

carroll

MAGAZINE WINTER 2014

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Strategic Plan: Vision 2018

Global Teaching

New Faculty

State-of-the-Art Learning



HOMECOMING 2014

October 3-5

SURVIVED THE BLAST REUNION

February 2014 marks the 25th anniversary of the 4:48 a.m. “wake-up call” from the train explosion north of Guad Hall. All who were at Carroll or in Helena at the time of the blast are encouraged to return for the “Survived the Blast” reunion during the fall 2014 Homecoming.

In preparation for the “Survived the Blast” reunion, the Office of Alumni Relations is collecting your stories. Please send reflections, memories and photos of the blast to alumni@carroll.edu or:
OFFICE OF ALUMNI RELATIONS
Carroll College
1601 N. Benton Avenue
Helena, MT 59625-0002

ANNIVERSARY CLASS YEARS: 1944, 1949, 1954, 1959, 1964, 1969, 1974, 1979, 1984, 1989, 1994, 1999, 2004, 2009

Purple & Gold Jubilee Reunion

Classes of 1944, 1954 & 1964
May 9–10, 2014

Make plans to join your classmates and be part of **Carroll’s 2014 commencement weekend festivities.**

Registration packets will be mailed the first week of February.



Carroll College



Call for ALUMNI AWARD NOMINATIONS

Submission deadline for all award nominations: February 1, 2014

ATHLETIC HALL OF FAME AWARDS PRESENTED AT HOMECOMING—Fall 2014

Submit nominations online at www.carroll.edu/athletics or contact Bennett MacIntyre, Associate Director of Athletics, at bmacintyre@carroll.edu or 406-447-4480.

A person/team/coach is eligible for the **Carroll College–Wendy’s of Montana Athletic Hall of Fame** once ten years has elapsed since their last season of play. (This is the same for team nominations.) A former player must have been All-Conference or All-American for at least two years in order to be considered for this award.

ALUMNI AWARDS PRESENTED

FOUNDER’S DAY WEEKEND—November 2014

Submit nominations online at www.carroll.edu/alumni or contact Kathy Ramirez, Director of Alumni Relations, at kramirez@carroll.edu or 406-447-5185.

ALUMNI HALL OF FAME AWARD

The Alumni Hall of Fame Award **honors alumni who have given outstanding contributions of time, talent and treasure in distinguished service to their community or Carroll College.** Eligible alumni include those Carroll alumni who have completed a minimum of 60 credit hours, faculty members (past or present), and honorary degree recipients.

YOUNG ALUMNI AWARD

The Young Alumni Award **honors graduates of the past ten years who best exemplify Carroll’s distinguished service and character in their young careers.** Selection will be based on a young alum’s outstanding contributions within his or her community, church or profession.

ACADEMIC ACHIEVEMENT AWARD

The Academic Achievement Award **is given to Carroll College alumni who have distinguished themselves academically or artistically.** Criteria for a nominee should evidence publications, research or honors.

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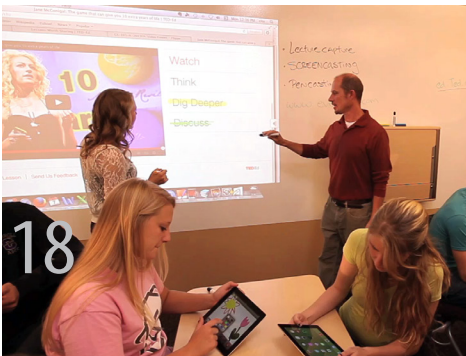
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CARROLL MAGAZINE

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Carroll Magazine welcomes letters to the editor. Tell us what you think of the magazine and its articles—we'll print letters in the next edition of Carroll Magazine.

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Carroll Magazine is published for the college's alumni, students, faculty, staff and friends by Carroll College, 1601 N. Benton Ave., Helena, MT 59625, phone 406-447-4300, fax 406-447-4533.

Located in Helena, Montana, Carroll College is a leading Catholic, diocesan liberal arts and pre-professional four-year institution. The college provides its 1,500 students an academically rigorous, affordable education incorporating service outreach and study abroad. Carroll is nationally ranked and award-winning for its academic quality and outstanding programs, including pre-med, nursing, civil engineering, natural sciences and mathematics.



Dear Alumni & Friends,



AS I REFLECT ON OUR COLLECTIVE ACCOMPLISHMENTS from the past year and look forward with anticipation to what the future holds, I am once again reminded of how grateful I am to have the opportunity to be a part of the Carroll family. During my first year and a half as Carroll's president, I have learned much about your alma mater and what makes it such a special place. I have witnessed firsthand the amazing work happening inside the classroom and across campus. I have learned of Carroll's past through the multitude of stories from our alumni – of professors, classes, and friends – and how they irrefutably shaped your lives. I am always struck by the affection and pride that is ever present in each of these stories. Thank you for sharing them.

You may have noticed that we are donning a new institutional logo for the college. Last year, we took on the task of evaluating the effectiveness of our previous logo and determined an update was in order. After months of focus groups and design work, our marketing committee presented us with the new logo shown here. It incorporates the word "Carroll" in the same manner as the previous logo but it now includes our full name with the addition of the word "College." It also integrates the original design of the Carroll College shield to honor our founder, Bishop John Patrick Carroll, and the mission he set before us.

The shield was designed by Pierre de Chaignon la Rose of Cambridge, Mass., in 1932. The two lions and the cross featured on the shield derive from the coat of arms claimed by Bishop Carroll. The chevron element on the shield reflects the chevron on the Diocese of Helena coat of arms to establish that the specific person indicated by the lions and cross (John Patrick Carroll) had been the Bishop of Helena. Most alumni will recognize the shield because it has been a part of every Carroll graduates' college experience since 1934, found in signs and documents across campus, and in the seal that adorns each diploma.

Our new *Strategic Plan: Vision 2018* has been an important part of our work this past year. Given the college's history and significant institutional accomplishments, it was imperative that we put in place a guiding document to set the course for our continued success into the future. Through our strategic work together these past twelve months, our calling became clear. We have been charged with ensuring that Carroll College is here for another 100 years, serving as a model of a 21st century diocesan Catholic liberal arts and pre-professional college. This means balancing the many elements that have been essential to making the college exceptional, while anticipating those that the future will demand in order to sustain that level of excellence and achieve even greater heights. I hope you will take time to read "Faithful, Local, Global, Digital: Carroll's New Strategic Plan" to see what Carroll College has ahead of us in the coming years.

Included in our strategic initiatives is an acknowledgement that we must have a shared vision of where we come from and a deep understanding of our mission, if we are to achieve these heights. Part of our *Faithful* initiative is "to build campus-wide awareness of and understanding of Carroll College's history, its Catholic mission, and its relationship with the Diocese of Helena." From this initiative, a new position was created: the Dean of Mission Integration and Effectiveness. I have appointed Dr. Christopher Fuller to be responsible for stimulating, coordinating, and facilitating Catholic identity and mission initiatives throughout the diverse areas of the Carroll College community. I look forward to sharing more of this work, guided by Dr. Fuller, with you in our *Carroll Magazine* next fall.

I pray this publication finds you well, and I wish the very best for you and your families in the new year.

Thomas M. Evans, Ph.D.
President





Faithful, Local, Global, Digital: Carroll's New Strategic Plan

By Dawn Gallinger, Ph.D., Carroll College Director of Research, Planning, and Assessment

Grounded in Tradition, Creating a Vision for the Future

More than 100 years of vision, values, commitment, and achievement have combined to create today's Carroll College. As a diocesan, Catholic institution of growing regional and national renown, Carroll attracts increasing numbers of distinguished undergraduate applicants, draws faculty trained at the world's leading colleges and universities, and is poised to diversify its educational offerings.

Today's Carroll has accomplished a great deal by remaining faithful to the fundamental values upon which it was founded. This remarkable legacy of achievement serves to inspire greater goals and to set new expectations for the role that the college can play in today's world. These new objectives include enduring commitments such as mission, values and college imperatives along with the overarching vision statements that now set the tone for Carroll's next period of advancement and achievement.

The overarching vision will be attained through a series of initiatives that address Carroll's responsibility to develop programs guided by the intrinsic principles that have shaped Catholic diocesan education for centuries, but still remain responsive to the ever-changing needs of its students and the communities of which they are a part. As such, consideration is given to shifting demographics, evolving technologies, increasing globalization, and the heightened student expectations that compel the college to continually reexamine the value and the promise of the educational experience it provides. These circumstances pose great challenges, but also positions Carroll to enhance this experience and excel in new ways.





