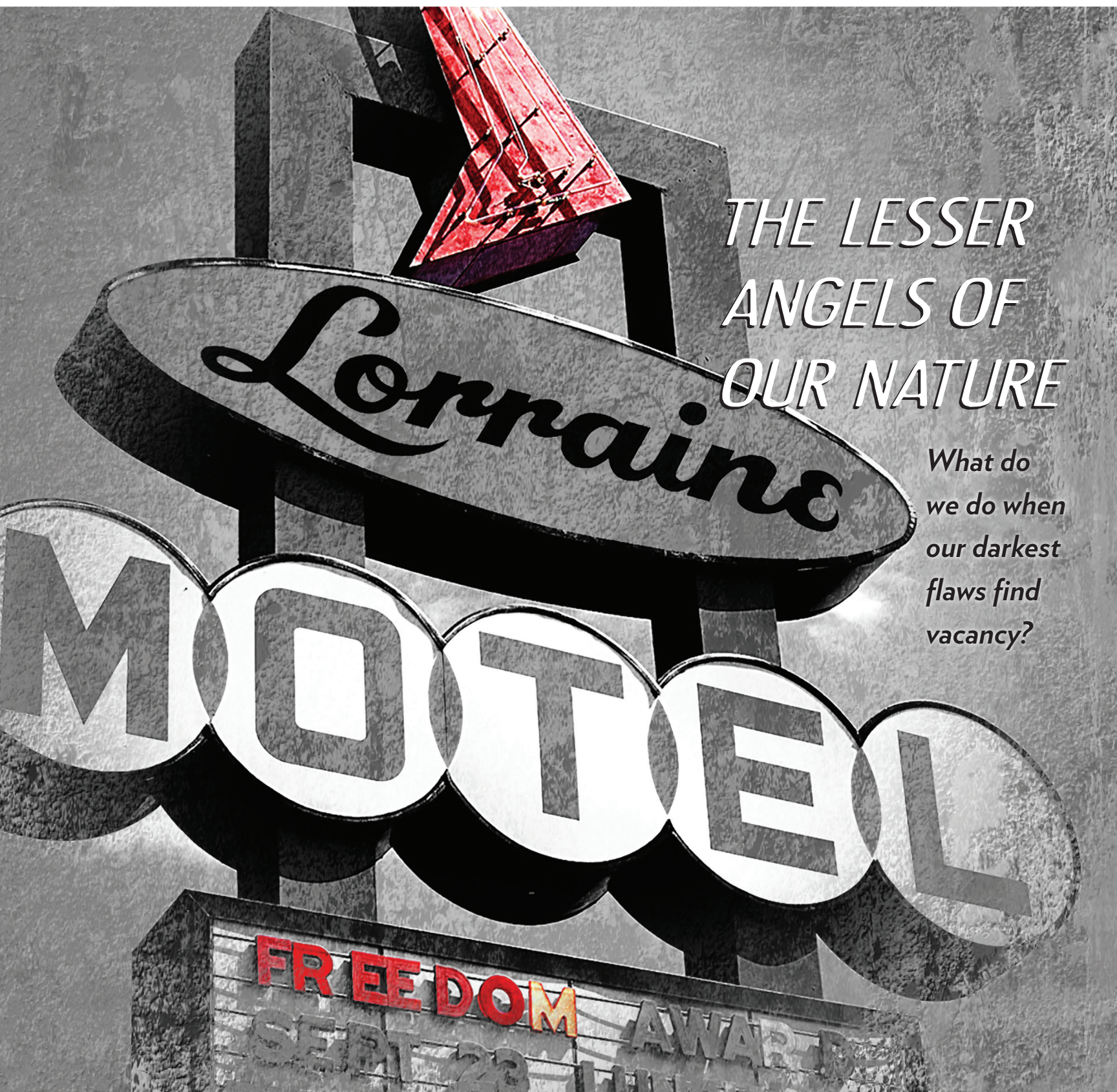


NEBRASKA WESLEYAN UNIVERSITY MAGAZINE

# ARCHWAYS

LOVE MORE | SPRING 2016 | VOLUME 16, ISSUE 1



*THE LESSER  
ANGELS OF  
OUR NATURE*

*What do  
we do when  
our darkest  
flaws find  
vacancy?*



## FROM THE PRESIDENT



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*We cannot achieve our goals by simply talking about them. We must put our commitments into action.*

### Dear Alumni and Friends,

Our campus community gathered recently for an important conversation that posed a question: Why does diversity and inclusion matter at NWU? We talked about the diversity at the heart of a liberal arts education. We talked about how we challenge students to explore global issues from different perspectives. We talked about how diversity is one of the university's core values and is in our vision statement. These important conversations continue this semester.

But we cannot achieve our goals by simply talking about them. We must put our commitments into action. Diversity and inclusion are engrained in our curriculum. Professors and students engage in tough conversations together in classes like "Religious Diversity in the U.S.," "Philosophy of Gender" and "Communication through Dialogue." Our students seek internships and academic research that address the struggle. For example, **Luke Wenz** ('17) spent his summer interning at a Syrian refugee camp; **Emily Clement** ('16) spent time at the Pine Ridge Indian Reservation in South Dakota to study the dangerous impact of alcohol sales in nearby Whiteclay, Neb.

A recent survey by the Higher Education Research Institute finds that incoming freshmen are more likely than ever to participate in protests while in college. That has certainly been evident in the many campus encounters throughout the country this year. That activism pushes university administrators to further engage in dialogue with students on a wide variety of tough issues. The fact that continued struggles for justice, inclusion and access can collectively gather students in substantial numbers is empowering.

We have a responsibility to help students learn how to engage constructively in the social and political dynamics they're likely to experience beyond their college years. Whether it be in the workplace, community service, place of worship or in our neighborhoods, we confront issues around race and ethnicity, gender identity and sexual orientation. There's no better place to engage young minds in such conversations and direct experiences than our college campus. If we don't engage, we will not have adequately prepared our students for fuller, more mindful lives.

This issue of *Archways* shares some emotional stories that demonstrate just how far we've come at Nebraska Wesleyan. It also features the important work of an alumna who has made it her responsibility to help shape America's conscience about how we understand history and our continued work on civil rights.

There may not always be one right way to address these complex issues. Most of us will agree that we've come a long way. Most of us will concur that there's still work to be done. It is within our educational mission to grapple with difficult topics, to stretch our horizons and to do so consistently with respect and civility for each other.

