

NEBRASKA WESLEYAN UNIVERSITY MAGAZINE

# ARCHWAYS

REMEMBER | SPRING 15 | VOLUME 15, ISSUE 1



## THE NEBRASKA MAN

*NWU'S GREATEST  
WAR HERO SPEAKS*

# FROM THE PRESIDENT



*Your ... pride and ownership in NWU keep the wheel turning ... on a great cycle of learning, growth and accomplishment.*

## Dear Alumni and Friends,

Springtime brings news each year of what our graduating seniors in the College of Liberal Arts and Sciences have planned after graduation. In March as I write this letter, many are still considering possibilities, exploring alternatives, extending their networks and refining their resumes.

They enter an economy trending upward. The stock market has made a strong recovery, and U.S. unemployment is declining toward pre-2008 levels. In Nebraska, the employment picture is even stronger. The successes of entrepreneurs in Lincoln and Omaha have led many to dub our region the Silicon Prairie.

All this bodes well for our graduates. While the national student loan default rate stands at 13.7 percent, the rate among Nebraska Wesleyan's recent graduates has fallen to just 1.6 percent. That's because our graduates leave campus with modest debt and enter the workforce prepared to succeed.

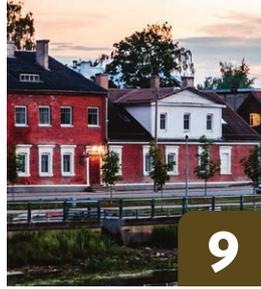
Here's a sampling of what comes next for members of the class of 2015:

- ▶ **Brock Taute**, a physics major from Bertrand, Neb., will enter graduate school in environmental science at Stanford University, with assistance from an NCAA Postgraduate Scholarship.
- ▶ **Alyssa Stanek** from Ceresco, Neb., and **Connor Zumpfe** from York, Neb., both exercise science majors, will begin physical therapy school at the University of Nebraska Medical Center. They also take with them prestigious NCAA Postgraduate Scholarships.
- ▶ **Phillip Abbey**, an accounting major from Parker, Colo., has been hired in a financial analysis position at ConAgra Foods.
- ▶ **Byron Thompson**, a business major from Centennial, Colo., has three job offers and is deciding which one to take.
- ▶ Six seniors received early decision admission to medical school at the University of Nebraska Medical Center:
  - **Jake Bianco**, biology major, North Platte, Neb.
  - **Evan Lange**, biology major, Gretna, Neb.
  - **Taylor Pospisil**, biology major, Norfolk, Neb.
  - **Frankie Smith**, mathematics major, North Platte, Neb.
  - **Alexandra Springman**, biology major, Lincoln
  - **Sean Tomes**, biochemistry/molecular biology major, Lincoln

All of us at Nebraska Wesleyan benefit from your interest and involvement in the opportunities of these newest alumni. Your job referrals, your internship placements, your updates to this magazine about your own career paths, and your contributions to the Archway Fund—cumulatively your pride and ownership in NWU—keep the wheel turning as it has for 128 years on a great cycle of learning, growth and accomplishment.

Thank you for all that you do that keeps Nebraska Wesleyan strong!

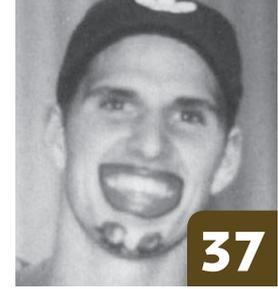
—Fred Ohles  
President



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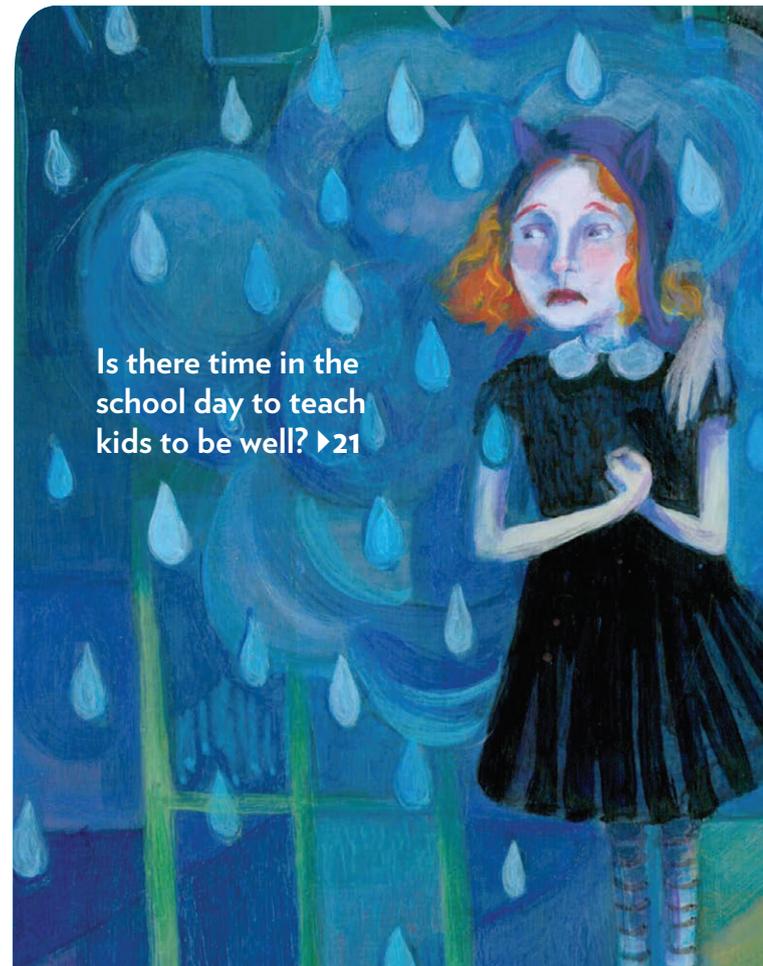
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*Nebraska Wesleyan University is an academic community dedicated to intellectual and personal growth within the context of a liberal arts education and in an environment of Christian concern.*

*Archways is an examination—and, ideally, a conversation—of how Nebraska Wesleyan University and its people relate to the world around us. That examination is academically sound, socially conscious, and continuously curious.*

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▼ Photos by Joselyn Schmutte ('16)



**Liz Fichthorn ('17), Miranda Gunnerson ('17), Ophelia Morreale ('16)**, fashion consultants, "Period Style" ►30

Liz, Miranda and Ophelia are theatre majors working alongside Barbara Keating, the costume technologist in Nebraska Wesleyan's costume shop. This trio of current students is the first to serve *Archways* magazine in the capacity of fashion consultants.



**Randy Ernst ('83, MAHS '07)**, "What'd You Do at School Today?" ►21

Randy taught in NWU's Psychology Department in 2006 and 2007. He is now a social studies curriculum specialist with Lincoln Public Schools. Nebraskans for Civic Reform gave him its K-12 Administrator Award. He is also advising Nebraska Wesleyan University as it develops a new Master of Education program designed for educators outside the administrative track—teachers who want to become better teachers.



**Abigail Mitchell**, "Walls Talk" ►24

Abigail is assistant professor of psychology at NWU. For this issue, she reviewed photos of faculty offices to see if she could draw conclusions about their occupants' personalities. She's no stranger to the task of interpreting the unspoken. In 2012, she outlined her research findings at the Society for Personality and Social Psychology in San Diego, Calif., in a presentation titled, "He IS into You: The role of eye gaze in conveying romantic interest".

# Letters

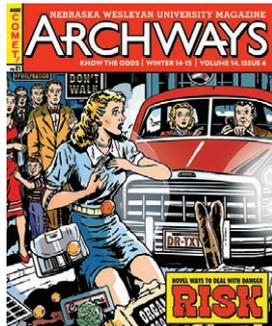
## That's clever

I want to congratulate you for presenting a really clever magazine. I loved the cover, and because of the cover, I read more of the magazine than I usually do.

There were some especially good articles. The one on risk was especially interesting to me ["Risk: Novel Ways to Deal with Danger," Winter 2014-2015].

Thank you for a quality product, which captured my interest right from the start.

**Carole Daasch** ('66)  
Omaha, Neb.



## Parenthetically

You'd save some ink if you eliminated the parentheses around women's maiden names and around graduation years of your alumni in *Archways*. It's a very interesting magazine.

My parents graduated from Nebraska Wesleyan: Clarence H. Folsom, MD '20 and Gladys Rising Folsom '24.

Thank you for considering this.

**Margaret Folsom May**  
Santa Barbara, Calif.

## EDITOR'S NOTE

*Style formats like the one Ms. Folsom May suggests vary among alumni publications. We appreciate her perspective and enjoyed straying from our typical format here in her letter.*

Opinions expressed in letters to the editor are not necessarily those of *Archways* magazine or Nebraska Wesleyan University.

Anonymous letters will not be printed. Letters may be edited for length, content and style.

 **Be heard. Send your letters to:**

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**Email:** ewendt@nebrwesleyan.edu



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## Four for 40

### Quartet of NWU icons hits 40th anniversaries.

In our last issue, we marked Professor of Music William Wyman's 40th anniversary directing NWU's University Choir. Wyman wasn't the only one to mark a 40th anniversary this year. Here's a look at four other NWU icons that also made debuts alongside Wyman in 1974-1975.



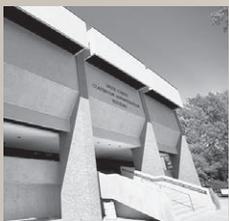
#### Women's basketball, est. 1974

Sharon Holscher ('86) set a career scoring record in 1985 (1,502) that stands today. Kris (Jelinek) Hendrickx ('89) pulled in the career rebounds record (912) in 1989. And Shea Rasmusen ('12), NWU's leader in career three-pointers (199), was the Association of Division III Independents Player of the Year in 2012.



#### Women's volleyball, est. 1974

NWU volleyball added its 12th NCAA Division III tournament appearance in 2014 and boasts nine AVCA Team Academic Awards. Jane (Verbeck) Weed ('89) is NWU's queen of kills with 1,508. And 2014 NWU Athletic Hall of Fame inductee Christina (Renner) Boesiger ('99) is our top ace with 237 career aces.



#### Smith-Curtis Classroom-Administrative Building, est. 1975

Smith-Curtis is home to many NWU students' favorite spots on campus—including the "Soc Pit", Great Hall, student mailboxes and the lounge that communication studies students simply call "That Place". The late Professor of French Anthony Epp helped establish the Wall of Scholars in Great Hall. The building itself is named in honor of Ernest L. Smith (1911) and Senator Carl T. Curtis ('28).



#### Psychology Department's X-treme Rat Challenge, est. 1975

This popular event is the flagship project for Associate Professor of Psychology Marilyn Petro's "Basic Learning Principles" class. Students spend the semester shaping their rats' behavior to perform in athletic events. This year, Petro introduced a new element, ala "American Ninja Warrior". Rats had to defeat "Mt. Prairierati"—a relentless course combining the wall climb, rope climb, rat slide and sprint in a head-to-head race to the summit.

