lives.”

Stanley has remained connected to Central in other ways, as well. She and her husband established the Jack and Betty Stanley Scholarship to help other students continue their education. Stanley is also a member of Central’s Heritage Society, Cornerstone Society and RED Society.

Stanley won’t be slowing down anytime soon. Besides her participation at Central, she is heavily involved in the First Christian Church in Oklahoma, teaching an adult Sunday school class, working with kids on Wednesday nights and serving meals at the end of the month.

“I hope I have demonstrated my faith through giving of my time, talent and resources,” says Stanley. “We have to work on keeping the joy in our lives,” she continues. “People ask me whether or not I’m happy with my life. I reply that I’m at peace with my life, and I’m content. I will be forever grateful for my good health and that my mind and body allow me to enjoy the privileges, challenges and responsibilities that enrich my life.”
Alumni Spotlight

Lindsey von Gillern '13 had five internships while at Central which helped her land her current job as a retirement support services specialist for Principal Financial Group in Raleigh, N.C.

The Competitive Edge

BY: CINDY DEPPE

Real work and real world experiences helped May graduate Lindsey von Gillern '13 land her first job this fall. Those experiences came in the form of five—yes, five—internships, one at the same company for which she now works in Raleigh, N.C.

“This is my time to explore,” she says. “I was open to going anywhere but wherever I ended up, I knew I could use the skills from my communications and business background.”

The Omaha native started that exploration four years ago. She planned to enroll at the University of Nebraska but after attending Scholar Day on the Central campus, meeting volleyball head coach Kent Clayberg and her soon-to-be volleyball teammates, she was “totally swayed.”

“My high school was twice the size of Central so my friends thought I was crazy for considering it,” von Gillern recalls. “It's a small town but you have to look beyond the borders and get to know people before coming. The girls on the team impressed me with their drive and motivation. I've met my lifelong friends here.”

von Gillern found playing time on the volleyball team all four years as a back row specialist. Now she's a retirement support services specialist for Principal Financial Group in Raleigh, where she is involved in event planning and presentations for corporate clients.

“I read somewhere to 'major in what you love, minor in what you will use,' and it’s so true. I am seeing the versatility of my liberal arts education,” says the communications studies major and business management minor.

Her internships, she says, led her where she is today—summer internships with Vermeer, Pella Corp., and door-to-door sales in Omaha were followed by study-abroad work experience for a London chocolate company and at Principal Financial Group in Des Moines.

“I can’t emphasize enough how important real work experience is in preparing to interview for that first job. Not everyone seeking employment out there is a new grad. Lots of people with experience are applying for jobs, too, so the more real-world experience you have, the better.

“All of these Central internship experiences gave me an edge.”

Read more about Lindsey online at civitas.central.edu!