Like the college itself, this plan is not static. It is a living, breathing endeavor that can and will be modified in response to the progress of its initiatives as well as the changing educational and financial climate.

THE PLANNING PROCESS

At his first board of trustees meeting in 2012, President Tom Evans announced that Carroll would “embark upon a vigorous strategic planning process . . . involving Cabinet, faculty, staff and trustees over the course of the next 12 months . . . requiring deep thinking and lots of work.” The Carroll community embraced this invitation with enthusiasm, excitement, and creativity, participating in several strategic planning activities.

The plan was assembled from the ideas and information collected at the following activities:

- Broad discussions of Carroll College’s mission statement
- A campus environmental scan to determine core focus areas
- Creation of foundational documents, including a vision statement and a statement of values
- Development of four vision statements and four enduring commitments based on areas of strength and accomplishment
- Development of several implementation plans for proposals with broad campus input

In October 2012, the board of trustees approved the roadmap for strategic planning. They endorsed the draft enduring commitments and vision statements as well as the related objectives and timelines. Throughout 2012–2013, Cabinet members and dozens of faculty and staff revised and refined the draft statements. The final draft plan was presented to the community on April 30, 2013. The updated and final plan was presented to the board of trustees for their adoption on May 10, 2013. The resulting product was a dynamic plan, **Vision 2018**, which charts the college’s course for the next five years.

COLLEGE STRATEGIC PLAN: VISION 2018

Carroll College’s Strategic Plan, **Vision 2018**, includes a group of distinct, complementary initiatives that will advance the college’s mission and vision. Organized into eight key areas critical to Carroll’s continuing achievement, these initiatives focus on the college’s **Vision** and **Enduring Commitments**.

CARROLL’S VISION

Carroll College will enhance its nationally recognized status for excellence by preparing students for vocation and enlightenment in an increasingly **Global** and **Digital** age with dynamic and distinguishing academic and co-curricular programs. As a diocesan Catholic college inspired by **Faith**, Carroll will further integrate liberal arts, professional studies and service to others. Carroll will nurture leaders to live fully in the present and prepare for the future while engaged in their **Local** community.

ENDURING COMMITMENTS

To realize its **Vision**, Carroll College must rise to the occasion of these four **Enduring Commitments**:

1. Strengthen academic and co-curricular programs
2. Enhance campus life for students, faculty, staff, and the extended community
3. Increase enrollment
4. Improve financial vitality and sustainability

INITIATIVES

Faithful

Carroll will develop programs that encourage all community members to participate in the formation of the whole person – mind, body and spirit. Carroll will faithfully engage the intellectual tradition and the teachings of the Catholic Church, which are the source of its identity and mission.

Local

Carroll will engage with the people and environments of Helena and Montana to both enhance students’ well-being through a deep connection to their environment and also to enable faculty, staff, students and alumni to contribute their intellectual capital and skills to the identified needs of the larger community.





Global

Carroll will prepare students to navigate in an increasingly complex and interdependent world with agency and confidence.

Digital

Carroll will provide technology to enhance teaching and learning opportunities.

Strengthen Academic and Co-curricular Activities

Carroll will develop new academic and co-curricular programs that blend service learning, technology and ethics in response to the changing world.

Enhance Campus Life for Students, Faculty, Staff and Extended Community

Carroll will enhance the residential character of the student learning experience through an investment in programs, facilities, furnishings and technology to strengthen its sense of community. The college will provide conditions and practices that support an optimal learning and work environment for students, faculty, staff and extended community. New systems and solutions that support innovative, collaborative, creative and informed decision-making, while creating organizational efficiencies to reduce its carbon footprint.

Increase Enrollment

Carroll will have a greater impact across its region, its nation and throughout the world by educating more students.

Improve Financial Vitality and Sustainability

Carroll will build and strengthen its financial foundation to increase its ability to invest in academic and co-curricular programs, as well as human, technical and physical resources.

ENVISIONING 2018

The strategic plan reaffirms Carroll College as a place dedicated to cultivating and promoting vocation and enlightenment, integrating this commitment seamlessly into its academic program and student life. This vision requires that the college seeks to provide a distinctive educational experience, its faith enduring as it embraces the digital age. In pursuit of these ambitious strategic goals, this vibrant community of scholars will have a profound impact on the community – locally, nationally and globally.

As Carroll College works towards its 110th year, it does so with the intention of building a stronger, more profound community, one prepared for the dynamic character of the higher education landscape in the next century. The Carroll family approaches this work knowing that its success depends upon gathering old and new partners alike who wish to imagine a rewarding future. This plan presents the pathway forward, embracing all who wish to participate in the journey.

The complete plan, with associated goals for each initiative, can be found online at www.carroll.edu/strategicplan.



Uncovering Montana's Global Past: Carroll Alum Empowers Students to be Historians

By Mark Johnson, class of 1998
Concordia International School Shanghai Humanities Teacher

Six years ago when my wife and I decided to move to Shanghai, China, I never imagined the move would bring me closer to Montana's history. However, a chance encounter in the Benton Avenue Cemetery, across from Carroll College, led to a series of educational initiatives allowing me to connect my high school students at Concordia International School Shanghai with Montana's historic Chinese community. It began with the discovery of a cryptic epitaph hinting at violence and vengeance from Montana's early days. Preliminary research revealed a fascinating story with a connection to China that has led to a four-year collaborative research relationship between my students in Shanghai and the Montana Historical Society (MHS). The resulting collaboration has been the highlight of my career as an educator, has allowed me to share my love of Montana's history with a global audience, and has empowered my students as historians to add significant contributions to the historic record.

A fascinating story emerged of not one, but two murders, illustrating both the violence of the frontier as well as the diversity of the American West. In short, a Chinese man named Ah Chow shot John Bitzer during a domestic disturbance, then fled but was caught and lynched from Helena's famed Hanging Tree, one of its last victims. The more I researched,



Mark Johnson

Mark Johnson and his students examine historic maps and photographs of Helena from the late-19th century.



the more controversial the case became. Accounts differed, contradictions abounded, and more questions emerged. As a history teacher, I seek opportunities to present history in innovative and engaging ways and realized that the Bitzer-Ah Chow incident had great potential for a class project. I used the case with my American History classes both to pique their interest and to teach the research process.

I began the year with this inquiry-based approach to teaching, emphasizing the skills of critical thinking, problem solving, analysis, and interpretation rather than history as factual recall. Students begin by asking questions, then use the research methodology to seek answers, form hypotheses, test theories, adjust interpretations based on new information, and ultimately form a more complete understanding of the issues under examination. Through this process, my students actively engaged in the historian's craft—finding, analyzing, and interpreting extant sources to reconstruct meaning including the motivations of people involved, multiple causes for events, and the significance of actions of people of the past.

My students began their investigation with only the basic outline of the Bitzer-Ah Chow story and started their inquiry through generating questions:

How large was Montana's Chinese community? Where in China were they from? Why did they leave China? How were they treated in America?

How prevalent were the vigilantes? How many did they hang? Did the local population support them?

Was the woman in question Chinese? What was life like for women on the frontier?

Working in conjunction with the MHS, students posed questions to researchers and received digitized primary source documents. Students immersed themselves in sources including census records, maps, photographs, mining claims, and newspaper accounts. Each email response from the MHS generated a great deal of excitement, as students eagerly analyzed and interpreted the documents. The enthusiasm was contagious, with students, teachers, administrators, and parents from throughout our school community taking keen interest. My school is incredibly diverse and to hear students from Indonesia, Ghana, Singapore, Malaysia, Hong Kong, Taiwan, Australia, America, and Canada discussing the intricacies of Montana's history was surreal and affirming.

The students were particularly interested in the Chinese community of the West, wondering how large it was and from what part of China. Students turned to the census records to answer their queries. Interestingly, although the 1870 census did indicate a relatively large number of Chinese residents of the territory, specific details are obscured as census takers simply noted them as "Chinaman" or "Chinawoman."



Concordia students conduct a close examination of census records in an attempt to learn more about Montana's early Chinese population.