*THE FINAL: Two favorite teams, an essential facility and a famous academic event enter their fifth decade. Their longevity reflects NWU's focus on essential programs.*

## Spilker is 2014-2015 Exemplary Teacher

Energetic. Inventive. Committed. That's how colleagues and students describe Assistant Professor of Music John Spilker. "Students will come, and they will stay when they have taken inventive, demanding and engaging classes like those taught by John Spilker," said Assistant Professor of English Sandra McBride ('84).

That reputation led the United Methodist Church Division of Higher Education to name Spilker its Nebraska Wesleyan 2014-2015 Exemplary Teacher. The award honors the professor who exemplifies excellence in teaching, civility and concern for students and colleagues, commitment to value-centered education and service.

"He clearly communicates high standards and expectations to his students," McBride said in nominating Spilker.

Zachary Weir ('15) of Omaha is one of Spilker's students. "He brings an enthusiasm to the classroom like I have never seen before," said Weir. "I have not only learned to understand and respect music history as a discipline, but I have learned how to become a better writer, speaker and classroom participant."

He added, "Dr. Spilker goes above and beyond in his classes to not only teach the content, but to also teach skills that are applicable in any class and in life."

*THE FINAL: The United Methodist Church supports great teaching in all disciplines, giving a young music professor its top honor. Awards like these help NWU attract, retain and support great teachers.*





# Finishing Strong

## NWU VP retires with the university on a solid footing.

Vice President for Finance and Administration **Clark Chandler** retired this spring. His service as vice president began in 2002 and included a stint as interim president in the months before President **Fred Ohles** joined the university in 2007.

Chandler has been at the university's financial helm through both recession and recovery. And his approach—defined by calm prudence and consistent support for strategic priorities—has helped the university maintain and advance its strong position.

In the last fiscal year, he oversaw a 13.3 percent increase in net revenue with expenditures increasing by less than 1 percent. And over the span of his career, he helped oversee a number of meaningful initiatives, including:

**Construction of the suites and townhouse village**

**Bond refinancing that has saved NWU approximately \$2.5 million to date**

**A new Omaha location at 14010 FNB Parkway**

**Upgrades at Abel Stadium, Greeno Track and Knight Fieldhouse**

**Major renovations at Roy G. Story Student Center and Johnson Hall**

**A campus master plan update involving community improvements and property acquisition to the west toward 48th Street**

"I can't personally take credit for these accomplishments, of course, because many good people in all of our departments have been instrumental in these successes," Chandler said. "But I hope I've played a constructive role in making them happen."

Ohles confirmed that Chandler's impact has been vast. "Clark provided Nebraska Wesleyan University with selfless service for 12 and a half years," said Ohles. "Nebraska Wesleyan is stronger financially, stronger administratively, and stronger in fulfilling its mission thanks in large part to his long-term focus on continuous quality and improvement."

*THE FINAL: This university owes its strength and stability over the last dozen years to many sources—not the least of which is Clark Chandler's consistent leadership.*

# Getting Serious about College Affordability

Access NWU offers free tuition to strong Nebraskans with financial need.

A new scholarship program unlike any other independent college program in the state marks an aggressive step in making college affordable for more Nebraskans. Access NWU covers all after-aid tuition costs at Nebraska Wesleyan University for students who meet the following seven qualifications.

### To qualify, a student must:

- ▶ Be a Nebraska resident
- ▶ Achieve a composite ACT test score of 25 or higher
- ▶ Earn a high school GPA of 3.0 or higher
- ▶ Have an Expected Family Contribution (EFC) of \$1,000 or less as determined by the Free Application for Federal Student Aid (FAFSA)
- ▶ Enroll as a first-year, first-time student
- ▶ Carry a full-time academic course load of 12-18 credit hours per semester
- ▶ Live in NWU residential housing

Students remain eligible for up to four years of Access NWU funding by continuing to meet these qualifications. Students are also eligible for federal student loans and on-campus work-study funds to assist with additional college expenses including room, board, fees and books.

"Access NWU provides an additional means for students with high financial need to pursue a quality education at Nebraska Wesleyan," said **William Motzer**, vice president for enrollment management. "Our strong four-year graduation rate, high starting salaries and top graduate school placements are just a few examples of the value our students experience."

Roughly 98 percent of NWU students already receive financial aid, and nearly a quarter of them are eligible for federal Pell Grants.

President **Fred Ohles** said Nebraska Wesleyan's solid footing made this the right time for a bold step to improve access. "Nebraska Wesleyan University is in a good place with strong enrollment, solid programs and outstanding outcomes," Ohles said. "We believe in giving students from all backgrounds the necessary experiences to help them stand out to future employers and succeed in life."

*THE FINAL: Access NWU offers free tuition to Nebraskans with strong academic performance and financial need. You can support this program by giving to the Archway Fund and by referring students to NWU Admissions (402.465.2218 or admissions@nebrwesleyan.edu).*



Photo by Chad Greene

# A Class by Itself

An unusual course crisscrosses the globe to teach social entrepreneurship.

It's normal for a course to have prerequisites. But for the NWU students wanting to enroll in a new course on social entrepreneurship, the first requisite was a little different. They had to compete to land one of the course's six coveted seats.

The course, titled "Network Globally/Act Locally," is a joint venture among Nebraska Wesleyan, the College of Charleston in Charleston, S.C., and the University of Tartu in Tartu, Estonia. This exciting new partnership is made possible by the Harry ('59) and Reba Huge Foundation.

Each institution chose two professors to teach the course collaboratively; and each school used a competitive process to select six outstanding students to participate.

The combined 18 students and six professors travel with the Harry and Reba Huge Foundation's support to each institution to learn and work together. The course kicked off in March with a trip to Estonia.

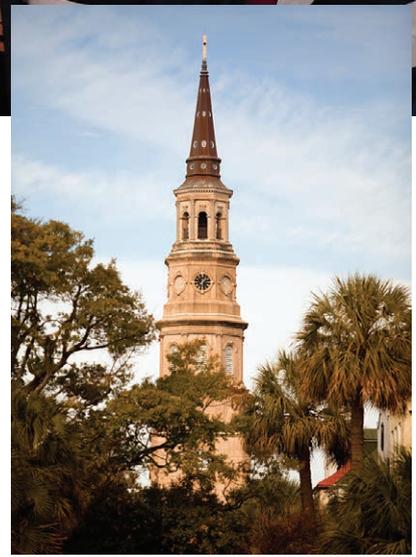
The Nebraska Wesleyan contingent of professors and students includes (left to right) Assistant Professor of Professional Studies **James Perry**, **Jennifer Heywood** ('15), **Tarryn Tietjen** ('17), **Rhys Williams** ('15), **Ryan Hagenson** ('15), **Jessica Gehr** ('16), **Elenita Donley** ('16) and Professor of Communication Studies **Rachel Pokora**. The six students have a combined nine majors of study, including art, biochemistry and molecular biology, business administration, chemistry, communication studies, economics, political science,

psychology and Spanish.

Students from each school combine to form three groups. Each group then selects a problem of global significance to address as socially minded entrepreneurs. "They can choose anything under the sun," said Pokora, "from agriculture to aging."

The students then build business models to address their chosen challenge, strengthening them in face-to-face and virtual work sessions. The course concludes in Charleston, where the groups pitch their plans to the Huge Foundation and a select committee of potential angel investors.

"It's an exciting opportunity to turn an academic project into an investment-worthy plan of action," Pokora said.



▲ The Huge Foundation enables NWU students to forge new partnerships with peers in Charleston, S.C. (top), and Tartu, Estonia (bottom).

*THE FINAL: The Harry and Reba Huge Foundation provided inspiration and support for an innovative course connecting three schools and two continents.*



## NWU's Board of Governors Welcomes Beverly Maurer

Beverly Maurer, Omaha, was elected to serve a three-year term on the Nebraska Wesleyan University Board of Governors at the board's winter meeting.

Maurer, a native of New York City, is a dedicated community volunteer and award-winning educator, with current and continuous inclusion in Who's Who in Education and Who's Who in America. She earned her undergraduate degree in mathematics at Brooklyn College and pursued postgraduate studies at the University of Richmond and Virginia Commonwealth University.

Her career includes 25 years as a math teacher, director of education, assistant principal and principal of an elementary school in Richmond, Va. There, her innovative methods earned her the Master Teacher Award and nomination for Virginia Teacher of the Year.



# 2015 Homecoming

## NEBRASKA WESLEYAN UNIVERSITY

# SEPTEMBER 17-20

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## Reunion Classes:

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*(with special tribute to the class of 1955)*

**CLASS OF 1965**  
**CLASS OF 1975**

**CLASS OF 1985**  
**CLASS OF 1995**  
**CLASS OF 2005**  
**2011 & AFTER**



## Honey, I Smell Flowers

By Ruth Ann (Troutman) Bartels ('63)

158 pages | \$19

—Reviewed by Eric Wendt ('99)

Ruth Ann Bartels ('63) did not set out to be an author. She set out to be a help.

She and her husband had just arrived in California for a 2008 vacation when they learned their daughter, Michelle (Bartels) Sander ('91), had been injured in a car accident in Lincoln. Back to the airport they rushed, as Ruth Ann (literally) flew into help mode. She would remain in that mode for many months.

Michelle had suffered a mild to moderate traumatic brain injury, or TBI. Don't let the "mild to moderate" designation fool you. There was nothing mild about this type of injury and its impacts.

Ruth Ann found herself thrust into a whirlwind of medical terms and monumental worries. Despite a background in health care as a medical technologist, Ruth Ann felt unprepared for "this TBI thing" with its intraparenchymal hemorrhages, agnosia and post-traumatic amnesia.

The terminology may have felt foreign, but Ruth Ann was quick to grasp a central concept: Her daughter's path to healing would be paved in rigorous, gritty therapy. The injured brain, she said, must be challenged with demands in order to forge new neural pathways to the old memories and procedures that comprise both our identities and our quality of life.

Ruth Ann described the most chilling session she witnessed, where an occupational therapist asked Michelle to make cookies. She'd baked countless batches with her mother in her lifetime. This time, however, her brain had her pantomime the familiar steps. She "opened" the mix with scissor fingers; she acted out cracking the egg; she pretended to add the water.