The story—and struggle—continue today with all of us.

Yours truly,

—Fred Ohles  
President





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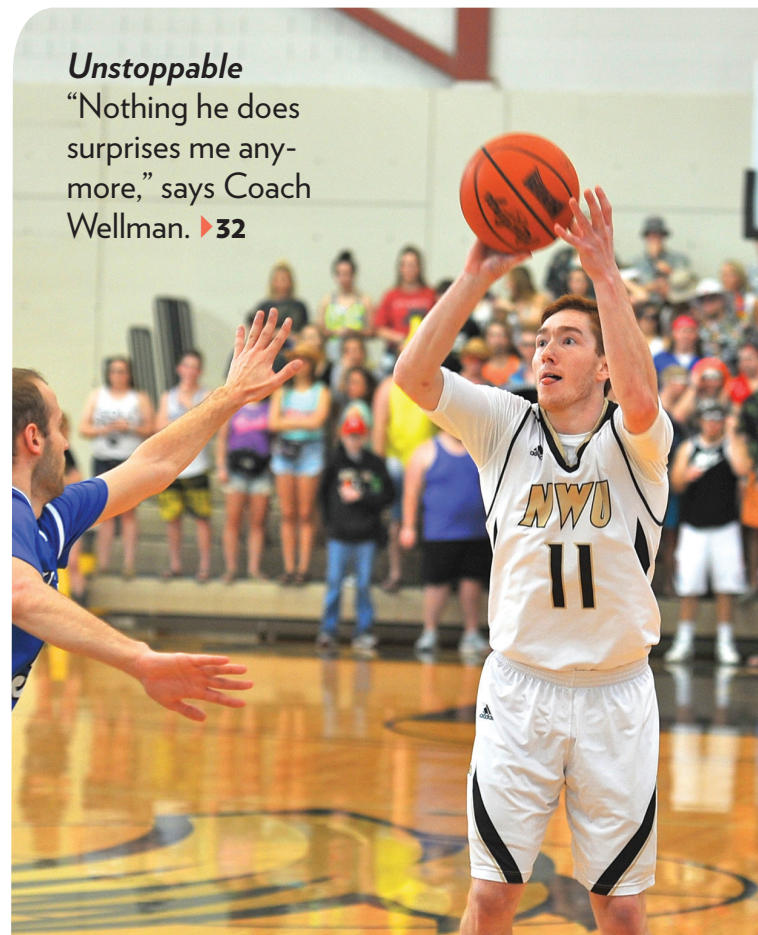
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**About the cover:** *The Lorraine Motel in Memphis, Tenn., is where Martin Luther King, Jr. was assassinated in 1968. Today, it houses the National Civil Rights Museum where an NWU history alumna serves as a director.*



# CONTRIBUTORS

## STAFF

**Eric Wendt** ('99)

**Editor**

ewendt@nebrwesleyan.edu

**Melanie Falk**

**Art director**

mkf@nebrwesleyan.edu

**Peggy Hain**

**Director of marketing**

phain@nebrwesleyan.edu

**Kara Peters** ('96)

**Marketing and production manager**

kpeters@nebrwesleyan.edu

**Amy Vasey** ('11)

**Class Notes editor**

avasey@nebrwesleyan.edu

**Alex Linden** ('03)

**Sports information director**

alinden@nebrwesleyan.edu

### Archways advisory committee

John Greiving, Mary Hawk, Shelley McHugh ('91), William Motzer, Judy Muyskens, Erika Paschold ('08), Sara Olson ('95), P. J. Rabel

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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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**Kate Jenkins** ('09), "Prairie Wolves in Print: What the Night Numbered" ▶12

Kate holds an MFA in creative writing from Columbia University. Her work has appeared in *Publisher's Weekly*, *The Boston Review*, *Barn Owl Review*, *Midwestern Gothic* and *Fawlt*. She splits her days between the Nanubhai Education Foundation, where she serves as executive director, and First Opinion, an iPhone app, where she serves as manager of global doctor operations.



**Dwain Hebda** ('90), "Prairie Wolves in Print: Walking Bridge" ▶13

Dwain is a freelance writer based in Little Rock, Ark. He's written for *Archways* about quietly powerful alumni—like the reverend who held his family to the ground during a tornado, and the determined women who used spare-change drives to help build Johnson Hall.



**C. Gerise Herndon**, "Warning: The Education You Are about to Receive May Involve Feelings of Discomfort" ▶23

Gerise directs NWU's Gender Studies Program. She writes about the current debate in higher education surrounding "trigger warnings." Having worked closely with Rwanda's genocide survivors, she's familiar with the powerful emotional triggers many survivors carry. For most students navigating fraught material, she counsels courage. "My own feeling is that if I didn't have to live through the horror," she said, "the least I can do is look at it."



**Samuel Segrist** ('06), "From 'The Walking Dead' to the Singing Life" ▶30

Sam teaches composition and creative writing at Lincoln Southeast High School. When he's not grading papers or driving the debate team to tournaments, he enjoys playing guitar in local rock bands, *Prairie Psycho* and *Dude Won't Die*. He thinks fondly of his days at good ole NWU and can't believe his 10-year reunion is this year.



**P. Scott Stanfield**, "Praise for 'Answer with Praise'" ▶31

Scott is professor of English at NWU. While he teaches British literature, his interests and expertise extend to music. He plays guitar and sings in two local bands: *Nebraska Wesleyan's* staff and faculty band, *Release Time*, and the garage power pop band, *Prairie Psycho*.



## King, Queen, Knave

I read every *Archways* that we receive. It helps me feel a connection to NWU and provides me with some information on the college experience for my daughters.

Andee graduated from NWU and is now studying nursing at UNMC-Lincoln. Amy is a senior at NWU and will graduate in 2016.

I admit this letter is very biased on behalf of my daughter, Amy. I read the winter issue and thought I'd enjoy the sections about homecoming. However, after looking at the 15+ pictures for homecoming, I failed to see a picture of the homecoming queen (Amy) or the homecoming king. I certainly didn't expect a full-page picture, but do think even a small snapshot of "queen and king" would have been appropriate.

### Roger Christensen

Gering, Neb.



Photo by Dan Luedert

Connor Bohlken ('16) of Syracuse, Neb., and Amy Christensen ('16) of Mitchell, Neb., were named Nebraska Wesleyan royalty in 2015. A knavish oversight kept them out of our fall homecoming summary.