"I am always very excited to share Montana's history with a broad audience and I owe many of these opportunities to the training and habits-of-mind I learned while at Carroll."
— Mark Johnson

Turning to experts in the field, we built upon connections from Carroll College, specifically with Dr. Robert Swartout, history professor and author of the definitive study of Montana's Chinese community, "From Kwangtung to Big Sky: The Chinese in Montana, 1864-1900." Dr. Swartout's work gave students an outstanding overview of the push-pull factors that caused massive emigration from southern China in the mid-to-late 19th century. Pulled by the opportunities available after the discovery of gold in California, thousands of Chinese migrated to America, planning to stay temporarily, send money home, and eventually return to China with an elevated status. The factors pushing these migrants to make the arduous journey to America included severe domestic disruption in their home region. Throughout the nineteenth century, human and natural disasters plagued southern China with floods, famines, and conflicts causing massive social disruption. Drawn to the possibilities of a better life through hard work in America, large numbers of Chinese workers toiled in the gold fields of California

and followed the mining industry throughout the Rocky Mountains, moving on to strikes in Nevada, Colorado, Idaho, and Montana. As they moved, the Chinese adapted to the changing mood of each region, shifting into other industries—serving as railroad workers, gardeners, restaurateurs, and launderers. Swartout's research proves that the Chinese population in Montana in the 1870s and 1880s was surprisingly large, comprising 10-15% of the territory's populace. Furthermore, his work documents the significant contribution made by the Chinese community of Montana to the region's development.

Building upon Dr. Swartout's conclusions, our project sought to go deeper with an intense focus on the Bitzer-Ah Chow incident as a type of micro-history, delving in great depth into the personalities, decisions, motivations, and interactions between Helena's Chinese and non-Chinese populations. Students used detailed analysis of historic maps to pinpoint the location of Helena's Chinatown, placing

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Working at the Montana Historical Society, Concordia student Maddy Crispell researches the letters to De Quan, resident of Butte during the late-19th century.

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it in relation to the geographic locations key to the story, including Bitzer's mining claim, Ah Chow's cabin, the saloon where Bitzer stumbled after having been shot, and the Hanging Tree where Ah Chow was executed.

Not surprisingly, students were drawn to the drama of the events and contradictory accounts of the quarrel itself. While it is not disputed that Ah Chow shot Bitzer, the circumstances of the shooting were disputed. According to Bitzer, he heard a disturbance in a "Chinaman's cabin," entered to see the cause, and saw Ah Chow beating a woman. Bitzer intervened to stop the abuse, but was shot by Ah Chow. Though wounded, Bitzer disarmed Ah Chow and left the residence, stumbling to the Kiyus Saloon, where he died fourteen hours later after having recounted his version of events to his compatriots.

Other accounts suggested that Bitzer was in Ah Chow's cabin for less than honorable reasons. Students found Bitzer's claim that he went into a "Chinaman's cabin" after hearing a disturbance questionable, as it was 10:30 p.m. on a Saturday night. This simply did not sound credible, and they found that many Helena residents at the time also doubted the veracity of this claim, expressing these doubts in Helena newspapers. One very detailed source from 1870 described the trajectory of the bullet, entering Bitzer's groin and traveling upward, seeming to indicate to the observer at the time that Bitzer was shot while prone, lending credence to the version of events that suggested that Ah Chow returned home to find Bitzer in his cabin "dallying with his woman, perhaps forcibly."

Either way, Ah Chow did not remain to clarify his version of events. Having either killed Bitzer in cold blood or in defense of a woman's honor, Ah Chow fled to avoid the vigilante "justice" Montana was known for at the time. Six days later, Ah Chow was

caught and lynched by X. Beidler, noted vigilante, who collected a sizeable reward. However, not all residents of Helena agreed with the vigilante-style "justice." Students noted in the newspapers that Montana had a functioning legal system by 1870 and vigilante justice, which may have been necessary earlier in the territory's lawless days, was no longer required to keep the peace. A series of articles appeared after the lynching that, while not necessarily attesting to Ah Chow's innocence, emphasized the need for due process and that if

"Students realize that the skills they develop are significant and the tools of the 21st century open avenues to rigorous, exciting, relevant work."

— Mark Johnson

Montana was to be taken seriously, eventually achieving statehood, the outmoded form of frontier justice must end.

Students wanted to know more about the woman in question. Was she Chinese? Was she Ah Chow's wife? What was life like for women in the American West? Very little is mentioned of her in the documents, with only one reference to her as a "Chinawoman." Following this lead, students sought information on Chinese women on the American frontier. Swartout's article mentioned "an unusually large percentage of the Chinese women in the American West in the nineteenth century were employed as prostitutes." Additionally, having identified the general location of Ah Chow's cabin as bordering Helena's red light

district, it seemed that a hypothesis about the status of the woman could be made. Still, this did not answer the crux of the question. If this was the red light district, was Bitzer a customer? Was Ah Chow running a brothel? Was the woman Ah Chow's wife or his "employee"? Students persisted, eventually finding a relevant connection through their research. *The Montana Post* listed weekly arrivals to the territory, and noted that a Mrs. Ah Chow had arrived in Montana in February 1867.

However, was this mention and one interpretation of the deadly Bitzer-Ah Chow confrontation enough to establish that the woman was Ah Chow's wife? Students read in secondary sources that often prostitutes were brought in under the guise of being married, and it was quite unusual for a Chinese woman at the time to make the voyage to join her husband. The migration patterns encouraged Chinese men to marry in their local village. Leaving a spouse behind helped to ensure for the wife and family that the man would send money home and return to the village after making his fortune in America.

Then another break emerged. Students discovered a newspaper account from 1938 in which W.T. Thompson recalled life in Helena as a schoolboy. Thompson reflected on Ah Chow's lynching, but more specifically, the actions of a Chinese woman:

"I remember the Chinaman's wife used to bring food every day . . . I guess she was feeding his spirit. The body remained hanging for three days as a lesson to the other Chinese of the city. Hundreds of people drove out to Hangman's Tree every evening in their carriages to see the body. No one seemed to think it was particularly horrible. On the fourth day they cut down the body and gave it burial. The wife placed a lot of food on the grave which was quickly eaten by some of the youngsters around town."

Taken in conjunction with the mention of a Mrs. Ah Chow arriving in Montana in 1867 and this apparent demonstration of devotion, students felt confirmed in their hypothesis that the woman was indeed Ah Chow's wife. While this finding did not definitively prove or disprove the facts of the case, the point is that the students employed higher-order thinking skills to interpret, infer, and hypothesize about the past.

To gain entry into the mindset of the Chinese community as it reacted to the shooting, hunted for the fugitive, and lynched the accused, students employed both advanced research skills and a considerable amount of inference. Students discovered a newspaper article from shortly after the shooting and before Ah Chow's lynching, giving interesting insight into ethnic tensions in Helena. "We are informed, some of the principal Chinamen of the town held a meeting and resolved to give their aid in securing the arrest of the murderer . . . but we would advise the friends of the deceased not

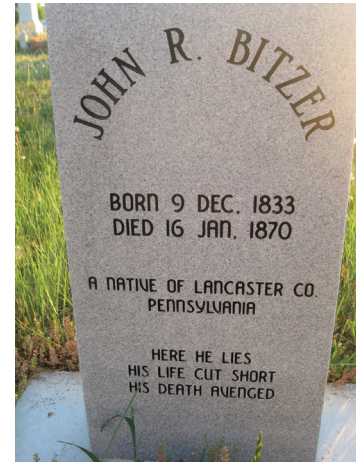
to place their entire reliance in the proffered aid of the Mongolians." While no record of the meeting of the Chinese leaders exists, shortly after this report, a reward appeared in Helena's newspaper. "We the undersigned Chinese merchants of Helena offer to pay \$150 as a reward to any person who may arrest and deliver to the authorities the person of Ah Chow. [signed] Duck Ow, Ye Wan, Tong Hing." Students realized this reward was likely a result of the above-mentioned meeting and sought more information about the motivations of the Chinese merchants. Why would they cooperate in the hunt for one of their own, which eventually ended with Ah Chow's brutal lynching? On the most obvious level, students thought that maybe the Chinese leaders believed Ah Chow was guilty and should pay for his crime. However, given the conflicting nature of accounts and the fact that Bitzer's version of his own innocent intervention into a domestic quarrel was questioned at the time as being untrue, students thought there was more to the story of the Chinese business leaders' actions.