Ruth Ann wrote:

*Last, she picked up the mixing spoon and began to stir the "nothingness" in the bowl. The therapist asked her what she was doing. Michelle answered, "Mixing up the cookie dough." The therapist picked up the bowl and turned it over and banged it on the counter and said, "Nope, Michelle, there is nothing here!" Michelle looked bewildered and frightened. I DID NOT CRY!*

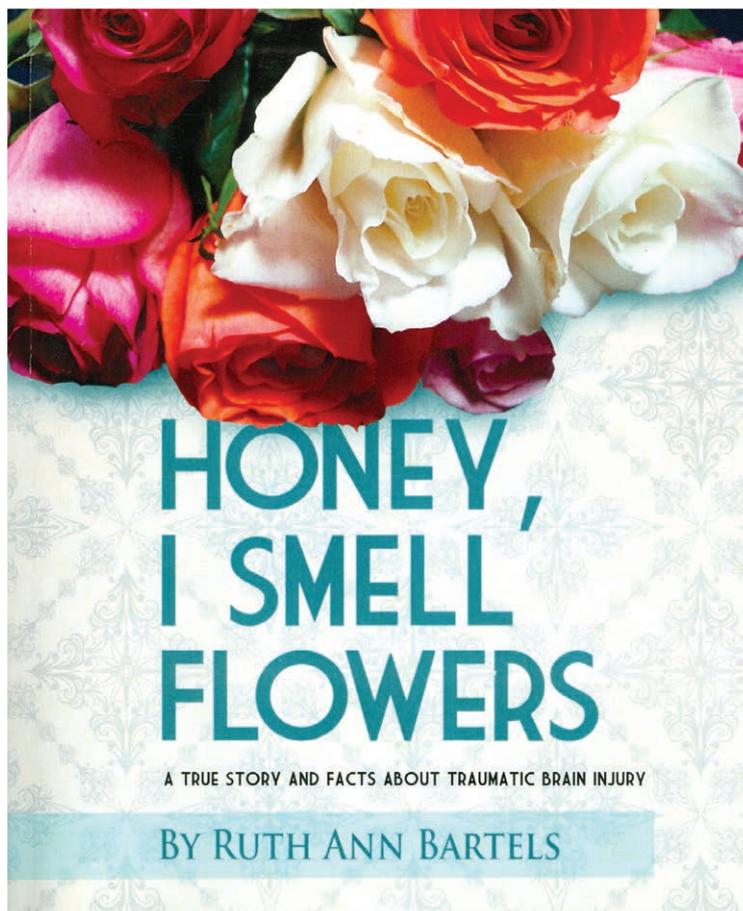
With the therapist's help, Michelle did mix the real dough, form the cookies and set them to bake. And "when the oven timer rang ... she opened the oven door and reached in to get the cookies without grabbing a hot pad!!! The therapist was right there and grabbed her hand."

This was Ruth Ann's jarring introduction to her daughter's agnosia—a condition where the brain is unable to recognize objects or events due to a failure to process sensory information. While Ruth Ann focused on Michelle's ability to process, she also recognized the difficulty loved ones have in processing a TBI's true impact. This realization is at the center of Ruth Ann's memoir of rehabilitation and perseverance.

She knows the lost feeling a mother experiences with a loved one in intensive care. And she wants to help. She wants to help not just her daughter, but also the next mother or son or husband to stand in her difficult shoes.

"I spend much of my evening in the recliner praying for knowledge and healing for Michelle," she wrote at the end of chapter three. "I pray for strength for myself and my husband. I pray for Michelle's family as we all adjust our lives to help speed the healing process. Please, God, lead us, show us how we can help the most. Lead us to those things that will help each of us cope with this sudden change in our lives."

In helping caregivers to grasp both the difficulty and the necessity of comprehensive speech, physical and occupational therapies in the aftermath of a TBI, Ruth Ann's book is nothing short of an answered prayer. **n**





*Illustrations by Neal Iwan*



*His students called him “Dr. John”.*

*The French called him one of “Les Terribles”.*

*His unit called him*

# THE NEBRASKA MAN.

## *A QUIET WORLD WAR I HERO IN HIS OWN WORDS*

Everyone inside the Phi Tau house of the late 1950s knew about the Nebraska man’s past. “He didn’t talk about it,” said Dr. **Chuck Erickson** (‘59). “But his reputation preceded him.”

That reputation commanded the fraternity members’ respect. Phi Kappa Tau’s faculty sponsor—Professor of Philosophy **John Rosen-trater**—was notoriously quiet. “But when Dr. John spoke, it was like the voice of God,” Erickson said. “You shut up and you listened.”

You listened because he was what Professor Emeritus of History **David Mickey** (‘39) called “an institution ... unto himself.” He was “one of those giants who, from time to time, walks upon this earth.”

You also listened because of what others whispered about him.

*Honest-to-God war hero.*

*Argonne Forest.*

*No Man’s Land.*



Those whispers permeated the Phi Tau house. But that didn't mean they carried across campus. "I don't think everyone in his classes would have known about [his service]," said Carol Sue (Shreffler) Cain ('61).

Her husband, Rev. Terry Cain ('60), was a philosophy and religion major who took many of Rosentrater's classes. The two men became close friends. He remembered Rosentrater as a tall, achy man. "Sometimes in class he'd stop what he was doing and reach a long arm over his head," Terry Cain said. "And he'd sort of fold it over and grip his opposite shoulder." Then he'd continue to lecture in this contorted position.

Sue Cain said he'd often pause a little longer than was natural during these lectures—a wise professor slowly gathering his next thoughts.

As odd a picture as he created in these awkward moments, Sue Cain said a sore 70-year-old didn't seem all that unusual to a class full of vital 19-year-olds. Of course he ached. He was old.

He was also, arguably, homely. Terry Cain spoke with the liberty open to good friends. "He'd walk by and a mortician might say, 'There goes the best embalming job I've ever seen.'"

Sue Cain chided her husband gently for the joke. "I didn't see him as homely at all," she said. "When you like someone, it changes how you see."

What his students saw was a professor with physical frailties and intellectual strength. "That man lit a fire in me," Erickson said. His lessons about the fallibility of humanity and the preventability of war shaped Erickson's perspective as he worked toward medical school.

What his students may not have seen in Dr. John's odd contortions and awkward pauses were the lingering effects of a long-gone cloud of mustard gas.

Mickey wrote in Volume II of his university history, *Of Sunflowers, Coyotes and Plainsmen*, "John Rosentrater ... was a walking example of one who had paid dearly for his role as a soldier in World War I .... Rosentrater, by war's end, had been twice nearly mortally wounded, shot through the head, and twice gassed—with little more than one-half lung remaining functional."

Lifting an arm overhead may have helped open his tattered chest. His pauses may not have been so much about gathering his thoughts as they were about gathering his breath.



▲ Rosentrater served in the Army's 32nd "Red Arrow Division." Its members were primarily from Wisconsin, Illinois and Michigan, explaining why they knew Rosentrater as "the Nebraska man." The rectangle represents the German lines the 32nd penetrated in World War I.

Rosentrater's service in France earned him the World War I Victory Medal, a Purple Heart with oak leaf cluster, three Bronze Stars and even a nomination for the country's highest military award, the Medal of Honor.

The Victory Medal recognizes armed service in the First World War. The Purple Heart is for wounds received in combat, with the oak leaf cluster signifying a second award. The Bronze Stars honor acts of heroism in a combat zone. The Bronze Star wasn't created until 1944. But a loss of records delayed a review of Rosentrater's service until shortly before his death. The Bronze Stars, Mickey wrote, were awarded at that time.

Hurting Rosentrater's case for the Medal of Honor was the fact that no surviving U.S. officers directly witnessed his heroism in the Meuse-Argonne Offensive—the final Allied offensive of World War I and the deadliest in U.S. history. Perhaps hurting it further was Rosentrater's disinclination to make any sort of case for it himself. The Medal of Honor went instead to Alvin York—a tremendous soldier who fought in the same battle.

A few alumni shared a story that *Archways* could not confirm. The story holds that Hollywood producers approached Rosentrater about making a film based on his experience. Not wanting to glorify war, Rosentrater declined to cooperate. So the producers turned instead to York, and the famous 1941 film, "Sergeant York," starring Gary Cooper, was the result.

John Rosentrater was no Gary Cooper. To Terry Cain, Rosentrater was the opposite of a star. He was grounded. Quiet. Modest. Accessible. Friendly. And the friendship they formed in the classroom would stretch beyond Rosentrater's 1960 retirement. Over time, Rosentrater would reveal to Cain details about his service that he rarely discussed.

And when a local civic club held a special "Rosentrater Night" in his honor, the veteran was invited to bring a guest. "He was a bachelor living with his bedridden sister," Cain said. "So he picked me as his guest. I couldn't help but feel honored by that."

Rosentrater's friendship remains dear to Cain. "When you'd meet him in the hall in Old Main," he remembered, "he wouldn't wave. He'd point. Maybe he'd give you a little smile, or maybe not. But he'd point that finger, like he was singling you out." This isn't a general hello, that Uncle Sam style point told Cain. This is a crisp, soldierly greeting meant for you alone.

"And if I was walking with someone else, he'd point that finger at me. And a beat later, he'd do it again with two fingers." Hello to you. And hello to your friend.



▲ “The glory side of military achievement does not look the same to everybody.”



Near the end of his life, Rosentrater would single Cain out one last time. He entrusted his young friend with an unusual packet—a packet Cain kept for half a century. Rosentrater had shared its contents with a few others at Nebraska Wesleyan. The university’s copies were filed away and eventually forgotten or lost as staff members retired or passed away.

But Cain remembered. And he shared that packet with us.

It holds Rosentrater’s own account of America’s deadliest battle. (The Meuse-Argonne Offensive alone killed 26,277 Americans, surpassing some estimates of U.S. casualties for the entire Revolutionary War.) His narrative is fascinating, quietly bloody, and frustratingly sparse in detail. But if you let his story unfold, like an old man coming out of a contorted position, you’ll find in your hands a remarkable narrative of service and deep sacrifice.

It’s as if you can feel the trust Rosentrater showed in sharing these pages with Cain. He points a greeting finger at his young friend. He points again, two fingers this time, in greeting to us.

We share his words, sparingly edited, here. ▼

251 Marlyn Road,  
Broken Bow, Nebraska 68822  
August 13, 1964

Dear Miss Johnson:

Appreciated your communication of August 11 and other contents enclosed. It found my sister and me here in process of getting somewhat settled.

We live in what our neighbors and relatives call a nice house here in Broken Bow. We arranged to have the house built after we found it difficult to pick a well-located residence from the offerings already here. After we get everything we brought with us out of the boxes, we think it will be fine. I know we left a lot of fine folks (friends) in Lincoln.

Before we left Lincoln the Military Department of Nebraska (probably at the suggestion of the Governor’s office) presented me with a certificate of appreciation for services in the great war. I think that they also recommended some honors to come from the national powers that be<sup>1</sup>. There must be angles to patriotism so that the glory side of military achievement does not look the same to everybody.

Our Lincoln papers have been accumulating material concerning the experiences of several service persons, little by little. I did not see the war story printed about me on June 3 before someone called my attention to it in the paper. Upon reading it I found that some elements in it were drawn from three quite different personal experiences. The fact that some details did not fit in where they were placed embarrassed me at first. So I produced (by ditto) a three-page report in which the details of each experience are put on a separate sheet. Several of the offices at Wesleyan have received a copy of this, but I will send one to you also.

◀ You may find Rosentrater’s unedited account at [nebrwesleyan.edu/NebraskaMan](http://nebrwesleyan.edu/NebraskaMan).

## ANNOTATIONS:

1 This recommendation from Governor Frank Morrison’s office likely led to the awarding of three Bronze Stars.

The first sheet deals largely with two weeks of experiences of seven men in no-man's land, as aids to local military intelligence. The second sheet deals with a little over two hours of military action, ending with hand-to-hand fighting, during which about 30 Germans surrendered to me (in various sized groups). I do not know why they did just as they did. During this time of surrender, I was within speaking distance with only five Americans: two at the beginning and two at the end—and after some minutes another one who came to help me care for a serious wound. The third sheet deals largely with this wound and with over five months wrestling with typhoid fever.