## A Reinvigorated Library

Congratulations on publishing another wonderful issue of *Archways*! I was delighted to read the article about the major renovations at Cochrane-Woods Library, thanks to an anonymous bequest ["Renewal Notice," winter 2015-2016].

Indeed, the renovations are long overdue, although the idea of renovating had been discussed many times during my tenure at NWU (1979-2008). Now the new large open space and colorful interior design are definitely very attractive to the library users besides the excellent information services provided by the library staff.

I remember the years when I taught the library science (LS) courses in Room 316. Our unique program that provided three different aspects of librarianship (media specialist, LS minor and LS associate degree) was quite popular at the time. Many students had moved forward for their advanced degree in librarianship after they graduated from our program. I am very proud to say that the former Cochrane-Woods Library director, Margaret Emons ('84), is one of my former students.

The program was discontinued in 1996, but the memories of how our students used Room 316 and the whole library as their basic training ground are still very fresh in my mind.

I hope the renovated library will be heavily used by students, faculty, staff and others in the community. In the high-tech world we are living in today, information resources can be found in more formats than we could ever dream of before. The library will forever be a part of a learning environment for our future thinkers and builders of our country.

### Janet Lu

Professor emerita of library and information technology  
Longmont, Colo.

---

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:**

Eric Wendt, editor  
Nebraska Wesleyan University  
5000 Saint Paul Ave.  
Lincoln, NE 68504

**Email: [ewendt@nebrwesleyan.edu](mailto:ewendt@nebrwesleyan.edu)**





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## National Foundation Supports NWU's New Curriculum

In September 2015, the Andrew W. Mellon Foundation awarded a \$100,000 grant to help NWU faculty implement all facets of the Archway Curriculum, a pioneering new model for a liberal arts general education.

"This grant will assist Nebraska Wesleyan's faculty as they complete broad curricular change that is innovative on a national basis," said Provost **Judy Muyskens**.

The grant supports NWU in its final stages in the huge endeavor of curricular reform, as today's sophomores move closer to senior year. They were the first to follow the Archway Curriculum upon its launch in fall 2014.

Faculty members have been working for three years to adapt existing courses and create new ones to meet Archway Curriculum goals. At this stage, each department is working to ensure its upper-level courses continually

improve students' writing and speaking skills, so that graduates will have the discipline-specific communication skills they need.

Departments are continuing to ensure their disciplines are represented within the integrative core of the Archway Curriculum—the "threads" of courses that focus on a single theme for society. Also, the capstone courses and experiences already in place in every discipline are being assessed. The goal is to ensure that, regardless of the major, each student's "culminating work" also reflects the entire liberal arts experience.

NWU is fortunate that The Andrew W. Mellon Foundation provided early support in this journey and later invited NWU to compete for the large new grant. By early 2017, NWU will be moving toward a solid plan for measuring the new curriculum's impact on every individual NWU graduate.

**THE FINAL:** The Andrew W. Mellon Foundation supports NWU's transition to the innovative Archway Curriculum.



Photo by Geoff Johnson

Access to professors and a pioneering curriculum define the Nebraska Wesleyan experience.



Four senior education majors "hopped the pond" for their student teaching experience.

## Geography Lesson

**Education majors student teach in Ireland.**

NWU has great student teaching relationships with its nearby schools. Huntington and Clinton elementaries, Dawes Middle School and Lincoln Northeast High School all stand in a close radius to campus. But some education majors look farther afield for student teaching experiences.

This fall, **Hannah Bell** ('16) and **Halie Brandt** ('16) of Lincoln, **Nicki Classen** ('16) of Alvo, Neb., and **Shauna Owens** ('16) of Omaha conducted their student teaching in Ireland thanks to Nebraska Wesleyan's partnership with Indiana University's Global Gateway Program. The program exposes students to new cultures as they also build valuable teaching experience.

"An experience like this helps students grow as people," said Professor of Education **Tim Anderson**. Anderson coordinates Nebraska Wesleyan's student teaching program. "And the more you know yourself, the more you can offer as a teacher."

International student teaching adds to education graduates' marketability. Anderson said, "I've had students come back home on a Friday and have an interview the next Monday."

**THE FINAL:** Education majors find student teaching opportunities near and far.

# Team NWU Welcomes TeamMates Mentees

Nebraska Wesleyan's new partnership with the TeamMates Mentoring Program is set to make "Team NWU" even stronger. Through this partnership, every TeamMates mentee admitted to Nebraska Wesleyan will receive an academic scholarship alongside the same academic and personal supports that have always defined the Nebraska Wesleyan experience.

Each year, one mentee will receive the TeamMates Access Scholarship, a full-tuition award for a high school senior who has been in the TeamMates Mentoring Program for at least two years. Other selection criteria include a minimum high school GPA of 3.0 and a composite ACT of 25.

Other qualifying mentees will receive the Nebraska Wesleyan TeamMates Scholarship, which awards \$2,000 per academic year. This award combines with a minimum of \$10,000 in other NWU scholarships and aid.

"Nebraska Wesleyan University and the TeamMates Mentoring Program share a similar mission to help students reach their full potential and set them up for success," said **William Motzer**, vice president for enrollment management. "TeamMates has a proven track record for helping students persist and graduate. Those practices transition well to our campus and beyond to employment."

In addition to scholarship

**THE FINAL:** New scholarships will bring more TeamMates mentees to NWU, where they'll find a similar commitment to success through personal support.

---

*We are very honored to partner with Nebraska Wesleyan University to send more TeamMates students to and through college.*

assistance, NWU will provide its own mentors who will meet with students monthly for academic and personal support throughout their NWU careers.

"This is an incredible gift to the TeamMates Mentoring Program which will create more opportunities for more TeamMates students to improve the quality of their lives by receiving a post-secondary education," said DeMoine Adams, post-secondary education coordinator for TeamMates.

"We are very honored to partner with Nebraska Wesleyan University to send more TeamMates students to and through college," said Adams. "Teamwork makes the dream work, and we look forward to working together as a team with NWU and their staff to help more TeamMates students receive a Nebraska Wesleyan University degree for many years to come."



LSAMP training and bonding activities prepare minority students to clear obstacles and climb in the sciences.

## Minority Scientists Receive a Boost

**NSF grant encourages minorities in STEM fields.**

Five years ago, Nebraska Wesleyan became one of 15 institutions partnering with Iowa State University to attract and graduate more minority students in the STEM fields of science, technology, engineering and mathematics. The National Science Foundation supports this Iowa State project as one of its Louis Stokes Alliance for Minority Participation (LSAMP).