Seeking more information, students found interesting leads especially on Tong Hing. In 1872, Helena newspapers noted that Tong Hing, called by newspapers "the big chief of the Chinese in this city," entertained prominent members of Helena's white community during the Chinese New Year festivities, serving as a key link between Helena's white and Chinese populations. Students deduced that the deadly altercation between Ah Chow and Bitzer happened two weeks before Chinese New Year in 1870 and Chinese leaders would have been planning the all-important festival at that time. Yet a public celebration of the holiday might

have drawn attention and violence if the Ah Chow situation was not handled in a manner suitable to Helena's dominant culture. From these mentions in the historical record, combined with the type of inference and interpretation used by historians, students constructed an impression of the Chinese community of the time. In an environment characterized by the constant threat of violence, it appears that the leaders of the Chinese community faced the Ah Chow crisis with a mind to protecting their population, negotiating for the latitude to be allowed to preserve and practice key cultural rituals, and to be allowed to live and work in Helena.

The students thoroughly enjoyed the investigation and felt empowered as historians, actively engaging in true analysis and interpretation, rather than rote memorization and fact-based recall. One student commented that "All I learned in past history classes was based on the textbook. However, this Bitzer-Ah Chow research was really different. It was like completing a puzzle as I did not know the conclusion of this story. I have become a better, stronger, and more active student through participating." During our investigation, we had the unique opportunity to host Dr. Swartout at Concordia where he engaged in a lively discussion with the students about their research. "I was tremendously impressed with the work being done at Concordia" commented Dr. Swartout. "They were engaged in original historical research with archival institutes in the United States. That research was especially meaningful to the students because of the topic under examination: the experiences of Chinese pioneers in the American West. Imagine, students drawn from a variety of

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Located across from Carroll College in the Benton Avenue Cemetery, this tombstone with its intriguing epitaph, started the investigation into the Chinese history of Helena. Ah Chow, a Chinese resident of Helena, shot Bitzer during a domestic disturbance and was later apprehended and lynched.

Students from Concordia International School Shanghai investigate maps from Helena's early days to pinpoint locations key to the Bitzer-Ah Chow case.



Founder's Day WEEKEND 2013, NOV 1-4

A broad spectrum of the Carroll community—alumni, students, employees and friends—gathered on the first weekend in November to commemorate the past and celebrate the future of Carroll College. During the Founder's Day Dinner, the Carroll family paid tribute to two extraordinary alumni with the 2013 Alumni Academic Achievement Award and a new induction into the Alumni Hall of Fame. Other events on campus ranged from the Founder's Day Flurry campus adventure race to the Fr. Peoples Lobby dedication. The Carroll community bonded through laughter, tears and prayer, igniting the Carroll spirit in a weekend of inspirational academic, athletic and spiritual pursuits.



GARY MARSHALL

Carroll President Tom Evans conferred the **Alumni Academic Achievement Award** on **Janel Keating**, class of 1986. The superintendent of White River School District in Buckley, Wash., Keating has received national recognition for her work creating collaborative culture within school environments. On November 4, she presented the 2013 **Alumni Academic Achievement Lecture** entitled "Is It Good Enough For My Child: Closing the Knowing-Doing Gap" to an engaged audience of Carroll students, local educators and community members.



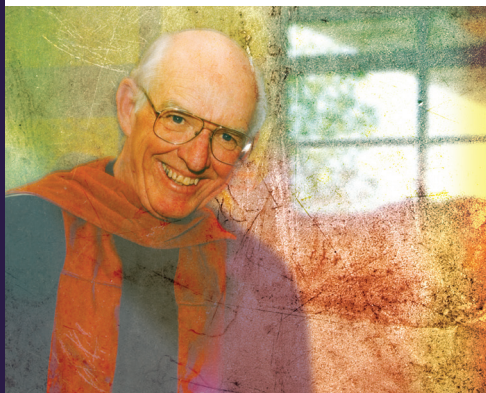
GARY MARSHALL

The Carroll Office of Alumni inducted **Terri (Troupe) Temple**, class of 1979, into the **Alumni Hall of Fame**. Temple works in post-anesthesia recovery at St. Peter's Hospital in Helena, Mont. In addition to providing quality nursing care for patients and their families, she has mentored Carroll nursing students, teaching them how to provide extraordinary patient care in the course of their own careers.



GARY MARSHALL

The second annual Founder's Day Flurry challenged the physical and mental prowess of 12 four-person student teams with the Frozen Hen Push, Christmas Tree Ornament Zip Line Relay, Rubber Band Catch, and Fireman's Sponge Relay.



To commemorate Fr. Gene Peoples, a beloved and longtime Carroll theology professor who died in 2005, the college dedicated the lobby on the ground floor of St. Charles Hall as the **Fr. Gene Peoples Lobby** (see photo right). Fr. Peoples spent significant time in this space, which he referred to as his "lobby office," informally meeting with anyone who sought him out, always extending friendship, understanding and love to all he encountered.

After his death, the college published **Remembering Father Gene Peoples: Sacramental Recollections**, a book about Fr. Peoples written by Montana author Patrick Burns. Patrick read selections from the book during the dedication and books were on hand for those in attendance. Additional books are available for the cost of mailing plus any amount you would like to donate to the Father Gene Peoples endowment. If you are interested in remembering Fr. Peoples through this inspirational book, contact Patty White at pwhite@carroll.edu or 406-447-4454.



“Bob Hanley . . . has left St. John’s Hospital, having practically recovered from a leg injury received in the St. Charles Day football battle between frosh and upperclassmen, November 4.”

—THE PROSPECTOR, Nov. 24, 1937



Stuart Allyn, a member of the gold-medal-winning Team Camping, pushes his frozen game hen up Guad Hill.



Three masses were held Founder’s Day weekend: All Saints’ Day Mass in the St. Charles Chapel on Friday; Mass in the grotto on Saturday morning; and Founder’s Day Mass in the Campus Center on Sunday evening, during which campus chaplain Fr. Marc Lenneman shared guidance from the sage words of St. Augustine, C.S. Lewis and Bruce Springsteen.

“It is when we consider what St. Charles Day should mean to us that we realize and bless the stamp that Carroll places on us, for this college does more than provide for the mere acquisition of knowledge. Its purpose is to place in the world men of character, men schooled in facts, theories and principles backed by moral training.”

—JOSEPH J. MACKIN, president of the senior class,

Saint Charles Day address,
Nov. 4, 1939



John Patrick Carroll

THE HISTORY OF *Founder’s Day*

Carroll College was established in 1909 by its founder **Bishop of Helena John Patrick Carroll**. Construction began on June 16, 1909, and by September 27 of that year the official cornerstone for the building would be installed, in the presence of U.S. President William Howard Taft.

Bishop Carroll named the college Mount St. Charles College. Inspiration for this choice came from an encyclical of Pope Pius X commemorating the 300th anniversary of the canonization of the Archbishop of Milan, **St. Charles Borromeo**. In the 1500s, at the Council of Trent, Archbishop Borromeo had been the first to champion the establishment of diocesan-sponsored Catholic colleges. Bishop Carroll placed this college under the patronage of St. Charles Borromeo, whose feast day is November 4. Mount St. Charles College would remain the college’s title until it was renamed in honor of the founder in 1932.

The college’s first course bulletin, published for the 1910-11 school year, declared November 4 **St. Charles Day**. For most of the next fifty years, students and faculty joined together on November 4 to honor the college’s patron saint, founders and community. Classes were often cancelled for the day and a typical program included Mass and then a campus dinner with speeches and entertainment by students, alumni and other college leaders. A much-anticipated football game that pitted freshmen against upperclassmen, a dance or a movie night often topped off the celebration.

St. Charles Day and its associated celebrations began to fade from both Carroll’s official calendar and activity schedule in the 1960s. By 1970, November 4 was known on campus as **Founder’s Day**. Substantial campus-wide celebrations on the feast day of St. Charles occurred infrequently over the next four decades. Carroll invigorated this significant day in 2012 with the inauguration of President Evans and began a new student tradition with the Founder’s Day Flurry, a campus adventure race. This year, to recognize outstanding alumni and expand campus celebrations, the college introduced the Founder’s Day Dinner.

“Night clerk at the Gladstone Hotel will today stage

Saint Charles Day feast with such memorable shades as Bart, Bruce, Mullen, Ruggles, and Emmet. Best wishes.”

Western Union Telegram from alumnus SHERMAN STERRETT in Casper, Wyo., to Carroll President the Very Rev. Dr. Emmet Riley, received Nov. 4, 1940

NEW FACES ON CAMPUS

WE ARE VERY FORTUNATE AT CARROLL TO HAVE SUCH A GIFTED ACADEMIC COMMUNITY. The quality, value and reputation of Carroll College are very well reflected in the caliber of faculty we attract.