This is a town of many churches. Our neighbors are very nice and are largely ex-ranchers. One is a teacher and one a county official. It looks as if Wesleyan is still moving ahead. Probably this will not hurt anybody. Thanks Miss Johnson.

Sincerely,  
John Rosentrater

## ANNOTATIONS:

2

R refers to himself as “the Nebraska man,” “the tall man,” and “Rosy”.

3

This hospital stay may be associated with R's first Purple Heart. He provides no details, but we know R had been caught in a pair of chemical attacks.

4

R was a PFC in Company B, 128th Infantry, 32nd Division. The 32nd's casualties would top 14,000 before the war's end.

## MEUSE-ARGONNE RECOLLECTIONS

On about September 18, 1918, a tall Nebraska man<sup>2</sup> left a hospital in Nantes, France<sup>3</sup>, on a train, and two days later stepped from a truck to re-join the old line, where the bloodiest struggle of the American portion of the great war was to shape up in a few days. The old battalion<sup>4</sup>, thinned out by late-August and early-September losses, had promoted many of its survivors to leadership positions and had filled up its ranks with new recruits, none of whom had more than three months of training.

The Nebraska man joined six of these recruits on an afternoon, and before evening, discovered that a basic portion of front line equipment, entrenching tools, had not yet been issued to the new recruits. Remembering the transportation difficulties so near the fighting front, the Nebraska man would rather have seen every man fully equipped then and there.

While marching toward the battle line the next day, and seeing the bodies of a number of Americans killed recently, the tall man thought to take the necessary picks and shovels from the dead and to hand them to the living for further use. Now the man willing to be of help discovered a reluctance on the part of the new recruits to appropriate, as a portion of their own equipment, materials that had once been carried by men now no longer living. But with a little reasoning and bit of persuasion, even the shyest of the recruits was willing to go along with the full equipment idea.

By the second evening every one of the six had something with which he could dig. During the first 30 hours at the front, which was constantly shifting, each man dug himself into the ground three times to escape the heavy German fire, and he did it with the tools once carried by dead men.

The Nebraska man was to continue to be associated with these six recruits for the next 10 or 12 days. The task assigned to these seven men each day, whether they worked on the daytime or nighttime shift, was to establish and man an observation post in no-man's land.

In language a bit more descriptive, these men were to move beyond the American defense line to a position as near the German line as possible—a position from which they could observe any new activities undertaken by the Germans and report such activities to their own officers on the American line. They were to do this at the same time that they were to avoid letting the Germans see them. See and report without being seen, was the rule.

Four important experiences belonging to these 12 days in no-man's land may be mentioned briefly.

On one day there was a long crawl through a field of tall stubble in an effort to get to a promising location for observation. A German machine gunner traced the path of this crawl and frequently revealed his success in this by causing bursts of buzzing bullets to pass through the shaking stubble.

There was especially furious gunfire whenever the Germans discovered the location of the American outpost. An honest effort to determine the number of bullets that cracked near the Nebraska man's ears on one afternoon would place the number at 600.

There were occasions when five members of this no-man's land observation team wished that the other two members had not crossed the Atlantic Ocean, because they continuously went to pieces, psychically, when exterior circumstances became severe. At times like this the two were an obstacle to the rest.

A considerable portion of the night before the great onslaught of the Meuse-Argonne drive for this portion of the American army was taken by the



## A GLIMPSE OF THE MEUSE-ARGONNE OFFENSIVE



R ROSENTRATER

US TROOPS

BARBED WIRE

GERMAN SNIPER

GERMAN FOXHOLES

seven men for inspecting the 15-rod belt of barb-wire entanglements.

This belt of barbwire had existed as the symbol of the German defense system since the first Battle of the Marne and was about three years old. It had been pounded by artillery fire for three days in the hope that it could be greatly reduced as an obstacle to infantry action. At this particular portion of the belt, the German defenders were keenly alert through the whole of this particular night.

Their machine gunfire guided by flares made inspection difficult. But the team found that still a great deal of work was to be done the next morning by the wire cutters. This night's work was to close the tall Nebraska man's association with the six recruits. The next day: a new assignment.



Four times before October 14, 1918, the American high command had chosen a particular hour to try a break through in this area of the long battle line. It could be that each of the four times chosen was anticipated by the Germans, who opened up with heavy artillery about half an hour before the American attack was to begin, and each time the attack was called off. But this time it was different.

The infantry moved up to the barbwire belt and halted for half an hour to allow the wire cutters to open lanes through which the fighting men could

file later. The fog of the morning was of great help to the wire cutters. After a number of lanes had been opened, the fighters filed through and fanned out at the other end, taking prone position (safest for keeping alive) for the purpose of accumulating enough men so that the attack later could be undertaken in force.

It was soon discovered that a sniper at a quite distant hillside was getting busy picking off some of our men who were coming into one of those fanning out build-up places.

When it appeared as if no leader with the authority to act had come into this particular fanning-out group, an officer from a distant unit began to shout a description of the situation. He described the location of the sniper and also of the accumulating group that was sustaining the losses. Then he suggested that five or six men from the group that was being fired on rush the sniper and to remove him as a further menace.

The Nebraskan and five or six other men volunteered to rush up the hill as individuals who did not think to organize any further for the task. If time had been taken to look each other over, each man may have discovered an acquaintance or more in the group. What held them together for the moment was the purpose to remove the sniper, and this seemed not to require any further planning except to approach him as if from behind a bush.

The same fog that had earlier protected the American wire-cutters now hid the risk Rosentrater and the 32nd Infantry faced on the other side of the wire. As they reorganized for a full assault, a German sniper on "a quite distant hillside was getting busy picking off some of our men." Rosentrater moved to ambush this sniper and found himself among German foxholes shrouded in fog.

“I do not know why they did just as they did.” ►

## ANNOTATIONS:

**5** It is also clear that R is selective in his details. The remarkable restraint R shows here—both as a soldier and as a narrator—could indicate that his experiences in the foxholes he chose not to describe were, in his estimation, unspeakably violent.

**6** The ugliest weapon R held was likely the Springfield rifle he references later—its ugliness enhanced, perhaps, by a bayonet.

**7** This shot, either miss or warning, is our only description of a round fired by R.

But all this changed when it became clear that the natural camouflage of the hillside and a thin veil of fog had actually hidden the facts of the situation. For soon several, if not all of the sniper chasers, found themselves surrounded by foxholes occupied by enemy troops. The volunteers were in the German lines now!

It looked as if the situation implied that each man act on his own, at least for the time being. The Nebraska man found that he could flank several foxholes (rush in on them from the side) if the appearance of the situation was not too deceiving. This picture of the matter dominated his activity for some minutes.

It is clear that action of this type is too tense and temporary for observing all details<sup>5</sup>. But two cases stand out sufficiently to call for an effort to describe them.

In one foxhole was a man who had come by a head wound earlier in the day. Blood was oozing through the gauze bandage. His companion was trying to deal with a target at some distance directly in front of the hole they were occupying. Confronted with an ugly weapon<sup>6</sup> come in from the side, they yielded readily, but seemed hesitant about leaving their foxhole, as if they feared entrusting their lives to Americans whom they might find further back. But with a little persuasion they followed directions as to where to go.

At this stage of the war, the German infantrymen were probably outnumbered five to one by those who came against them.

Two men in another foxhole, seeing their machine gun and sniper defenses breaking, and coming to the conclusion that soon they would have to meet the Americans, leaped from their hole and ran in the direction of Germany. When the Nebraskan's first bullet cracked between their heads, they communicated briefly, reconsidered and came back, hands held high<sup>7</sup>.

Considerably to the left of the path the original sniper chasing unit would have taken and probably more distant was a crater made by a large aerial bomb. A little Nebraska curiosity urged the tall man to turn aside and take a peek. Several men crouched inside. Since at the time there were no other Americans as near as they should have been, the nationality and the lead-number of the occupants of this crater made it a shaky situation for a



few seconds.

But when intuition seemed to indicate the possible leader of the 20-some Germans below, the Springfield rifle, with a finger on the trigger, rose to point the muzzle at the leader's head. There appeared to be some effort to communicate with his men by eye action, but before long two hands went up and then hands went up all around.

There should have been another American there to give directions to the prisoners so as to get them away from their weapons. The first two Americans to arrive, after all hands were up, confined themselves to giving names to the men in the hole and to the country from which they had come. But this relieved the tension sufficiently to make possible the releasing of the trigger finger and with it point the way out of the crater. The prisoners lined up and filed out up the slope they had used to get in.



So far the morning had passed with only one bullet making a hole in the Nebraskan's equipment and another setting fire to his ammunition, but neither of those drawing any blood.

With the prisoners dismissed to begin life in *Die Amerikanische Gefangenschaft* (American captivity), the next order of business was to determine where the hissing bullets were coming from. During one look around, while standing somewhat erect, a thud, as if a marble, hit in the middle of the tall man's forehead. That thud called for another sort of check.

The profuse jetting of blood from several openings on the Nebraska man's head and face indicated

a case of possible bleeding to death. But soon the blood began to seem stringy. And this, on the authority of a textbook in physiology used in the Fremont Normal School and also in Richardson School House in Butler, Neb., indicated that there was a chance of keeping alive.

The first-aid packet, carried by every serviceman, was easy to reach, but where was the wound or wounds<sup>8</sup>? About this time there came running from the American right a young man shouting, 'I will help you!' And the two men sat down so as to make the best possible use of the bandage materials.

Almost immediately the spot where the two were sitting was included in the larger area through which machine gun fire was sweeping. The name of the young man who had come to assist the bleeding man was Currie, who was from the state of Maine. Currie caught the Nebraska man by the hand and the two ran down the hill to a point where there were no bullets hissing.

Currie's applying the first-aid bandage, and directing the bleeding man to another first-aid helper, was enough assistance to make it possible for the Nebraskan to walk three miles to a field station. From there a sitter's ride in a French ambulance through the afternoon ended about nightfall at a place where mere sanitary dressing of wounds and a good night's rest became possible.



Ahead was six months of life in five base hospitals. The main reason for the long period of hospitalization was a lingering disease that found its mark during the first few days in the Meuse-Argonne area. The patient now wishes to tell of a few persons whose concern and help did much to make his recovery possible.

In the mumps ward of Base Hospital 32, Vittel, France, the patient came to the conclusion, on his own, that the heavy doses of aspirin, by causing excessive perspiration, robbed him of all sleep, making recovery impossible. He gave his reasons for this conclusion to the two head nurses.

The one whose name he remembers laughed at him and referred to him as just another soldier. But the nurse whose name the patient does not remember went to the hospital's highest authority and talked him into trying the patient's request for no aspirin for some 30 hours. The first night without aspirin brought four hours sleep and thereby brought an end to this sort of medication for some time. Sincere thanks to Nurse \_\_\_\_\_ for carrying through such an unnurselike undertaking.