Today at NWU, the IINSPIRE-LSAMP program is helping 15 NWU students with faculty engagement, peer mentoring and assistance with internship and research opportunities.

"Involvement in summer research promotes ongoing faculty and staff interactions, further engagement and overall student success," said **Candice Howell**, NWU's director of student success and retention.

"Through the [LSAMP] transition program, I knew NWU would be a great home for me," said **Savannah Lopez** ('19) of Nickerson, Neb. "Having the opportunity to meet other people of color through this program has been amazing."

**Alexa Longoria** ('18), a nursing major from Gering, Neb., appreciates LSAMP's emphasis on networking. "I learned that finding a mentor is something everyone should do at any point in their lives," she said, "especially when that mentor knows a lot about your career goals and how to get there."

**THE FINAL:** Collaboration for diversity brings National Science Foundation funding to NWU.



# NWU Improves Personal Counseling Services

Kim Corner ('98) is Nebraska Wesleyan's new director of personal counseling. Since her arrival, she has worked to make Nebraska Wesleyan's counseling services more "available and welcoming to all students," she said, "particularly those who are apprehensive about seeking help."

Nebraska Wesleyan has contracted with a variety of independent counselors in the past, often meaning that different counselors served campus on different weeks. That fluidity wasn't ideal for students, who would likely see greater benefit in an ongoing relationship with a single counselor.

Corner is changing NWU's service model. Two full-time counselors now work every day of the week to provide those relationships and improve the university's responsiveness to students in crisis. These changes allow students, no matter their schedule, to continue seeing a familiar and supportive face. "This is a good change for more continuity of care," said Corner.

Another significant change supports student privacy. Next fall, personal counseling services will move a block off campus.

The university has long delivered personal counseling from within the Career and Counseling Center—so students seeking career counseling and students seeking personal counseling shared a waiting room. The multipurpose nature of this structure may discourage some students from



seeking needed help. By sliding counseling services one block west of the campus proper, students will have greater privacy as they seek care.

"This change gives students an established environment where access is good and students can attain the highest benefit from our services," Corner said. Her status as an alumna is another asset. The Nebraska Wesleyan experience is something Corner has in common with every student she serves.

Corner's knowledge of the campus culture and the university's commitment to students' well-being is a constant reminder of the importance of her work. "This is a perfect blend of what I want to do professionally within a campus community that I care strongly about," she said.



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[@NWUsports](https://www.instagram.com/NWUsports)



**THE FINAL:** An alumna returns to NWU driven to serve students with outstanding personal counseling.

# New Biology Award Continues Legacy of Great Teaching

Nebraska Wesleyan awarded Assistant Professor of Biology **Cindy Marolf** with the first ever **Dr. Doris Yin Ming Hsu Biology Faculty Teaching Award**. This award is made possible by alumni in fond memory of Hsu, who taught biology at NWU from 1952 to 1972. Her background was in parasitology and anatomy; her passion was in supporting students.

It's a passion Marolf shares. "Students keep me on my toes and ask me questions that help me to continue to learn along with them. It is so rewarding to see how much they grow," said Marolf.

Students enrolled in biology classes may submit nominations. Students applauded

Marolf's ability to advise and teach in ways that inspired them to surpass their expectations. Marolf's strengths sound familiar to alumni of Hsu's classes.

Marolf extends her mentoring beyond the classroom. She also serves as faculty advisor to NWU's Pre-Health Club.

"As the pre-health advisor, I have the opportunity to work with students both in and out of the classroom and follow their application process. One of my favorite things is having students tell me that they've been accepted into graduate school!"

Marolf works constantly to help students improve their critical thinking skills and gain a deeper understanding of the human body.



Biology instruction will always involve plenty of memorization, Marolf said. But more than that,

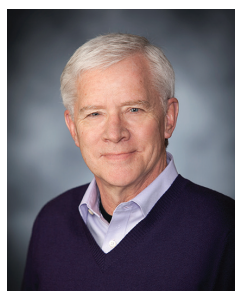
she seeks to give her students "the tools to solve problems and find answers on their own."

**THE FINAL:** Prof. Cindy Marolf continues the legacy of Prof. Doris Yin Ming Hsu. She is the first recipient of a teaching award honoring Hsu.

## Challenger Remembered

Journalism professor looks back on his pursuit of NASA's Challenger.

NASA marked the 30th anniversary of the Challenger disaster in January. The 1986 shuttle failure killed seven astronauts, including teacher **Christa McAuliffe**.



Of the 14,000 teachers who competed for McAuliffe's spot through NASA's "Teach from Space" program, Professor of Journalism **Jim Schaffer** was one of the 100 finalists NASA flew to Washington, D.C., to meet President Reagan and speak with astronauts who'd walked on the moon.

He appeared before a panel that would make the final selection. "I just kept thinking, 'How cool is it to be a teacher and have the chance to fly in space?'" Schaffer recalled in 2011. "The longer the selection process went on, the more I would fantasize about what it might be like."

The day before the launch, Schaffer couldn't be blamed for thinking, "It could've been me." The same thought a day later would bring different emotions.

"You just didn't even know what to think," Schaffer said. "In an instant, it was gone."

Schaffer had met McAuliffe through that selection process. "She still embraced her inner-child, and I think that's why the judges

picked her," he said. "She got caught up in the adventure, and she would have easily shared that enthusiasm."

Recent unmanned missions to Pluto and a comet have rekindled imaginations. (NWU Professor of Physics **Nathaniel Cunningham** served on both missions.)

Even with both feet on Earth, Schaffer and Cunningham are excited by their current missions. "Teaching is an adventure," Schaffer said. "You're always learning new things."

**THE FINAL:** With his bid for spaceflight cut short, Prof. Schaffer launched a stellar teaching career.



The story of science excellence

at Nebraska Wesleyan is about to  
receive a bold new chapter.

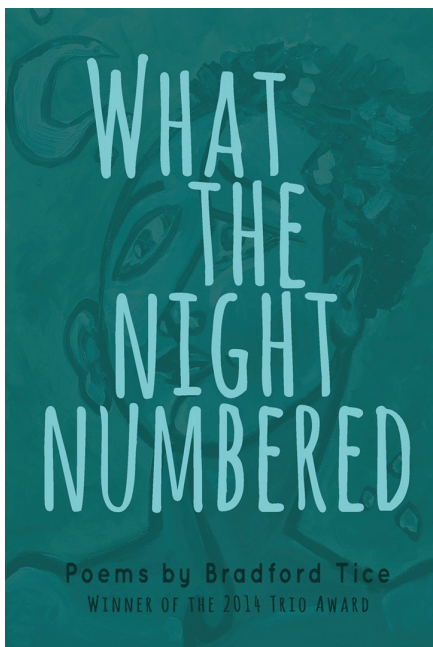
Read about NWU's future home for  
the sciences in our next issue.