Joining the college this year are nine new professors and educators drawn by our exceptional academic reputation and intellectually engaged students, as well as our close-knit community and spectacular setting.

Our new faculty represent a broad spectrum of disciplines: Math, History, Education, Psychology, Chemistry, Health Sciences, and Philosophy and Theology. The college is very pleased to be welcoming such a talented and diverse group of professors and scholars to our campus.



Dane J. Cash, Ph.D.

DANE J. CASH, PH.D.
ASSISTANT PROFESSOR OF HISTORY

Education:

Ph.D., History, Boston University, 2011
B.A., Philosophy and Religion, Ithaca College, 1998

Area of specialization: 20th century U.S. history, with emphasis on the intersection between U.S. political history and U.S. foreign policy during the early Cold War

Why history? "After September 11, 2001, in an attempt to more fully understand what had happened, I enrolled in a course on the History of International Relations and I came to discover that the only way to make sense of the present is to first understand the past. The more I learned about the recent past, the more I wanted to learn about the events that preceded it, and so on."



Kathleen M. Gilboy, M.A.

KATHLEEN M. GILBOY, M.A.
SPECIAL EDUCATION INSTRUCTOR

Education:

M.S., Learning Development, Montana State University – Northern, 2000
B.A., Elementary Education, Carroll College, 1987
B.A., Special Education, Carroll College, 1987

Area of specialization: Special education: working with emotionally disturbed children

Why teaching? "I knew I wanted to be a teacher when I was in the 2nd grade. I decided on special education when I was in high school because I loved spending time with my younger sister with Down Syndrome. I knew I wanted to make a difference in the lives of children with special needs! I think I have fulfilled that. Now, I want to instill that passion in the next generation of special educators."

Career highlight: "Teaching in East Helena for the past 23 years has given me the best experiences as an educator. It has been both a difficult and rewarding job that has fostered my love for teaching. I cherish the relationships with my fellow colleagues, my students both past and present, and my students families."



Edward W. Glowienka, Ph.D.

EDWARD W. GLOWIENKA, PH.D.
ASSISTANT PROFESSOR OF PHILOSOPHY

Education:

Ph.D., Philosophy, Emory University, 2013
M.A., Philosophy, Emory University, 2011
B.A., Philosophy, University of Scranton, 2004

Area of specialization: Early modern period – 17th and 18th centuries

"Most of my work is in metaphysics, so questions regarding the natures of the mind and body, of God and the world, of possibility and necessity."

Why Carroll? "There are many things which drew--and continue to draw--me to Carroll. I enjoy the college's Catholic identity, both spiritually and because it ensures that philosophy will be valued. The energy and dedication of the Carroll community was a big draw. For a relatively small college, there is much accomplished here. Students, faculty, and staff work hard and with conviction. I felt Carroll would push me professionally in important and unexpected ways. And, let's face it, the surrounding mountains didn't hurt the sales pitch."

Impressions of Carroll: "Our department regularly runs open philosophy discussions at [a local] coffee shop. This semester, we've had upwards of two dozen students show up on a Friday night to discuss philosophy. These experiences have confirmed what I found in the classroom and during office hours: Carroll students are generous with their talents and eager for intellectual challenges."



Eric Hall, Ph.D.

ERIC HALL, PH.D.
ASSISTANT PROFESSOR OF PHILOSOPHY AND THEOLOGY

Education:

Ph.D., Philosophy of Religion and Theology, Claremont Graduate University, 2011
M.A., Philosophy, Loyola Marymount University, 2005
B.A., Philosophy and Religion, Northwest University, 2002

Area of specialization: Hermeneutics—the art of interpretation

Impressions of Carroll: "My favorite interaction with students here is grounded in the real intellectual humility and curiosity that Carroll students seem to portray. Oftentimes, it's difficult to get conversations going in classes. However, I find that students aren't quiet because they don't understand (they can talk about the material oftentimes fluently right after class). It's because they don't want to claim to know something that they're only becoming familiar with. As a philosopher in the tradition of Socrates (*know what you do not know and in such (non-) knowledge, one steps into the beginnings of wisdom*), this very much moves me and makes me appreciate the students I have here."



Jessica McManus, Ph.D.

JESSICA MCMANUS, PH.D.
ASSISTANT PROFESSOR OF PSYCHOLOGY

Education:

Ph.D., Psychology, Kansas State University, 2013
M.S., Psychology, Kansas State University, 2010
B.A., Psychology, University of Cincinnati, 2003

Area of specialization: Social psychology with an emphasis on studying prejudice and discrimination

Why psychology? "People are fascinating! I love being able to apply psychological theories to real world situations to better understand why the event occurred in the manner that it occurred. My interest in prejudice and discrimination stems from a conglomeration of my personal (and professional) experiences. It seemed that the employment and volunteer activities that were the most attractive to me were those that, on a general basis, were relevant to issues of social inequality. I wanted to be able to study inequality from a psychological perspective AND be able to share my knowledge about inequality with students."



Gerald Schafer, Ph.D.



John Rowley, Ph.D.

JOHN ROWLEY, PH.D.
ASSISTANT PROFESSOR OF CHEMISTRY

Education:

Postdoctoral Researcher, Chemistry, University of Wyoming, 2013
Ph.D., Chemistry, Johns Hopkins University, 2011
B.S., Chemistry, University of Alaska Fairbanks, 2005
A.S., Flathead Valley Community College, 2003

Area of specialization: Physical chemistry, photoelectrolysis, and electron transfer
"My research at Carroll will involve the discovery and optimization of metal oxide semiconductors with previously unknown photoelectrolysis properties for potential application in the fabrication of fuel generating solar panels."

Impressions of Carroll: "I am looking forward to integrating self-guided discovery and the pursuit of new science into our chemistry curriculum."

GERALD SCHAFFER, PH.D.
ASSISTANT PROFESSOR OF HEALTH SCIENCES

Education:

Ph.D., Epidemiology, University of Pittsburgh 2013
M.S., Biology, Walla Walla University, 2001
B.A., Music (piano), Walla Walla University, 1995
B.S., Biology, Walla Walla University, 1995

Area of specialization: Community diabetes prevention research

Why Health Sciences? "Epidemiology and diabetes prevention bring together my interests in health, public affairs, economics, and agriculture/food systems, and also allows me to help people make specific and measurable improvements in their lives."

Why Carroll? "Carroll College offered me the chance to continue my career in a setting where teaching is valued, while at the same time offering opportunities to involve students in community diabetes prevention projects. I'm a strong believer in a diverse undergraduate experience and appreciate an academic setting where values and faith are openly addressed. I'm also glad to be back in the west where the air is clear and the wilderness is near."



Eric Sullivan, Ph.D.

ERIC SULLIVAN, PH.D.
ASSISTANT PROFESSOR OF MATHEMATICS

Education:

Ph.D., Applied Mathematics, University of Colorado Denver, 2013
M.S., Applied Mathematics, University of Colorado Colorado Springs, 2007
B.S., Mathematics, Iowa State University, 1998

Area of specialization: Applied mathematics—combining physics, math, and engineering

Why Carroll? "This is a school that is dedicated to education where quality teaching and high student achievement are the norms."

Career highlight: Landing a job here at Carroll.

Favorite interaction at Carroll: "The warm reception by the students and faculty."



Ted Wendt, Ph.D.

TED WENDT, PH.D.
ASSISTANT PROFESSOR OF MATHEMATICS

Education:

Ph.D., Mathematics, University of Iowa, 2008
M.C.S., Computer Science, University of Iowa, 2008
B.S., Mathematics and Computer Science, Carroll College, 2002

Area of specialization: Mechanics of deformable solids and computer graphics

Why Carroll? "Having been a student at Carroll, it was really easy for me to decide to apply for a position here. There's a sense of community here that's uncommon at other institutions. I'm happy to be a part of that."

Impressions of Carroll: "I've been impressed with the level of involvement of students in regular and extracurricular academic events. The number of students who attend seminars or take part in out-of-class activities is really amazing. They really embrace the "non scholae sed vitae" idea, and that makes the Carroll academic environment very exciting to be a part of."



ATHLETIC ACCOLADES

On the field, course, court or classroom, Carroll student-athletes are an outstanding cross section of the campus community. Our accomplished athletes have brought home Frontier conference titles, All-American honors, All-Conference recognition, Hall of Fame inductions, and Athlete of the Week designations.

Equally impressive are the academic All-American citations, the Champions of Character accolades, the national scholar-athlete honorees and the service awards, that continue to be the hallmark of the Carroll scholar-athlete.