Fred was a colored handyman who performed several tasks about Base Hospital 32. During the

last week of October and the first week of November, Fred was also given the task of helping this patient wash his hands and face at meal time, and of helping him find his way to his mouth with the milk toast on which he was living during the period. The patient was supposed to be wrestling with the mumps at the time.

Less than three weeks later, Fred heard about the crisis to which the lingering disease had brought the patient. Late one night he came to Rosy's bed in tears and begged for the privilege of helping somewhere. 'No matter what time of the night or what the need,' just call for Fred. 'Others will repeat the name, and I will be on hand immediately.' Soon the patient was moved to another ward and Fred did not have the opportunity of serving according to his request. But who can forget such a man and human disposition in such a place?

No settled diagnosis of the disease, and therefore no definite treatment of it, had been reached up to Thanksgiving Day. Now with the medical major on a furlough, the hospital with its 300 patients was left in charge of a medical captain who was a typhoid convalescent. Following a hunch, the captain started a series of tests on his first day. A hurried diagnosis declared the patient to be in the last stages of tuberculosis. A few days later a specialist convinced the medical staff that the patient was in a serious condition with typhoid fever. Now the patient is ever-grateful to the captain.

Ma Smith, an older nurse from Buffalo, N.Y., had nursed many persons with off-type typhoid and intestinal diseases. She knew of basketfuls of unorthodox remedies. Higher authorities discouraged her use of her type of methods. But she took some things into her own hands, making it a secret between herself, the patient and nurses in charge.

Ma Smith's methods got a chance after Christmas and New Year's. The patient feels strongly that they made possible his "Hello Battalion" in Germany by April 1 and his "Hello New York" by May 25, 1919. She was some nurse. Thanks to persons like those in five hospitals, located at places from Paris to the Mediterranean.

## ANNOTATIONS:

8

Shot in the head, R of course couldn't see the wounds he needed to treat.



▲ "There was a chance of keeping alive."

There's a simple way to honor John Rosentrater's service to country and campus. Mail your gift to the Rosentrater Endowed Scholarship Fund today, or contact Brenda McCrady at 402.465.2129 or [bmccrady@nebrwesleyan.edu](mailto:bmccrady@nebrwesleyan.edu) for more information.

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# What'd You Do at School Today?

It's time to fit what we want most for our kids into their school day.

—By Randal Ernst ('83, MAHS '07)

A friend who lived next door while I was working in Australia asked me one summer afternoon, “In two words or less, what do you want for your children by the time they're 30 or 40?”

I paused, considering several things any parent might say. I landed on “Good health.” “What else?” he asked.

I rattled off several more things we'd all want for our children. Confidence. Happiness. Good friends. Balance. Satisfaction. My friend noted that, in short, what I wanted for my kids was well-being. And he was right.

“Now, two words or less, what do schools teach?” The words that came to mind were literacy, discipline, thinking skills, conformity, test-taking and achievement.

This friend—the renowned psychologist, Marty Seligman—complimented my lists, then drilled down to an insight. My two lists, he pointed out, didn't overlap in the slightest. There's a rift, he said, between what we want most for our kids and what we teach.

My first words reflected my desire for my children to live good, fulfilling lives—to be well. And my second list reflected our drive for schools to prepare our children to succeed—to be accomplished in the world of adult work.

You'll never hear me speak against accomplishment. But there is room in elementary, secondary and higher education curricula to teach both the tools for accomplishment and the skills for well-being. Enter the emerging field of positive education.

We can see the need to foster well-being in the stunningly high worldwide prevalence of depression. Researchers estimate that almost 20 percent of youth experience clinical depression by age 18.

This sky-high number represents a paradox given that almost everything in the U.S. is better now than it was half a century ago. Cars are safer. There's less pollution.



Illustration by Yvonne Sparks

*There is room ... to teach both the tools for accomplishment and the skills for well-being.*

Medicine is better. We have more books, more music, more entertainment. We live longer. The average house is bigger, well heated in the winter and cool in the summer. More kids go to college.

Unfortunately and paradoxically, the rates of depression and anxiety have only gone up in this time of plenty. Seligman has found that what hasn't risen is human morale and average individual happiness.

In this paradox is an argument for teaching skills that foster well-being. Study after study shows that increased well-being facilitates learning. We know that students in a positive mood focus longer, think more creatively and learn more material at faster rates.

We must teach well-being to help alleviate depression, increase life satisfaction and

aid learning. Nebraska Wesleyan University recognizes this need, and has placed itself at the leading edge of positive education instruction.

In March, the Higher Learning Commission approved Nebraska Wesleyan's proposal to offer a master's degree in education, with a focus on teaching well-being. NWU will spend the next year preparing for the first Master of Education cohort of teachers. This exciting development will result in teachers who know how to practice positive education. They will experience greater well-being themselves, and know how to teach well-being to their students. And the lists of what we want most for our children and what our schools teach best will begin to merge. **n**

Interested in learning more about the M.Ed. program in development at NWU? Contact Kevin Bower, director of the M.Ed. program, at 402.465.2461 or [kbower@nebrwesleyan.edu](mailto:kbower@nebrwesleyan.edu).



# DEEP



## AN ACORN PLANTED IN 1896 IS BEARING FRUIT FOR NWU STUDENTS TODAY.

By Dwain Hebda ('90)

When Nebraska Wesleyan University's second chancellor, Isaac Crook, rubber-stamped the formation of the Woman's Wesleyan Educational Council (WVEC) in 1896, he was likely looking for all the help he could get. A series of financial panics had slid the young university into a \$92,000 hole, and Crook's top priority was clawing the school's way out.

The WVEC's 21 charter members, however, were thinking bigger. In 1897, the WVEC set its sights on a new music conservatory—a proposal repeatedly swatted aside by a board of trustees preoccupied with bringing down the debt.

Quieted but undeterred, the women held their peace through seven years in the wilderness—a period filled with “personal enrichment” meetings and campus beautification projects. The women took their frustrations out on the Nebraska soil, planting bulbs and trees around the Main Building.

“What really fascinates me is that the ladies went along with it,” said Mary Ann Bede ('56), past president of the WVEC's



Once a year in April, WVEC holds their annual meeting on campus. The theme for the 2014 meeting and luncheon was the 1940s. Louise Mountford, a long-time member, dressed as Rosie the Riveter and shared her experience working in a defense plant during WWII.

board. “But then they got to the point where they didn't want to raise money for shrubs anymore. They wanted to have buildings.”

By 1903, the debt was retired, and the trustees turned their focus to campus infrastructure. They found a willing and powerful partner in the WVEC. The group bought

and maintained a 25-room house to serve as a women's dormitory.

That summer, WVEC got another nod, this time for what would become the C. C. White Building—their long-awaited music conservatory. The group's \$10,000 pledge earned them naming rights and a meeting room, but, incredibly, no public recognition.

In 1909, the growing university's main priority was again student housing for women. The WVEC advanced a \$150,000 proposal. That proposal was approved, then shelved (to once again address the school's debt). It sat dormant—like a seed in dry soil—for 21 years. It was then reapproved, resulting in Johnson Hall.

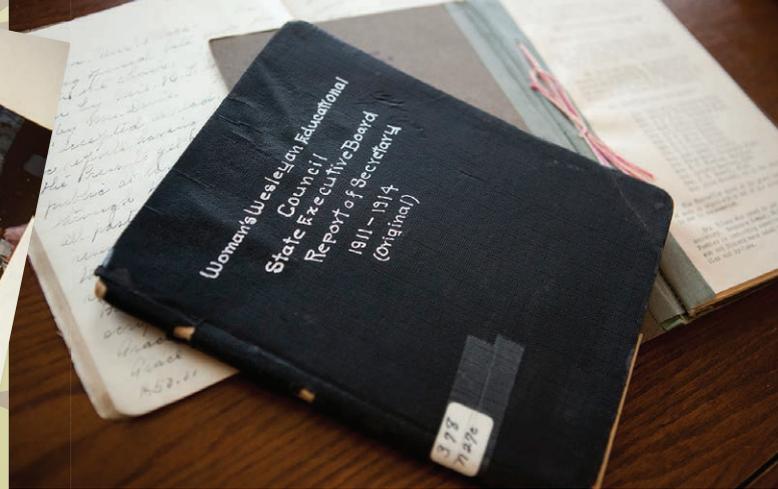
The dollar amounts the WVEC raised become all the more impressive when you consider how it raised them. The group, which eventually included all Methodist women's societies across Nebraska, proved a master at crowd funding before there was such a thing, taking in thousands of dollars one, five and 10 cents at a time.

“They had ‘projects,’” wrote Bernice Halbert in the group's 1986 yearbook. “Little yellow and brown sacks were distributed for people to drop in a penny a day.”

“Ten-cent teas,” where one person invited 10 guests—each of whom invited 10 more, and all of whom brought dimes—raised still more.

“They sold Mary Jane aprons and dustless dusters, took subscriptions to the *Ladies Home Journal*, had literacy programs, put on dinners, ran an ice cream stand at the

Any woman can join the Woman's Wesleyan Education Council. Interested? Contact Susy Miller at 402.465.2188 or [smiller4@nebrwesleyan.edu](mailto:smiller4@nebrwesleyan.edu).



Epworth Assembly, popped corn and roasted peanuts and sent children out to peddle them,” Halbert continued.

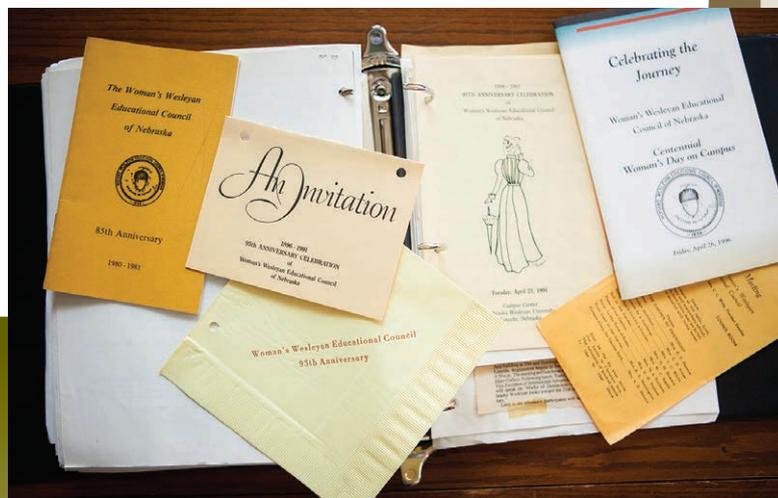
With the Great Depression, the WWEC turned its attention to keeping impoverished students in school. Members established a loan fund, which transitioned into a scholarship fund.

Fifteen \$50 scholarships have grown to more than 30 \$500 awards. Its \$2,000 seed money stands today at nearly \$331,000. It’s a resource that continues to change students’ lives today.

“These awards go to juniors and seniors, and even though they are small in nature, they can be extremely impactful and helpful to these students in their final two years,” said Tom Ochsner ‘92, NWU’s director of scholarships and financial aid.