# *BUILDING* **MOMENTUM**



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*Tice's poems are not for the faint of heart, nor are they for the reader unwilling to put their feet into someone else's knock-off Chanel heels.*

## What the Night Numbered

By Bradford Tice

Trio House Press, 2015 / 124 pages / \$16

—Reviewed by Kate Jenkins ('09)

Associate Professor of English Bradford Tice opens the first poem of his collection, *What The Night Numbered*, with these lines: “My grandmother once said, A story is a lie / with legs, meaning the good ones / have to strut. (Two Falsehoods)” These lines set the expectations for this book's course of action—expectations that Tice meets, exceeds and dismembers over his 35 poems.

Tice's poems are not for the faint of heart, nor are they for the reader unwilling to put their feet into someone else's knock-off Chanel heels.

*What The Night Numbered* plays host to a multitude of compelling voices—each with its own perspective and agenda. Chief among them are Psyche, Zazu and Cupid.

Cupid's relation to Psyche and sense of self change at times from lover, to betrayer, to victim, to sacrifice, self-aggrandizer and to passive observer. But it is Psyche who is truly our hero(ine). Tice's Psyche leads us through his roots as an adolescent queer boy expelled from his Midwestern roots, to her heroic role in the Stonewall Riots, considered by many to be the first touchstone in the campaign for LGBT civil rights.

If I were to point out the most starkly entrancing lines in these poems, I'd find myself transcribing much of the book. These images, these voices, weave together into the kind of history, the kind of poetry, that you want to touch. In the richness of Tice's language, Greenwich Village becomes another world—full-fleshed, recognizable and simultaneously alien. Take these lines from “Mama's Chick'N'Rib”:

Cheek-to-cheek, arm-in-arm,  
intimate in this way, Zazu and Joan dance  
as if outside in the gray rising  
of the city there were nothing to fear—  
no communism, no nukes nestled  
in the foreskins of their silos,  
no lily law or clenched fists,  
familiar names printed on the third  
page of the morning paper. Nothing  
that cannot wait until the song is done.

Tice layers his imagery so tightly with the undercurrent of 1960s queer-culture symbolism, which itself is knotted with pleasurable rhetorical flourish. The result is a series of poems taut with urgency of the world, yet languid with the premature maturity that comes with traumatic youth.

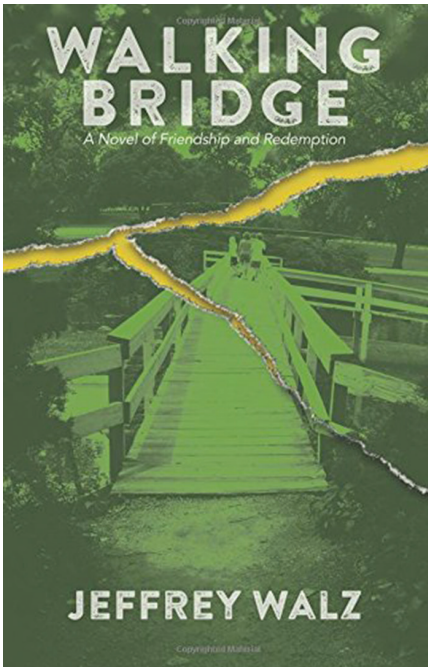
Unlike much of contemporary poetry, Tice's poems are not imbalanced. They are equal parts compelling in their language and meaning, yet also beautiful to look at on the page. Tice has a careful attention to detail and a strong sense of form. Many of his poems demonstrate an eye for symmetry and balance, a deployment of structure that mingles with the experience of the words themselves.

This collection is an accomplishment, an important addition to today's poetic landscape. Through an exploration of the past, it speaks to our present, lending a fresh and needed voice to our social conversation. His poem, “Golden Rats,” may be set in 1969, but how far removed are we from these lines?

Why do you call yourself rats?  
Why golden  
Because we are glitter washed in the  
sewers.

n





## Walking Bridge

By Jeffrey Walz ('88)

2015 / 271 pages / \$17

—Reviewed by Dwain Hebda ('90)

There's an awful lot in *Walking Bridge* by native Nebraskan Jeffrey Walz ('88) that feels familiar. Not in the “Gee, where did I read this before?” sense of the word, but in the, “I seem to remember living a lot of this before” sense.

Walz's novel opens up Nebraskan memories like that well-worn yearbook stashed in the back of your closet. Walz navigates the network of gravel roads, soft-spoken culture and unspoken rules that defined the small-town experience of growing up Nebraskan.

In that way, this novel will resonate with a great deal of Nebraska Wesleyan alumni—the people who know those roads, that culture, those rules.

But those who grew up outside that gravel grid may find themselves lost among Walz's descriptions of small-town diversions and make-your-own entertainment. You grew up near Columbus, Beatrice or Norfolk, where this is set, you get it; you grew up in Denver, Kansas City or Chicago, maybe not.

Still, this novel reminds that a lot more happens under the surface of so-called sleepy towns than the uninitiated suspect. Walz traces the paths of high school sweethearts Jason and Rem through the consequences of decisions made and chances taken. We see infidelity, abuse and untimely loss.

Caught in the emotional pulls of lingering immaturity and pending adulthood, Walz's characters reveal how powerful our early relationships remain, and how profoundly they hurt when they go sideways.

---

*Walz's characters reveal how powerful our early relationships remain, and how profoundly they hurt when they go sideways.*

His secondary characters shine, like the lifetime bestie and reformed wild child Hailey. Everyone knew a Hailey growing up, the loneliest person compelled to be the life of the party. We knew a Trent, too, the lecher whose life peaked in high school.

Walz's dialogue sometimes reaches to capture the sound of “back then.” And he has a bit of that first-time novelist's tendency to explain in cups when teaspoons would do. But that sense of place resonates throughout.