The athletes featured here provide just a sampling of the extraordinary quality of student-competitors we have representing the college.

We are very fortunate to have the caliber of athletic program that we have at Carroll, led by exceptional student-athletes, dedicated coaches and staff, and a committed and supportive Carroll community both near and far.



GRANT HANSON

Carroll College was selected as a NAIA Champions of Character Five-Star Institution for 2012-2013 and scored in the top 5% of schools. This fall, 22 Fighting Saints have been named 2013 Daktronics-NAIA Scholar-Athletes by being upperclassmen who have maintained a minimum 3.5 GPA (8 football, 6 volleyball, 5 soccer and 3 cross-country).

1 Head Football Coach Mike Van Diest was selected the 2013 Region Five NAIA Coach of the Year. This is his fifth time receiving this award. Under his guidance, the 2013 Fighting Saints Football Team won their 13th Frontier Conference title in 14 years and advanced to the NAIA National Semifinal. **2** Carroll Offensive Line and Strength Coach Jim Hogan was elected the 2013 NAIA Assistant Coach of the Year. **3** Junior linebacker Sean Blomquist #43 has been selected an American Football Coaches Association NAIA All-American, Frontier Conference Defensive Player of the Year, First Team Frontier All-Conference, First Team All-American by Beyond Sports Network and a finalist for the inaugural Cliff Harris Small College Defensive Player of the Year. **4** Senior defensive back Mike Siegersma #9 was selected First Team All-American by Beyond Sports Network, National Football Foundation's Scholar-Athlete of the Day, First Team Frontier All-Conference and nominated for the National Football Foundation's Campbell Trophy.



GRANT HANSON



MEGAN PLANK



KENT BARNES



GRANT HANSON



GRANT HANSON



GRANT HANSON



GRANT HANSON



MEGAN PLANCK



GRANT HANSON



KEVIN BARNES



GRANT HANSON

5 Freshman Leah Esposito placed seventh at the 2013 NAIA Cross Country National Championships and earned an All-American designation. **6** Senior Sancho Ridesatthedoor was a Frontier All-Conference selection and qualified for NAIA National Championships. **7** Senior middle blocker Elli Graf #12 (shown here) and Junior outside hitter Kathleen Mulligan were named to the Frontier All-Conference Team while Freshman setter Jonni Dorr earned a spot on the All-Conference Freshman Team. **8** Junior Jackie Mee is the reigning Frontier Conference Women's golf champion. **9** Junior Connor Hausauer won the 2013 Montana Athletes in Service Award. **10** The Women's Soccer Team won an NSCAA Team Academic Award for the 2012-13 academic year by earning a cumulative 3.51 GPA. Senior forward Macie Netz #9 (shown here) and Freshman Goalkeeper Jamie Carter were named to the 2013 Unaffiliated Group All-Star team. Carter also earned NAIA All-American Honorable Mention. **11** Sophomore Jordan Johnston #32. The Women's Basketball Team had a "Sweet 16" appearance at the NAIA National Tournament this past spring. **12** Junior Zayn Kirkendoll #1. Members of the Men's Basketball Team spent this Thanksgiving volunteering at the annual Salvation Army dinner.

Dear Brother,

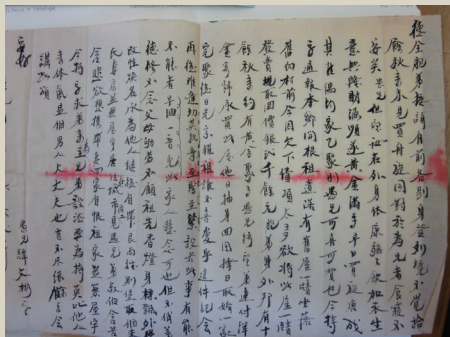
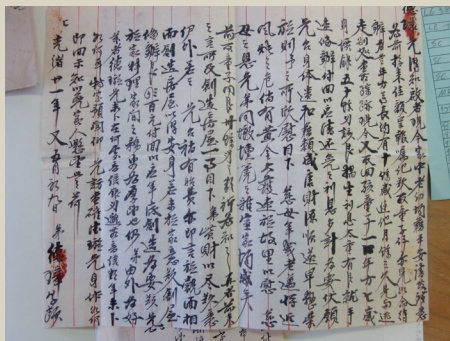
As you know, I wanted to tell you that all the family members at home, young and old, are doing well . . . Brother, though you have some health problems, you have a great flow of income from your very good business, so you do not need to worry much; you will surely recover soon. I feel confident about this.

Currently, our kind mother is in very old age and towards the last few years of her life. If you have made your fortune, please just come back home soon. This way, you can repay Mother the grace of her parenting. And our brothers could sit together, chat, and enjoy being together.

All our family thank you for the money you sent . . .

After asking around every possible connection, I still cannot find where brother De Xiu is now. No news and no money. Is there any other method or solution? Now I write to tell you this. As soon as you get any accurate info about brother De Xiu, please write to tell us so we will not worry too much.

Year: 1895, 9 May.
Brother De Yong



Photos of letters and translations from the project “In Their Own Words: Translating Documents from Montana’s Early Chinese Community”

Dear Brother De Quan,

Time passes so fast, it’s already been years since we parted and you went to America. I hope that my brother, in America, has good health, good business, plenty of money, hands covered in gold, buys a house soon, and to get our family to have a reunion. Then, as a brother, I would be happy and satisfied.

I’m writing today to tell brother that, in our village, Kai Gen’s ancestors left a piece of land with an old house on it . . . I really wish that brother can send some money back for me to buy the house. Later, when brother finds some time to come back and get married, our family can be reunited and we shall bring proudness to our ancestors, everyone will be happy. Brother, don’t miss this amazing opportunity.

I hope brother won’t be like De Xiu, who doesn’t care for his parents . . . he wanders outside, and changed his name, and bears descendants for other people. Later he got married, but he has no home in his hometown, he works in the city. When he meets his brothers and other relatives, he is sorrowful and ashamed. He wants to bring his wife and children home, but he has no house in his hometown.

I’m writing today to tell brother decide on buying the house, in the future, we have to think about each other. Be a man, my brother.

Older Brother, Tan Wen Shan 15th year of the Republic (1926), June 12th

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ethnic backgrounds, but all living and studying in China, having the opportunity to reconstruct the lives and experiences of Chinese immigrants in the American West more than a century ago!”

However, students also faced the very real frustrations of research. Specifically challenging was the fact that our only entry into the subject was through English-language sources. We came to realize that this was not only our problem on the Bitzer-Ah Chow case, but the reality for historians of the Chinese in America more broadly. While the Chinese population of the American West has been studied extensively, most examinations have been through sources in English only. It has been very difficult to tell the story of the Chinese in their own words both because of a dearth of surviving sources and the difficult language barrier.

While researching at the MHS to discover if any

Chinese-language sources existed, I happened across a little-known cache of Chinese documents. While the sources are not directly related to the Bitzer-Ah Chow story from 1870, the discovery of these documents promised to give insight into the Chinese experience in Montana from the community itself.

The collection totaled close to 100 documents including letters, business ledgers, maps, diaries, and prescriptions for Chinese traditional medicine. Realizing a rare opportunity due to my home state of Montana and my current teaching position in China, I developed a plan to empower my students as historians to translate and interpret this collection. This began the project I called “In Their Own Words: Translating Documents from Montana’s Early Chinese Community,” which grew into a yearlong effort involving students, history teachers, Chinese language teachers, and community

volunteers. In May of 2011, I moved forward with a bold proposal: a transnational project, with a research team based at the Montana Historical Society, and a translation team working at Concordia International School Shanghai. I led the on-site research team, working at the MHS to digitize the documents and send them back to the translation team of 16 students and 14 parents/grandparents. As the translation team processed the documents, sending them to the team in Montana, the on-site team researched the contents of the translations using the archives at the MHS to corroborate evidence and deepen our understanding by putting the results into a broader context of western and world history.

As our transnational translation team worked, we again consulted with Dr. Swartout for his expert assessment of the collection. Dr. Swartout

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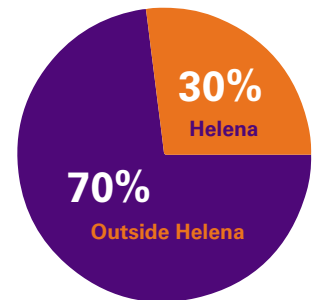
IN SERVICE to OTHERS



Extending service to others is an intrinsic part of the Carroll experience. Whether it is across town or across the globe, Carroll students are making an impact on the world around them. Instilling and nurturing the desire to help others is a valuable way for our students to pursue lives of meaning. These opportunities foster a lifetime commitment to service and fully embody Carroll's motto "Non scholae, sed vitae – Not for school, but for life." Here is a snapshot of Carroll students' service during the 2013 spring semester.