The group supports three chapters today, which meet regularly throughout the academic year, including during the annual Women’s Day on campus, which has been held every April since 1896. The WWEC’s numbers have thinned with members moving on or passing away. Growing the ranks, Bede said, is a priority project—and one the group is approaching with its typical resolve.

“The strength of our women to continue is critical,” Bede said. “We need to build our membership, which we are doing,” she said. “This year, we did [Women’s Day in a theme based on] Rosie the Riveter. You know, ‘We can do it!’”



The WWEC’s history—fastidiously recorded and maintained by generations of members—is a reason why Nebraska Wesleyan’s future remains so bright. Their vision, organization and drive saw the university through lean times.



## DAVE WHITT

*professor of communication studies*

The variety of figurines and decorations in this office tells a lot about this person. The unconventional decor indicates a person open to new experiences. The immaculate arrangement of the figurines and books demonstrates someone who's highly conscientious. The number of items and their distinctiveness suggest the occupant strategically uses his or her environment to influence mood.

# Walls Talk

## The spaces we occupy speak loudly about the people we are.

The hour before you moved into your office, the space was probably indistinguishable from its neighbors. But in just a handful of days, that sameness was gone—covered in what NWU's visiting Fawl lecturer, University of Texas-Austin psychology professor Sam Gosling, calls a "behavioral residue."

That residue reveals a lot about our personalities, Gosling argued in his November psychology lecture, which honors the contributions of the late Professor of Psychology Clifford Fawl.

Many of the things we put in our personal spaces are there to convey our identities. Think about framed diplomas, family photos and autographed mementos. Taken together, they might say, "I'm a

well-educated father of two girls who takes some awesome family vacations and loves the Cubs."

These are all identity claims. Authentic, but controlled.

Gosling pointed to an equally revealing but less-controlled type of evidence in our personal spaces: "the subset of actions that leave materials in their wake."

Is our desk in order? Are our pencils chewed? Our books alphabetized? Our plants watered?

Gosling has conducted studies where participants enter a stranger's personal space and try to draw conclusions about the occupant's personality.

Does the space reveal an occupant who is

open to new experiences, like Leonardo Da Vinci?

Does it reveal conscientiousness for duty and order, like Robocop?

Does it show extraversion along the lines of Eddie Murphy?

An agreeableness like Mr. Rogers'?

A worried neuroticism like Woody Allen's?

Gosling's results show that people can often accurately place strangers into these broad personality types just by looking at their spaces.

Intrigued, we snapped some photos of NWU faculty offices and asked Assistant Professor of Psychology Abigail Mitchell to take a crack at describing their occupants' personalities.



## **BOYD BACON**

*assistant professor of music*

At first glance, this office seems chaotic. But there's an organization with items strategically piled. It indicates an easy-going and spontaneous person who prioritizes tackling the next project above tidying up the previous one. The eclectic mix of artwork suggests someone who is creative and enjoys experiencing new things.



**ANGELA MCKINNEY**  
*professor of biology*

Compared to the other offices, this space is formal and minimalist. It suggests an occupant who's calm, even-tempered and analytical. The organized shelves with three-ring binders are evidence of someone who's diligent and thorough. (And the empty top shelves tell me the occupant is probably on the shorter side.) The mild decorations and big, comfy chair indicate a moderately extraverted person who encourages people to come and spend time.



1.

Why stop with professors' offices? We visited some common areas on campus to see what those spaces had to say about Nebraska Wesleyan's "personality."

### ◀ OLIN HALL LEARNING COMMONS

No matter how you like to study, this space adapts to you. Walk through formulas on two huge whiteboards. Read on the comfortable furniture. Or push tables together for group projects. Need power? This place has cords coming out of the ceiling. It's about being open, flexible and ready to go.



2.

### ◀ COMMUNICATION STUDIES DEPARTMENT'S "THAT PLACE"

When comm studies students need a little getaway in Smith-Curtis, they turn to "That Place." This small but cozy lounge features a kitchen area and some hip furnishings. Make a snack and hang out between classes. This space is all about feeling welcomed and at home where you learn.

### PRAIRIE POINT DINING CENTER ▼

NWU recently renovated the dining hall with students in mind. The comfortable booth seating and tables combine with greater dining options to make the place feel a little more restaurant and a little less cafeteria. It's about honoring community and feeding the brain. 🍴



3.

“You can’t always afford to learn to lead through trial and error,” Harding said. “We need more people who know how to lead effectively now.”

# The Right Response

NWU’s new Leadership Institute builds leaders who can adapt to context.

By Mike Malloy

Heath Harding’s path as a leader began with a simple goal: He wanted to wear shorts.

Lately, his goals have centered on building better leaders. People often find themselves grappling with the same set of problems at work—putting out the same fires, dodging the same bullets. What they need, Harding believes, is a place where they can come to learn from experts and think about problems in new ways.

That place is Nebraska Wesleyan’s Leadership Institute. Harding directs this pilot program with its series of seminars, certificates and degrees. Its courses challenge the notion that great leaders are born. They are made, Harding assures, through effective communication.

“You can’t lead if nobody follows,” said Harding, who also directs NWU’s organizational leadership and communication degree program. “That means you have to be in a relationship with people.”

Different relationships in different contexts call for different styles of leadership. “In a burning building, consensus-style leadership is not effective,” he said. “Being authoritarian—telling people where to go—is.”

But not every building is burning. And not every team responds the same way. “You can have a stick, a carrot, or a smile,” he said. “It’s about being intentional with the right leading behaviors for the right context.”

Professor of Communication Studies Rachel Pokora said many teams are at their most productive when they see service as a two-way street, with employees and employers serving each other. Pokora teaches a Leadership Institute seminar on this idea of servant leadership. It’s a concept she’s long incorporated into her traditional communication courses.

“People think that when you’re the leader, people serve you. This concept flips the approach and it tends to promote loyalty; thinking about what’s good for the whole and not what’s just good for the leader,” Pokora said. “Leadership isn’t just a title. We can probably all think of someone who didn’t have any specific authority but who was clearly a leader. People went to them and they influenced opinion.”

Take Harding at age 7. His elementary school in Waterville, Kan.,

Heath Harding loves the moment when the people he counsels come to see a stubborn problem in a new light.

## LEADERSHIP INSTITUTE

Seminars and certificates in:

- ▶ Executive leadership
- ▶ Nonprofit leadership
- ▶ Organizational leadership
- ▶ Leadership program development
- ▶ Project management
- ▶ Health care management

Photo by Dan Luedert



How would Aaron Offutt's team respond to a new way of doing business?

allowed each teacher to set a dress code, and Harding's class was the only one to forbid shorts.

One warm spring day, the kids in pants had sweat enough. "We met on the playground and said, 'What are we going to do about this?'" Harding said.

He and another student were selected to approach the principal about the code. One meeting later, the shorts ban was lifted.

Harding, now 44, has gravitated toward leadership positions ever since.

Aaron Offutt, a student in organizational leadership and communication, is a self-described "big fan" of Harding's approach. "You have those professors throughout your academic career that are there for a reason. Heath is that for me," Offutt said.

Offutt manages a Jiffy Lube in Lincoln, and was a manager with Best Buy for four years before that. Well-versed in the ups-and-downs of employee relationships, Offutt wondered whether Harding's relationship-oriented approach might weaken his authority. "How are my guys going to take this?" he wondered. He needn't have worried.

*You can't lead if nobody follows. That means you have to be in a relationship with people.*

"If you're letting your team set goals, removing yourself from that decision-making process, it gets a lot more buy-in," Offutt said. That buy-in lets team members try new ideas. Sometimes, those ideas pay off; and sometimes they fail.

"I don't think a fear of failure is holding most people back," Harding said. "I think it's a fear of not being able to recover after they fail. If you make a mistake and people are unforgiving, it really damages that relationship."

But leaders who embrace the opportunity to learn from failure can move teams into better position to succeed down the line. It's a mentality that serves leaders well whether they are social entrepreneurs in a nonprofit setting, executives in corporations, or managers in health care.

The Leadership Institute offers professionals of all stripes an incredible opportunity to learn and reposition. Elizabeth MacLeod Walls, dean of University College, called the Leadership Institute

a program "grounded in an ethic of discourse-based, self-aware leadership." That ethic builds strong communicators in every field.

Take health care. "There's a large percentage of malpractice suits that come from poor communication," said Professor of Communication Studies Karla Jensen. "Better communication will make the patient feel better. The patient is more likely to engage in the practices the health care professional is suggesting."

Jensen mentored Harding as he completed his doctorate at the University of Nebraska-Lincoln. She recognized Harding as the ideal director to get NWU's Leadership Institute up and running.

"I've always been so impressed by his creativity," Jensen said. "He invites people into conversations."

That's what good leaders do. Whether their dress code calls for power suits, medical scrubs or board shorts—their ability to lead is always tied to their ability to relate, communicate and inspire. **■**

**To explore NWU's Leadership Institute, go to [nebrwesleyan.edu/leadership](http://nebrwesleyan.edu/leadership).**



The Leadership Institute offers on-campus seminars on leadership topics and customizes seminars on-site at area businesses and organizations.

## NWU costume students give their takes on eras of campus dress.

Barbara Keating's spring has been wrapped in togas and corsets. That's because NWU's costume technologist and her team are outfitting the finish to NWU Theatre's spring season with two period shows: "The Trojan Women" (April 16 to 26) and "The Zimmer Girls" (April 30 to May 10).

"The Trojan Women" is a tragedy set in ancient Troy, while "The Zimmer Girls" is a musical set in 1890s New York.

Getting the historical details right for these performances is no small challenge for Keating and her team. But costuming plays set in the present, she said, can be even harder.

"We can do upscale 1790s," Keating said. "We have stock for that." But upscale 2015 would send Keating to the mall—and her budget through the roof.