The urban and the urbane may not feel drawn down Walz's well-drawn bridge. Maybe, as the saying goes, “you had to be there.” But if you were—and you know who you are—you'll find much along Walz's *Walking Bridge* that feels very close to home. 🏠



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# *THE LESSER ANGELS OF OUR NATURE*

*Answering our highest principles requires facing our lowest moments.*

Our story begins some 83 years ago with a precocious child—a girl with unorthodox parents and a dirty mouth.

She's an unusual child, deserving of an unusual name. The octogenarian professor prefers Nan. But we'll call her younger self Nanette.

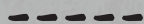
Nanette holds a tremendous hunger for learning. No, not a hunger. A rage. Nanette rages to learn. That rage was evident so early that her parents tossed her into kindergarten at age 4 like a grenade, hoping she'd go off productively.

Early returns were not good.

Before we unfold what happened in Nanette's first classroom, we must ask some overarching questions. How do we respond to the hateful sides of our nature? With shame? Sadness? Rage?

As a campus community, is it better to cut off our hateful parts like a hand tempted to steal? Or do we seek to reform the hand?

If we cut, what do we stand to lose? If we try reform, what if we fail?



Back to Nanette's California kindergarten. Back to 1933. "The first thing I learned there," said Professor Emerita of English **Nan Graf**, "was that I hated school." School was about as conducive to her creativity as a good clout to the ear.

Graf's 4-year-old ears were given to infections. One of them slowed her solitary walk to school by a few minutes too many. She entered her classroom late and met her teacher's gaze.

"She called me to the front," Graf said. And she administered a lesson.

"This, class, is what happens to tardy students." She bade Nanette to hold her little hand prone above her desk.

"And she bloodied my knuckles with a ruler." Fear, pain and rage vibrated through her congested, 4-year-old head. Her ear popped. Her nose ran. Her hand bled. She returned to her seat, gnashing her molars for the rest of her day.



Nanette's mother welcomed her home that fall afternoon. She saw her daughter's puffy eyes, her swollen hand, black and purple with dry blood.

She asked for the story and Nanette told it.

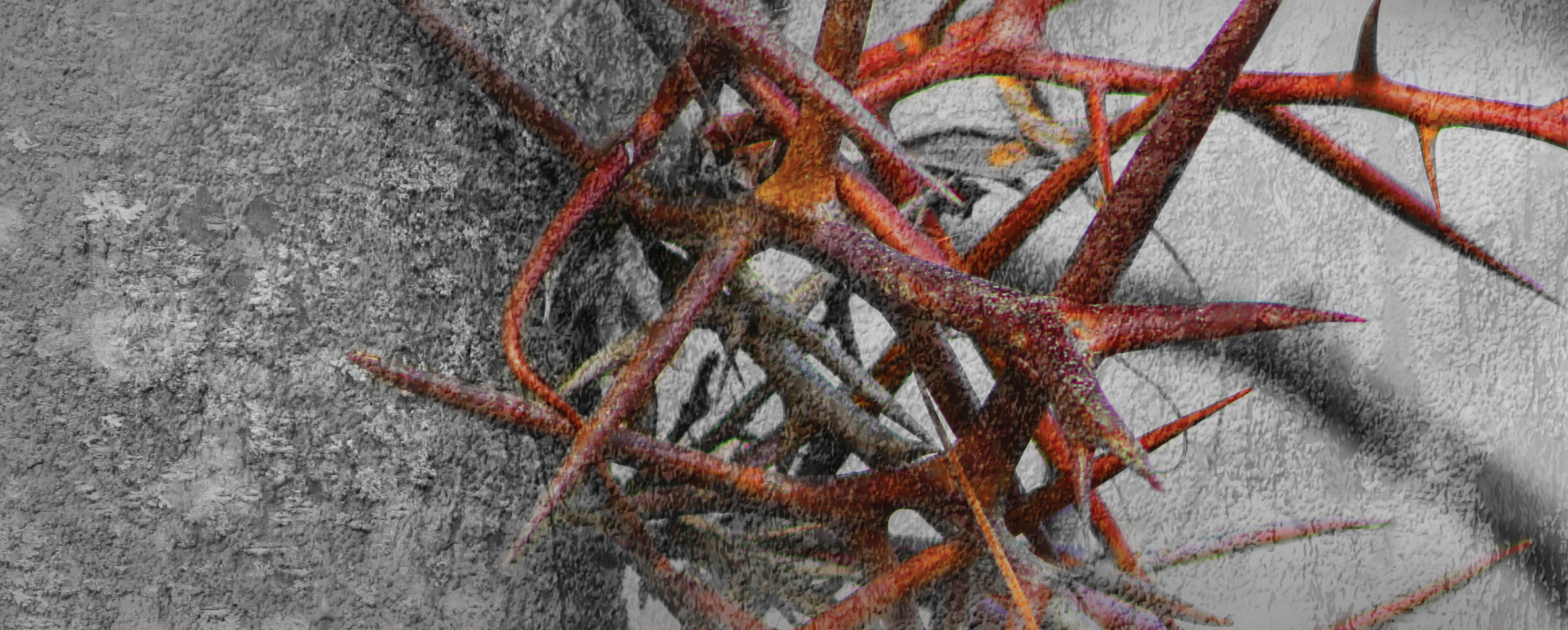
"I'm going to wash your hand," her mother said, "but not right away. I want your father to see this first."

If Nanette hated her teacher, it was with a color several shades softer than the one on her father's face when he saw his daughter's hand and heard the retelling. He made plans.

The next day, he returned home to tell Nanette, "You never have to worry about that teacher touching you again." He folded his hands with gentle finality.

*"The first thing  
I learned there was  
that I hated school."*





Just because a child holds a tremendous capacity for learning is no guarantee she will learn the right things. Our Nanette was learning to hate. And what she learned in kindergarten she carried through fourth grade.

Nanette hated school, hated her teachers, so profoundly that rather than continue into the fifth grade, she decided to run away.

“My parents were entirely supportive of the idea,” Graf said. They launched into helping her pack, firing off practical questions.

“Where are you going? If you pick Chicago, we’ll need your coat. It gets windy.” Her father threw open her closet. “But if you pick LA, we’ll pack something lighter.”

Did she need help with her ticket? Train or bus? She’d have to navigate the stations herself.

Nanette decided the life of a fifth grader might be more feasible than that of a vagabond. And she walked into a Cody, Wyo., fifth grade classroom complete with an exceptional teacher.

“He taught me, ‘You can learn from anybody—good teacher or bad—because you love to learn.’” And this school-hating girl’s path began its bend toward a Stanford education. At Nebraska Wesleyan, she would become that unlikeliest thing: a gifted teacher herself.