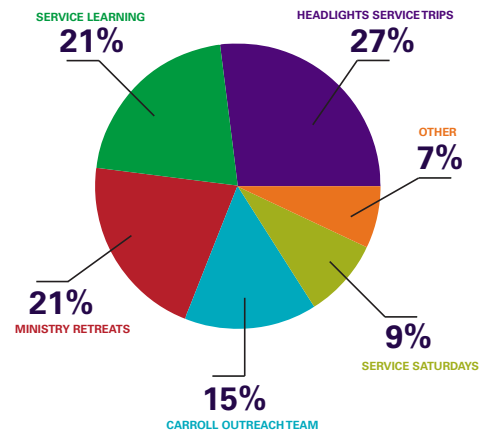
HERE & THERE

WHERE WE SERVED



WHERE THE HOURS

WE PUT THE HOURS





What can you learn in a Sandbox?

Carroll Magazine examines the changing nature of pedagogy on Carroll's campus.

EXCELLENCE IN ACADEMICS HAS ALWAYS BEEN A HALLMARK OF CARROLL COLLEGE. With the advancement of technology and the ubiquitous nature of its use in our world today, it is not surprising that current students experience that excellence much differently than most of our alumni have in the past.

In addition to the lecture halls and laboratories, students today may find themselves learning in the Sandbox. You might think that they have returned to their preschool days. The Sandbox at Carroll is indeed an interactive and lively place to learn—students and instructors collectively exploring ideas in a place where imagination is encouraged. Instead of pails and shovels, however, students in this Sandbox are using iPads, smartphones, video, interactive whiteboards, projectors, and cloud computing for a collaborative learning experience.

Carroll Magazine recently sat down with two Carroll staff members who are helping to transform how Carroll students learn— Dan Case, Carroll's director of academic technology, and instructional technologist Ryan Hazen. We were excited to learn more about this innovative approach to education.

Carroll Magazine: What is the Sandbox and how is it different from the traditional classroom?

Dan Case: The Sandbox classroom is located in the Corette Library (with a similar room found in the education department in O'Connell Hall) and is designed to improve collaboration, creativity, and comfort while empowering students and instructors to make use of the state-of-the-art learning technology available today. Up to six interactive displays are available for professors to engineer a variety of innovative lesson plans that emphasize student engagement and peer review.

Because the displays in the Sandbox are projected onto whiteboard-painted walls around the entire room, students can work in large or small groups and annotate items projected from the displays with handwritten ease. Most importantly is that it allows instructors to interact and manipulate information in a variety of ways.

In addition, the room has easily movable tables and chairs so students can work in different configurations. There is no teacher station. The teacher is meant to be the facilitator, working directly with the groups of students, rather than the traditional presenter.

CM: What have you learned from creating this new type of classroom on campus?

DC: Students enjoy working in both horizontal and vertical workspaces. In the Sandbox, they can work individually or in small groups using a tablet, laptop or smartphone, instead of paper. They can then easily “throw” that content up on the wall and begin interacting with the content, either through the device or by writing on the wall, to emphasize or expand their ideas with a larger group. The Sandbox is not only used during class time. You will often find students using the room as a place to study and collaborate on projects. While in this room, we

see students excited and engaged in the learning process.

CM: How have the faculty responded to this new type of classroom?

DC: Once professors see the room in action and hear the positive response from their students, they understand the possibilities and are excited to incorporate them into their teaching. We are here to help professors leverage the tools in the Sandbox to better meet their existing pedagogical needs.

CM: Are electronic devices in the classroom a distraction for students and instructors?

DC: Students now learn in multiple formats. By using the new instructional tools available on these devices, we are able to turn cell phones, tablets and laptops from distractions to tools for engagement, involving students in the instructional process.

For example, by using texting and smartphones,

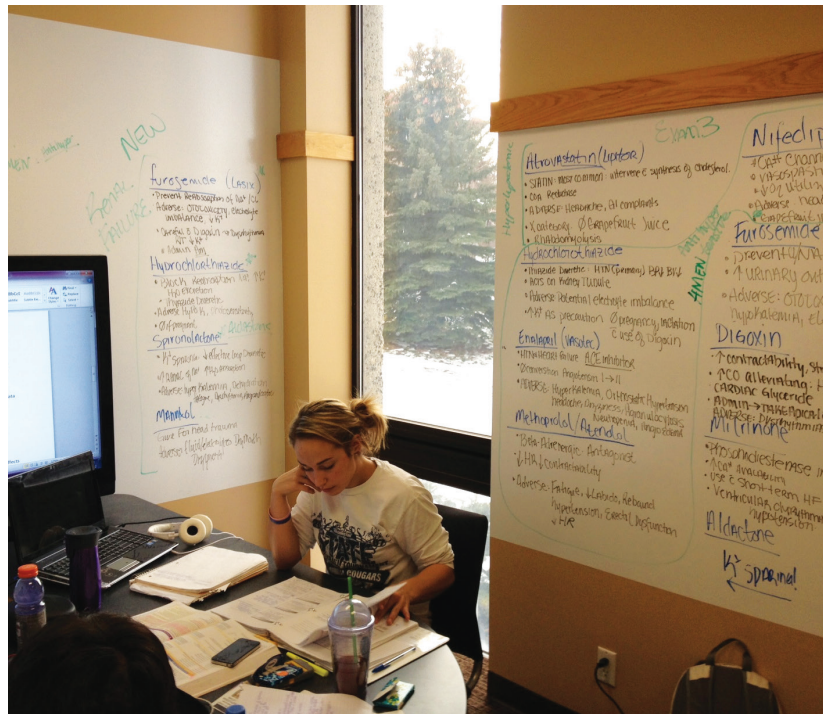
instructors can poll students to get immediate feedback on how much students are learning and the quality and accuracy of what they are learning. The resulting text can also be displayed on the projected screen, to drive discussion while in class.

CM: *If instruction relies on these devices, what about the student who may not have a tablet, smartphone or computer to bring to class?*

DC: Students without a mobile device can collaborate with a partner or check out an iPad from the library. However, this is getting to be quite rare. Two years ago we had 350 mobile devices on campus, last year we had 1,000; and on the first day of school this year, we had 1,500 devices on the network.

CM: *Is the Sandbox the only place on campus that faculty are integrating technology into their instruction?*

Ryan Hazen: No, it is just one of the environments that faculty use to enhance their coursework. In a recent survey, 93 percent of our faculty responded that they use Moodle, Carroll's online learning management system. Though Moodle is predominantly used as a repository for course documents and readings, more than half of professors are using Moodle to engage students in interactive online lessons and assessments. Students in particular like this model because they can access and re-access their lessons as often as they like from anywhere with an Internet connection.



CM: *How has this changed the academic experience?*

RH: The overall trend is that teachers are eschewing the old lecture-and-take-notes class format in favor of a more engaging inquiry-based learning experience. Because professors can now record their lectures and deliver them to the students via the Internet, they can spend more time doing hands-on activities in the classroom, where the professor is present to guide the students in their personal exploration of the material. We see more students participating in class activities and discussions these days, and fewer students sitting silently while the teacher talks.

CM: *Can you share a few examples of how faculty are doing this?*

RH: Nursing professor Maria Brosnan is flipping her pharmacology class by recording the lecture and then using class time to go through an activity or lead a discussion. The real learning happens during the classroom experience when students are able to interact with the instructor and other students. Flipping allows the instructor to be present during the learning process. This also allows students to return to the recorded lecture later and review the content.

Another example is math professor Tim Melvin. He has recorded his students working on mathematical concepts in the classroom and then posts the recording on Moodle for students to watch later. This enables students to reinforce their learning by watching it again and thinking about the process they used to arrive at the solution.

By changing the nature of the classroom experience, instructors are no longer chained to the front of the classroom. As math professor Eric Sullivan moves around the classroom, observing students and listening to questions, he uses his iPad to display information on the projector to work through a problem or emphasize a point.