Instead, NWU Theatre relies on

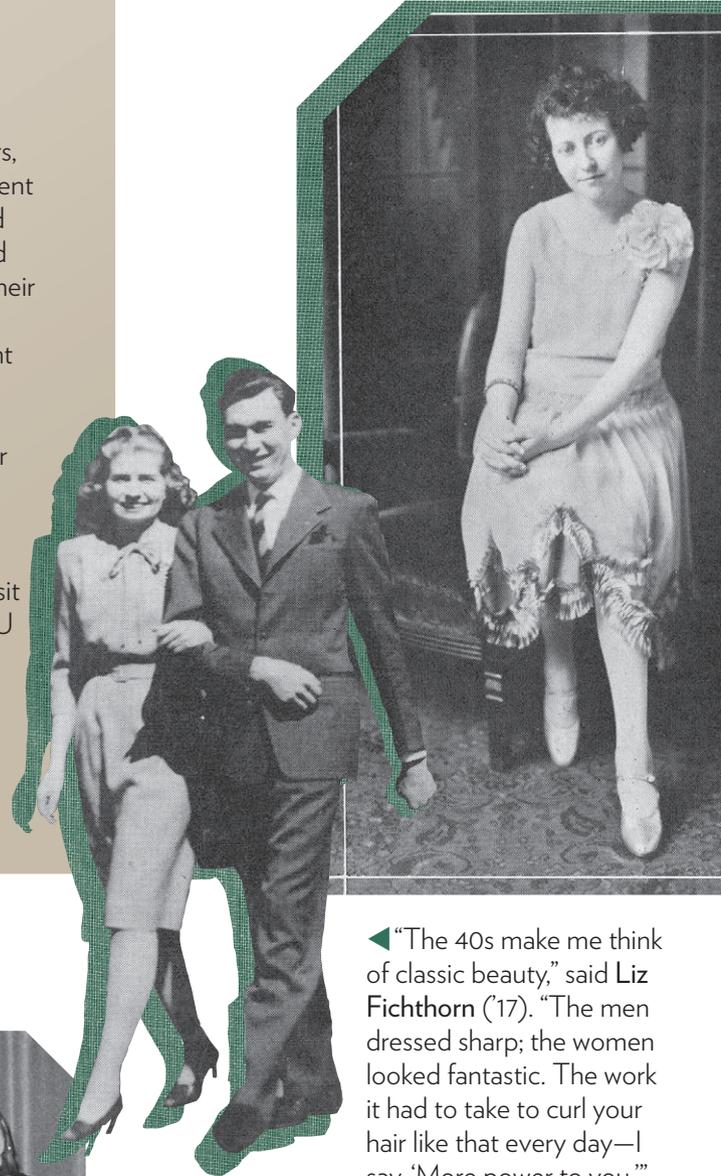
Keating and an entire team of directors, designers and a close-knit unit of student costume technologists. It's their shared job to accurately capture the color and flavor of different historical periods. Their teamwork has grown NWU Theatre into one of the university's most vibrant essential programs.

Keating lauded the work of her students, especially. "Ask them about their favorite eras, and they'll have a quick answer," she said. "They know their history."

So we invited Keating's students to sit down with an entire bookcase of NWU yearbooks to talk campus style.

They left first for the grad years of their alumni professors in the Theatre Department, then moved on to their favorite decades of dress.

## FAVORITE DECADES OF CAMPUS STYLES



◀ "The 40s make me think of classic beauty," said Liz Fichthorn ('17). "The men dressed sharp; the women looked fantastic. The work it had to take to curl your hair like that every day—I say, 'More power to you.'"

## ALUMNI PROFESSORS IN THE THEATRE DEPARTMENT



Professor of Theatre ▲ Jack Parkhurst ('69) looks a little "Oscar Wilde meets Stanley Kowalski" in this 1969 photo.

◀ "Look at Joan [Korte ('90), associate professor of theatre] rock that dress!" said Miranda Gunnerson ('17). "That's not '80s, but it's gorgeous."

"Jay [Chipman ('77) ▲, professor of theatre,] was sporting a Justin Bieber before Justin Bieber was born." said Ophelia Morreale ('16).



## WHAT ABOUT TODAY'S STYLES?

“The '20s are my heart and soul,” said Morreale. “Everyone looked so good in those clothes. And we were finally done with that complicated underwear.” ◀

“I just want to tell every woman on campus, ‘Leggings are not pants!’” said Gunnerson.

“But I like that we can get away with more today than you could before,” she said. “You can wear sweats to class or a '50s dress and heels, and nobody bats an eye.”

# PERIOD STYLE



◀ “The 1950s was when every girl should have been a cheerleader, just because those sweaters are so cute,” said Gunnerson.



# The Drive to Play

The nation's only football player with cystic fibrosis kept pushing—to give his parents a break.

—by Chris Dunker ('08)

At 6-feet-tall and a little more than 200 pounds, Nebraska Wesleyan's David Jennings might not seem like much of a threat to the offensive linemen in the Great Plains Athletic Conference.

In fact, most of Jennings' fellow defensive linemen are notably larger and more intimidating.

But what those 300 pounders from Doane or Morningside don't realize is that they are not even the toughest challenges Jennings faces on a normal day.

Born with cystic fibrosis, the 23-year-old Jennings fights the lung-crippling disease every morning with a whole slew of medications and treatments.

Jennings, a native of Lakewood, Colo., uses an inflatable vest that pounds his back and chest to loosen up mucus crystallizing in his lungs. He breathes with a nebulizer to treat his airways.

Every day, he swallows 60 pills filled with the enzymes and vitamins his body needs to digest the 8,000-9,000 calories of food he must eat to maintain some semblance of a playing weight.

You'll never hear Jennings complain, though.

A two-year starter for NWU who recorded 4.5 sacks this season from his defensive end position, Jennings hasn't informed even some coaches and teammates of his illness.

"When he came on his recruiting visit, his folks told us he had CF and asked that we didn't treat him any different than anyone else," said Head Coach Brian Keller ('83). "We watched film on him, and you would never know he had it. This was a guy we were going to recruit regardless."

Jennings' drive on the field comes from the perspective he has gained off of it.

Even with a condition like cystic fibrosis, which causes the lungs to become brittle, the second of J. and Dottie Jennings' three children is

*Every day, he swallows 60 pills filled with the enzymes and vitamins his body needs to digest the 8,000-9,000 calories of food he must eat to maintain some semblance of a playing weight.*

## WINTER SPORT SUMMARY

### Men's basketball

NWU featured an explosive, up-tempo offense that cracked triple figures 10 times. The team finished 13-13 with three All-GPAC performers, including junior **Trey Bardsley**, who led the conference in scoring and topped 1,000 career points with his senior season remaining.

Photo by Chris Smithberg, Double 6 photography



### Women's basketball

A roster with a lone senior, **Emma Neal**, struggled to find its legs, finishing 2-23. With juniors **Felicia TeKolste** and **Courtney Cook** earning All-GPAC honors, the Prairie Wolves are positioned for a big step forward next year.



undoubtedly the healthiest.

David's older sister, Jillian, was born with an underdeveloped brain and severe cerebral palsy, leaving her paralyzed, legally blind and reliant on a feeding tube to survive.

Younger brother, Johnny, also born with cystic fibrosis, is autistic and requires a high level of care each day, too.

For the Jennings family, daily life starts with morning medications, nebulizer treatments and gastrostomy tube feedings, said J. Jennings, who takes care of David's sister and brother while Dotie goes to work as a special education teacher at a local elementary school.

"We live more like in a hospital than a home," J. said.

The grind his parents go through on a daily basis to take care of his family is never far from David's mind, and seeing his parents' commitment has helped shape his approach to football and life.

It has given him purpose in rushing the quarterback—Keller described David as a "relentless" pass rusher—and being a good teammate.

David was part of a 2012 defensive unit that holds the school record for allowing the least amount of rushing yards per game.

Most people with cystic fibrosis are thin. David weighs nearly 100 pounds more than his 118-pound brother, Johnny, even though both stand 6-feet tall.

His lung capacity also exceeds the typical 23-year-old with cystic fibrosis. Instead of the average 70 percent lung capacity that many

David Jennings is something of a freak of nature when it comes to cystic fibrosis. Of the 48,000 people living with the disease in the U.S., he is the only one who starts for an NCAA or NAIA football team.

people his age with the genetic mutation have, doctors found David's lungs work on par with those of his teammates.

David has recognized all of this and said it factors into everything he does.

"My brother and sister have things way worse than I do," he said. "So why should I use my CF as an excuse?"

Although the life expectancy for those living with cystic fibrosis has increased from 18 years when David was born in 1991 to 40 now, he isn't about to waste any moments. Especially if it means showing appreciation for parents who raised him and continue to care for his siblings.

In a game early in NWU's 2013 season, David was sidelined by an Achilles' heel injury that threatened to end his football career.

Get the full schedule of athletic events at [nwusports.com](http://nwusports.com)

### Men's swimming

Nebraska's only collegiate men's swimming program made a name for itself in its debut season, finishing 5-2 in dual meets. In three multi-team meets, NWU finished in the top half of teams twice, including a third-place finish at the Grinnell Invitational.



Photo by Chad Greene

### Women's swimming

The women laid a foundation for future success with a young roster and a home dual victory against Tabor College. First-year swimmer Carly Wahlmeier earned All-Championship honors in the 100 meter breaststroke.

Photo by Chris Smithberg, Double 6 photography



Although he was set to graduate with an accounting degree in the spring of 2014, David weighed his options, considering how important his games were to his parents.

Each Saturday in the fall was special for the Jennings family. It was the only time David's mom and dad got to feel like they were living like the other parents cheering on the NWU football team.

On game days, J. and Dottie are on the road before 5 a.m. in order to get to Abel Stadium at NWU minutes before the 1 p.m. kickoff.

After cheering on David and the rest of the Prairie Wolves, the Jennings go out for a post-game dinner with David before merging back onto I-80 for the eight-hour return trip home.

Those long Saturdays, where 16 hours are spent crossing the vast Nebraska prairie, are entirely worth it, J. said.

"For us, it's huge," he said. "For us it's about eight hours of just being a normal mom and dad, something of a break for us that we could be proud of what he has accomplished and not be devastated by what he has to carry every day."

David's Achilles injury threatened to rob his parents of a full

*David took a medical red shirt to give his family another season.*

season traveling to the games and getting a respite—no matter how brief in the grand scheme of things—from the constant worry and concern that goes into taking care of two adult children with profound disabilities.

David took a medical red shirt to give his family another season.

"I really wanted them to be able to enjoy a full 10-game season," David said. "I know for them it's a way to get away from everything for a while."

The Prairie Wolves finished 4-6 this season, but for the Jennings, playing football means more than wins and losses. The game is an emotional outlet that will be hard to replace.

"We're going to be in a big withdrawal next year," J. said. "This has been huge since he started little league. There was always that 'let's go David!' part of our lives."

After finishing the fall semester, David said he is looking for accounting jobs in the Lincoln area as well as an activity he can take part in with his family to maintain that sense of normalcy in their lives.

The family is aiming to do the Ride the Rockies cycling trip next year.

J. said he appreciates his son's attitude and outlook on life, despite having his own challenges.

"David has always taken a backseat because he's so healthy, relatively speaking," J. said. "He has had to go out and carve his own niche, and he's done that beyond anyone's expectations." **n**

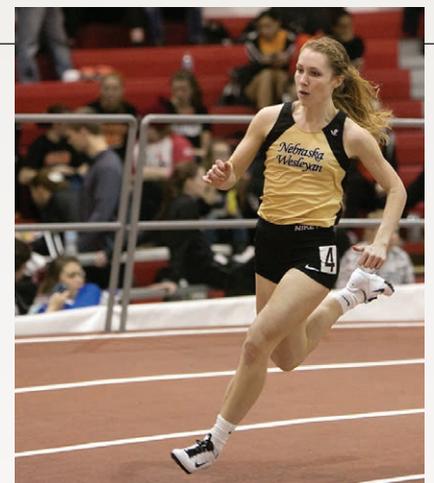
*This article first appeared in the December 21 edition of the Lincoln Journal Star and is reprinted with permission.*

Photos by Lane Hickenbottom



### Indoor track & field

NWU defended their home turf well with both the men and women winning the NWU Quad Meet in convincing fashion. The Prairie Wolves produced three national championship qualifiers in junior Samantha Dolezal (shot put, left), sophomore Katie Krick (400, right) and sophomore Garrett Teel (400). The women came home All-Americans as Dolezal finished second and Krick seventh nationally.