Still, some lessons would come hard.



We mentioned Nanette’s dirty mouth. But we’ve kept mum on it thus far. No more. Cover the ears of the young.

“I was playing in the yard and I called someone the N-word,” Graf recalled. “I was young enough I had no idea what it meant, just that I had heard it.” Well, her mother heard it, too, and dragged her inside. A bar of Lifebuoy

soap found its way to the back of Graf’s mouth, and her mother spoke.

She described the experience of a close family friend. Her scene in our story is brief but pivotal.

This friend, a young woman, walked the wooded path toward her home. Nearby, she came to a familiar tree. It may have been any tree, but we picture a honey locust, fearful with thorns. Its fruit is generally strange: long, curling, edible pods. This particular locust also held the lynched corpse of our friend’s uncle. She fell to her bottom. Per-

haps her uncle had whistled at a white woman, or demanded payment for a loss. Or perhaps he hadn’t.

Back to Nanette, swallowing soap and learning the murderousness in the shadows between the letters of “the N-word.”

“‘You didn’t know what it meant,’ my mother told me. ‘But you do now.’ It was the roughest she ever was with me.”



Years later, during World War II, Nanette served as editor of her high school newspaper. She wrote an article supporting war bonds. “I remember a lot of my teachers and friends had very positive things to say about it. I showed it to my mother. I believe my headline was, ‘Buy Bonds and Stamps. Stamp out the J—,’” Graf said, using a slur for the Japanese.

Her mother’s eyes welled as she read it. “She looked at me through her tears and said, ‘Don’t you remember that soap in your mouth?’”

Now 87, Graf can taste the soap. She can see her mother’s tears. “My whole life,” she said, “has been a process of finding out about my racism, step by step.”

If Graf thought of her racism as a relic of a sometimes





punishing childhood, events throughout her life would teach otherwise. She described an exchange with a Lincoln friend, a black woman with sons on Nebraska Wesleyan's track & field team. The woman told Graf she wouldn't allow her boys to train at night.

"Me and my racist ignorance," she said. "I asked her, 'Well, why not?'" College students are busy. Night might be their only opportunity.

"I didn't understand that a white man in a hooded sweat-shirt running down the street at night is seen to be exercising. But a black man doing the same thing can be seen very differently."

Could the mother be sure no one would call the police? Could she be confident officers would respond with restraint rather than fear? Could she be certain her sons would face any exchange with calm? What if they just kept running? The sons wouldn't be running so much as running a risk—a risk Graf hadn't comprehended.

"I keep thinking I'm making it only to discover I'm not there yet," Graf said.



Few of us—alumni and universities alike—possess the courage to say, as Graf did (in an interview, no less!), "Me and my racist ignorance." Racism remains a cardinal sin in the academy and in politics—an error punishable by banishment.

But our improvement requires a different posture toward our mistakes. "Error is indeed our enemy," wrote the philosopher Allan Bloom, "but it alone points to the truth and therefore deserves our respectful treatment."

If we have the principles to habitually "point to the truth" as opposed to the banishable flaws in others, we will improve—and, occasionally, we'll win back some hardened

skeptics.

Take Jack Bell. (We've changed his name and left out his class year at his request.)

Bell has spent nearly half a century with an unfavorable flavor in his mouth for Nebraska Wesleyan University. "I 'came out' in Lincoln in 1969, the cataclysmic year of the Stonewall Riots," Bell wrote. "Before this I found myself in the ... psych ward, just missing by a hair electric shock treatments."

Other gay NWU classmates, he wrote, were less lucky.

"To my horror I witnessed another Wesleyan student in a deranged, comatose state, being wheeled out of the hospital's electric shock therapy lab, having undergone several days of 'treatments.'" This student, Bell said, later dropped out of school.

"I knew I was next in line [for shock therapy]," Bell said, "and it was only by a great deal of quick talking that I escaped his fate."

Bell returned to a campus in the midst of "massive social change ... writ large amid considerable conflict." He wrote, "It was my good fortune to encounter a bevy of extraordinary professors at NWU." However, a lack of support on campus eventually led Bell to become "a card-carrying Wesleyan apostate."

His campus experience was defined by "perfidy, injustice, academic hypocrisy [and] student rebellion," he wrote. "Even recalling this trauma after 45 years brings pain."

He was happy to hold onto his distaste for NWU from his home in the southwest—until a curiosity about Lincoln's poetry scene led him to unearth books by Associate Professor of English **Bradford Tice**.

Bell felt compelled to write Tice. His first sentence: "This is an unabashed fan letter from an old gay geezer, made perhaps more personal because I am a long-ago NWU

*Error is indeed our enemy, but it alone points to the truth.*





English major grad.”

Tice’s *Rare Earth* struck him with its “daring honesty and explosive creative spirit.” From there, Bell jumped to Tice’s latest: *What the Night Numbered*, which deals with the Stonewall Riots. This book deepened Bell’s regard. (Find our review on page 12.)

What surprised him as much as the twists in Tice’s verse was his place of employment. “Looking through the prism of Wesleyan history, it is astonishing to me that you were hired—and continue teaching there after these books!” he wrote.

“In the past, as an openly gay man, you would not have even been considered for hire.”

Now, Tice’s presence on Nebraska Wesleyan’s faculty can’t undo the bigotry Bell experienced. But it led him to rethink his assumptions about the university. “Just your presence at NWU is of incalculable importance and a boon to students you can never fully realize,” he told Tice. He called that presence “a succinct measure of how far, how very far, the institution has come.”

The biggest beneficiary over decades of Nebraska Wesleyan’s nondiscriminatory hiring isn’t Tice. It’s NWU. Our region—like any other—faces no glut of talent, no overabundance of creativity, no surplus of great leadership. To discriminate against a group is to needlessly drain the pool from which NWU may drink to sustain itself and address its challenges.

An emphasis on inclusivity isn’t about political correctness or bleeding hearts. It’s about mission; it’s about core values; it’s about deepening the pool of students, staff and faculty Nebraska Wesleyan relies upon to thrive.

Tice answered Bell’s letter. “When I moved to Lincoln with my partner of 15 years, one of the things that

impressed me about NWU was that they offered domestic partner benefits to same sex couples.” He added, “Nebraska Wesleyan has given me nearly absolute freedom in ... the classroom, and the faculty and staff have been nothing but supportive of my poetry.”