CM: *What's next?*

DC & RH: We don't know and that is what's so exciting. What we do know is that the rate of technological change is increasing all the time and new tools and new ways of learning will be available every year. At Carroll, we are working to ensure that students and faculty have the flexibility to explore those tools. Our goal is to support interactive, flexible, collaborative learning spaces that utilize current technology to improve student understanding. If new tools support a professor's pedagogical goals, we're here to make sure they have access and training for those tools. Basically, we are here to make things work.

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commented on the value of the project and the collection, stating, "These materials are tremendously important to American ethnic history as a whole, and especially important to the story of the Chinese experience in the United States. It's a very rare collection; it has the potential to revolutionize how we consider the Chinese experience in America."

Most of the letters, which span more than thirty years, are from family members in China to a man named De Quan who came to Butte in the late-1880s, joining the largest Chinese community in the Rocky Mountain region. Through letters back and forth to family members in southern China, we glimpse the pressures on the Chinese working in Montana. De Quan is caught in a dilemma, constantly encouraged to return to China to find a wife, have children, and tend to his familial

"21st learning means using the tools available today to do rigorous research in new ways" —Mark Johnson

obligations; however, the requests for money are never-ending, causing De Quan to stay in Montana to make money that the family required. While family members are convinced of De Quan's wealth, records translated by our students indicate he was in considerable debt. It appears he was sending as much money as he could back to China, leaving very little for himself to subsist on in Montana.

One constant theme throughout the letters is the health of his mother and the need for De Quan to return from Montana to "repay mother the grace of her parenting." Only one letter is known to exist

from his mother and this document highlights the considerable pressures on De Quan, with news of her illness, requests for money, encouragement to work hard, reminders to live a moral life, and an appeal for his return to China. News of her death reaches De Quan from a relative's letter; a heartbreaking revelation since he was so far from home. It appears that life was not easy for De Quan in Montana or for his family in China; these letters give powerful insight into the motivations, pressures, hopes and dreams of the Chinese in the American West.

During the investigation, another much larger collection of Chinese documents emerged, which spans the 1940s and 1950s with great changes in China reverberating throughout the Chinese community in Montana. The collection, numbering close to 300 total documents, details the efforts of Wing Hong Hum, a resident of Butte, who struggles to aid his brother in his attempt to leave war-torn China. With such a talented community in Shanghai, and with the success of the previous translation program, plans are underway to translate this new collection in the spring of 2014.

These opportunities to connect my high school students in China with the Chinese history of Montana have been the most enjoyable and enriching experiences of my teaching career. Along with the key applicable skills of rigorous research, critical thinking, and synthesis, it is my hope that students realize that a deep fulfillment and joy can come through intense academic exploration. This is the lasting impression I have from my time in the History Department at Carroll. I was blessed to have amazing professors who instilled in me a passion for studying the past. Dr. Swartout, Fr. William Greytak, and Fr. Jeremiah Sullivan made history engaging through effective story-telling and instruction in the historic method—critical investigation of sources, consideration of multiple perspectives, and going far beyond a mere memorization of names and dates. It is my honor to share this love of learning and passion for history with my high school students and to uncover more of Montana's fascinating, diverse history.

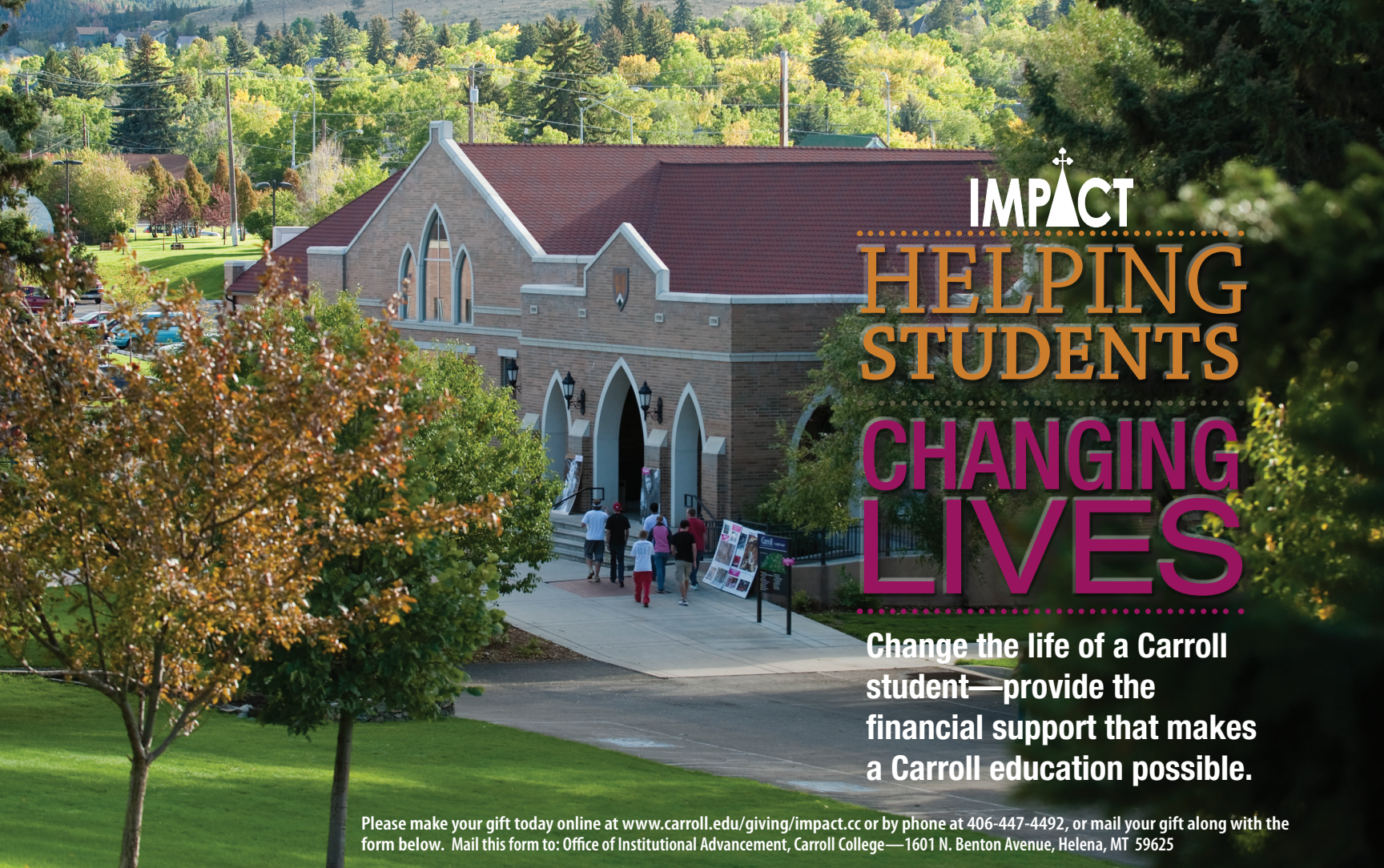
Mark Johnson, (History/Education class of 1998), lives in Shanghai, China, where he teaches at Concordia International School Shanghai. His wife Janet (Nursing class of 1998) and their two sons Jack and Thomas have lived in Shanghai for the past seven years. They spend each summer at home in Montana.

Award Winning Collaboration

In recognition of the work Mark Johnson has undertaken in conjunction with his students on the history of the Chinese in Montana, he was awarded **Teacher of the Year** by Pearson and 21st Century Learning International. This global competition recognizes innovative uses of technology in supporting student learning. An international panel of educational experts selected Johnson as the winner from a pool of entries from 15 different countries. Upon winning the award Johnson remarked, "I am honored to be named the 21st Century Learning Teacher of the Year. The award recognizes the amazingly creative, diligent, and talented students I am honored to work with every day."

Johnson credits this honor to the collaborative resource relationship that developed between his students in Shanghai, the Montana Historical Society and Dr. Swartout. In his submission for the award, Johnson explains one of the successful outcomes of a project of this scale is that "students realize that the skills they develop are significant and the tools of the 21st century open avenues to rigorous, exciting, relevant work." You can view the video element of his submission at: <http://bit.ly/johnson21>

In addition, Johnson's upcoming classroom endeavor to translate the Wing Hong Hum letters has been recognized with the **Christa McAuliffe Reach for the Stars Award**, sponsored by the National Council for the Social Studies. Johnson shared that receiving this award helps to solidify his plans to travel to Montana with several students, work in residence at the Montana Historical Society, and collaborate with various research institutions in Butte as well. In response to receiving this award Johnson said, "It is exciting continued recognition of new approaches to history education and to the continued work connecting Montana's past with a global audience."



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