W-CLUB

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## W-CLUB GOLF TOURNAMENT

JUNE 1, 2015

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# Student Pride

Prestige scholars and awards

## NWU Receptions/Interceptions Leaders Catch Academic All-America Honors

**Connor Zumpfe** ('15) (right) was quarterback **Tyler Francis's** ('15) first look in 2014, hauling in an impressive 1,068 receiving yards in 10 games. He was the Capital One Academic All-America Award selection committee's first look as well, taking home its largest honor as Academic All-American of the Year.

The exercise science major from York, Neb., is a two-time All-GPAC receiver, a Daktronics/NAIA Scholar Athlete, a Pflieger-Olson Scholar Athlete and an NCAA Postgraduate Scholar.

His teammate, defensive back **Seth Wardyn** ('15) (below), joined him on the Academic All-America team. Wardyn is by now a familiar face to the selection committee. The biology major from Grand Island, Neb., is only the third NWU football player to be a three-time Academic All-American. He is also NWU's first four-time All-GPAC selection.

Like Zumpfe, Wardyn is a Daktronics/NAIA Scholar Athlete and a Pflieger-Olson Scholar Athlete.

Their Academic All-America Awards bring NWU's total to 149, which ranks eighth nationally in all divisions.



Connor Zumpfe



Seth Wardyn



# ALUMNI PAGES



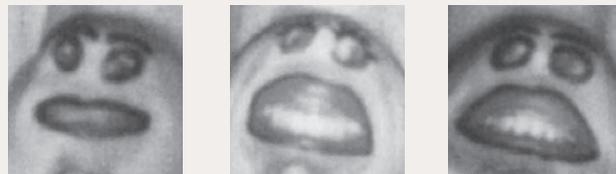
Your contact for alumni events, directory updates and more.

## Shelley McHugh ('91)

Director of alumni relations  
5000 Saint Paul Avenue  
Lincoln, NE 68504-2794  
smchugh@nebrwesleyan.edu  
402.465.2123

Update your contact information, professional details and more in our alumni directory at [alumni.nebrwesleyan.edu](http://alumni.nebrwesleyan.edu)

## MYSTERY PHOTO



## Chin music

This NWU trio bent over backwards for an upside-down lip-synch contest. Can you name the performers? Can you name the song?

### Send your responses to:

Eric Wendt  
Nebraska Wesleyan University  
5000 Saint Paul Avenue  
Lincoln, NE 68504-2794  
ewendt@nebrwesleyan.edu

# MYSTERY PHOTO REVEALED

## On target

A veritable covey of alumni hit their target with this Mystery Photo.

The names of the two hunters are Rod Shuman and Dick Evans. We can't remember the name of Dick's dog.

—**Kay Fox** ('67)

The hunters are Rod Shuman on the left and Dick Evans on the right. Class of 1966 or 1967.

—**Roger Woods** ('69)

I think that is Tom Evans ('60) on the right. I don't recognize the guy on the left. (Say his name, and I would recognize him.) But most important, the car behind them is either a 1953 or 1954 Chevy two-door coupe.

—**Larry Dunbar** ('60)

The squirt on the right is "Little Dickie," aka, "The Mouth" Evans, the son of Papa Evans, NWU's official photographer. The name of the gent on the left is on the tip of my tongue. This photo is probably vintage 1963-1967, and was probably shot by Papa. The photo has been cropped, as there were three hunters in the original. The missing hunter actually shot "Little Dickie's" birds, as he was a notoriously poor shot, whether that be in the field, golf course, or basketball court! The sweet pooch in the photo was a prop and was borrowed from one of the neighbors.

As an honorary Northeast Rocket, I feel it's my duty to expose this scam. This is my story, and I'm stickin' to it.

—**Jim Melton** ('68)



@NE Wesleyan

#pwolfnation

## Love to Eat and Run

Lincoln-area alumni returned to campus on March 10 for a quick “Career Mixer” professional networking event.

Kristy (Berg) Feden ('92),  
Flor de Maria Garcia-Garza ('17)



Morgan Schultz ('16), Shelley McHugh ('91), Mitch McCartney ('90), Shannon (Leverett) Kingery ('10), Emmalie Harris ('18)

## IN MEMORIAM

### 1942

**Betty E. (Deming) Frederick**  
Lincoln, December 2, 2014

### 1945

**Dorothy G. (Cambell) Volk**  
Evanston, Wyo., December 12, 2014

### 1948

**Roma G. (Johnson) Greathouse**  
Harrisburg, October 6, 2014

### 1950

**Zoe Anne V. (Samuelson) Horowicz**  
Pittsford, N.Y., January 1, 2015

**William R. Slaughter**  
Lincoln, December 4, 2014

### 1952

**Violet D. (Ehrhart) Chapin**  
Centennial, Colo., August 25, 2014

**Norman J. Hesson**  
Lincoln, December 30, 2014

**Raymond E. Nuetzman**  
Estes Park, Colo., December 30, 2014

### 1953

**Dale E. Luther**  
Michigan City, Ind., September 8, 2014

### 1955

**Richard H. Giles**  
Lincoln, September 12, 2013

### 1956

**Irma F. (Stickney) Walter**  
Lincoln, December 13, 2014

### 1958

**Janice R. (Kellough) Svehla**  
Lincoln, January 3, 2015

**Carole A. (Jenson) Tucker**  
Brighton, Colo., November 20, 2014

### 1961

**Norma J. (Rice) Young**  
Lincoln, November 8, 2014

### 1964

**Larry L. Hilkemann**  
Geneva, Ill., December 6, 2014

**Kathryn A. (Overbeck) Muehling**  
Surprise, Ariz., January 1, 2015

### 1966

**James L. Shaffer**  
Rio Grande City, Texas, October 10, 2014

### 1979

**Elaine S. Davenport**  
Lincoln, January 9, 2015

**Christine L. Swanson**  
Cheyenne, Wyo., November 17, 2014

### 1984

**Rita M. (Bouc) Mueller**  
Chesterfield, Va., October 27, 2014

### 1985

**Sharon M. (Dooley) Olsbo**  
Lincoln, October 25, 2014

### 2008

**Monica I. Martinez**  
Lincoln, November 17, 2014

### 2014

**Jenifer D. Skokan**  
Council Bluffs, Iowa, December 27, 2014

## California alumni get a view on NWU's future

President Fred Ohles and First Lady Rosemary Ohles joined Rancho Mirage, Calif.-area alumni at the home of James and Karen ('82) Linder for a big-picture discussion of Nebraska Wesleyan's exciting future.



Jane Crocker ('56), Gene Crocker and President Fred Ohles



Back to front, left to right: Gene Crocker, Jane Crocker ('56), Karen Linder ('82), Frank (Bud) Sidles, Jim Linder, Mary Windle, Donna Woods, Nelle Jamison

## Friends

### 1960



#### Mary Ann (Bernard) Satterfield

Fort Collins, Colo., November 15, 2014

Mary Ann was a long-time librarian at Lincoln Public Schools' Sheridan Elementary and West Lincoln Elementary. She wrote articles for children's magazines and occasional commentaries for Nebraska Public Radio. She was also a member of a revered NWU writers group that included such writers as the late Kent Haruf ('65), the late Professor of English Bill Kloefkorn and Nebraska State Poet Twyla Hansen.

She married the late Professor of English Leon Satterfield in 1957 and was a recurring character

in his editorial column for the *Lincoln Journal Star*, "The Truth, Mainly". In many of these columns, Leon's character would adopt a stubbornly foolish mindset, which Mary Ann's character would calmly and comically eviscerate.

Leon's character in these columns was often oblivious—as when he complained from the living room that whatever Mary Ann was neglecting in the kitchen must be burning. He could smell the smoke. Mary Ann's character would check him:

"'You are a boob,' she said. 'You've reclined your recliner right into the hot lightbulb of the reading lamp. There is the beginning of a serious conflagration three inches from your left ear.'" (February 12, 1996)

She'd respond similarly whenever he put up a biblical defense for patriarchal or domineering behavior:

"'You can't call your husband—your lord and master, your spiritual pathfinder and ethical lighthouse—a boob.'"

"'Boob,' she says. 'Boob, boob, boob.'" (December 15, 1997)

She is survived by her children: Wade ('81), Amy ('83) and Jay Satterfield, their spouses and five grandchildren.

# Calendar

Mark your calendar and watch your mail for information. Contact Shelley McHugh (91) for details at smchugh@nebrowesleyan.edu or 402.465.2123.

## May 7 MBA information session

Interested in earning your MBA? Attend this hour-long session at 5:30 p.m. in the Weary Center's All-American Room.

## APRIL

### 18 NWU track & field

NWU hosts the Prairie Wolves Invitational at Woody Greeno Track beginning at 10 a.m.

.....

### 19 NWU Opera: "The Songstress" and "Mavra"

O'Donnell Auditorium at 3 p.m.

.....

### 25 NWU softball

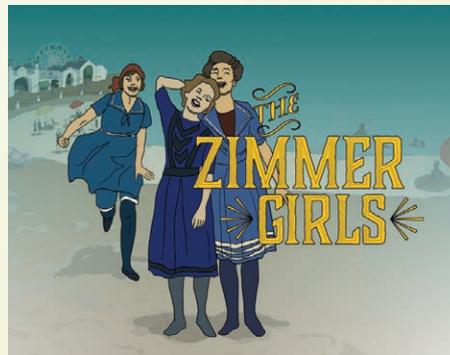
The Prairie Wolves cap their regular season against Dordt College at University Place Park at 1 p.m.

.....

### 30 Harold Chaffee Event

NWU will celebrate Coach Harold Chaffee and a new endowed scholarship in his name at 6 p.m. at the Nebraska Club in Lincoln.

## MAY



### 10 NWU Theatre: "The Zimmer Girls"

The curtain closes on the 2014-2015 season with this musical comedy's final performance at McDonald Theatre at 2 p.m.

### University Choir performance

The University Choir performs its final concert before leaving for an international tour to Ireland, 7:30 p.m. in O'Donnell Auditorium

.....

### 16 Commencement

NWU welcomes the class of 2015 to its alumni ranks with a 6:30 p.m. ceremony on Taylor Commons. Nebraska broadcaster Ron Hull will deliver the commencement address.

## JUNE

### 1 'W' Club Golf Tournament

Help top last year's record turnout in support of NWU Athletics. This year's tournament is at Lincoln's Hillcrest Country Club.

.....



### 16 College World Series tailgate

Join us at the NWU tent outside the Old Mattress Factory between 11 a.m. and 7 p.m. for some CWS tailgating fun.



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*Out of every 100 NWU students*  
**98 RECEIVE AID.**

*Out of every 100 NWU alumni only*  
**17 GIVE TO THE ARCHWAY FUND.**

Give by **May 31** to help close this gap.



*Please join those who give.*

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