He pointed to the work of NWU’s longstanding gay and lesbian student support group, Pride Alliance, and the more recent Action Council on Diversity and Inclusion. He told Bell, “We’re doing great things!”



*Just your presence at  
NWU is of incalculable  
importance and a boon  
to students you can  
never fully realize.*

“Great things” are, well, great. But they don’t erase the past. Nor do they sever our capacity to prejudge or hate in the present. Those lesser angels of our nature carry on today, well fed.

“Where institutions get into trouble is when they put their heads in the sand and convince themselves that these things can’t happen here,” said Assistant Dean of Students T. J. McDowell (’94).

“It can happen here—the racism, sexual violence, homophobia—precisely because it happens out there. And we’re a microcosm of that larger society.”

McDowell has headed many of Nebraska Wesleyan’s recent steps toward inclusivity. He heads NWU’s Office of Diversity and Inclusion. Formerly known as Multicultural Programs, this office received a new name and a significant budget increase in 2015 to answer the need for a more inclusive campus.

McDowell and Associate Professor of Sociology Susan Wortmann serve as NWU’s Title IX coordinators. They ensure adherence to Title IX regulations and lead the university’s responses to potential violations, including incidents of sexual violence involving students.

McDowell is likewise a member of NWU’s Action





Council on Diversity and Inclusion and its Bias Education Response Team. He called each of these entities “mission critical,” addressing Nebraska Wesleyan’s needs in four areas.

First: “There’s our need for more professional development,” he said. “We need to build familiarity in our faculty and staff so ‘diversity’ isn’t such a scary word.” He said our gut response to diversity issues can no longer be defensive.

Second: “We must expose students to more diversity.” Students’ professional preparedness hinges on it. “Our graduates must be comfortable working alongside people who don’t think, worship or love the same way they do.”

Third: “We need to be intentional about increasing the diversity of our students, our faculty and our staff.” Some trends here are positive, but NWU has further to go to reflect the growing diversity of our region.

And fourth: “We’ve got to respond well to incidents.” Responsiveness requires good policy and good judgment, he said. “We’ll be punitive when we have to be. But we’re educators. We’d much rather respond with teaching.”



Nebraska Wesleyan’s responsiveness to prejudice is more than a professional concern for McDowell. He began as assistant dean of students in 2014. He served on NWU’s Board of Governors before that. But McDowell has been responding to racism on campus since he enrolled in 1990. “I was called n\_\_\_\_\_ twice my first semester, and I thought about leaving,” he said.

In dealing with racist incidents today (Yes, the N-word still gets hurled at Nebraska Wesleyan students in 2016), McDowell is inclined to think, “Really? We’re still here?”

But of course we are. Faulkner wrote, “The past is never dead. It’s not even past.” We progress, McDowell said. We don’t arrive.

It’s easy to look at McDowell and Bell’s experiences with prejudice and contrast it with Graf’s. Graf’s self-evaluation at times revealed her unintentionally on the delivering end of bigotry. And McDowell and Bell found themselves on the receiving end.

That’s our typical frame for prejudice. The majority perpetrates. The minority suffers. But a frame is simple, and reality messy. “We all prejudice,” McDowell said. And he knows that he can benefit as much as Graf from self-evaluation.

McDowell is the son of an interracial couple. “I grew up in the same city as my white grandparents, and I never met them until I was in my 20s,” he said. As a result, “I grew up prejudiced against old white people.”

His Nebraska Wesleyan experience helped him confront that. “Thora Stice (‘30) funded the scholarship that kept me here,” he said, referring to Stice’s support of the Winifred Henderson Endowed Scholarship. This scholarship, from “an old white woman” (Stice died in 1999) led the young McDowell to rethink his assumptions. “I had to tell myself, ‘Wait a minute. I can’t hate that. I can’t prejudice that.’ She helped me.”

As for Bell, coming out of the closet in college exposed him to abuse. But the resulting discomfort helped him grow. “I am glad I acknowledged my gayness early on in my life, because I became a much more compassionate and caring person,” he wrote. “In a privileged position as an Anglo male enrolled in a private college, suddenly I learned first-hand about prejudice, bigotry and intolerance. I became empathetic to the ... sufferings of others.”

*I had to tell myself,  
“Wait a minute.  
I can’t hate that.  
I can’t prejudice that.”  
She helped me.*





The experience made Bell “a lifelong champion of civil rights in support of dignity for all in America.”

---

Another NWU alumna, 1,200 miles east of Bell, has dedicated her career to championing civil rights.

**Tracy Lauritzen Wright** ('93) presides over one of the darkest spots in the history of America's civil rights movement: the site of Martin Luther King, Jr.'s assassination. The Lorraine Motel in Memphis, Tenn., is the home of the National Civil Rights Museum (NCRM), where Lauritzen Wright serves as director of partnerships and compliance.

The NWU history major said that little in American history is comfortable. Try slavery. Try Japanese internment. Try the Trail of Tears. There, amid all these historical questions of when and where and why and how is another why: Why am I putting myself through this?

Lauritzen Wright contested we should continue to “put ourselves through” our history for one reason. It can change our future for the brighter. If we engage. If we apply history's lessons to the present.

Asked, “What's the public's largest misconception about the American civil rights movement?” Lauritzen Wright's answer was immediate: “That it's over.”

It's not over. Consider the Black Lives Matter protests, marriage rights advocacy, pay inequity, immigration, refugee resettlement and women's access to positions and promotions in the military. “We have a lot of work to do in forming a more perfect union,” she said.

Her contributions to that work include directing NCRM's recent \$27.5 million renovation, which helped advance the museum's mission “from commemoration to utilization.” She said, “We want to inspire participation—help people

connect with history and apply it today.”

That mission of applied knowledge also connects to her Nebraska Wesleyan experience. She pointed to teachers like Professor Emerita of History **Elaine Kruse** and Professor of History **Patrick Hayden-Roy**. She credited the late Professor of Modern Languages **Anthony Epp** for sparking her career in museums through an internship with the American Historical Society of Germans from Russia, “a tiny museum with a big name.”

Then there was Nan Graf, who inspired Lauritzen Wright to apply her learning to causes she cared about. Graf helped her get involved with Nebraskans for Peace.

She credited her activism for adding meaning to her study. Lauritzen Wright wasn't merely learning historical facts in class. She was absorbing lessons she could apply to pressing issues. That recognition kept her from turning away when history's subjects grew dark. She wouldn't quit

when the stories got uncomfortable.

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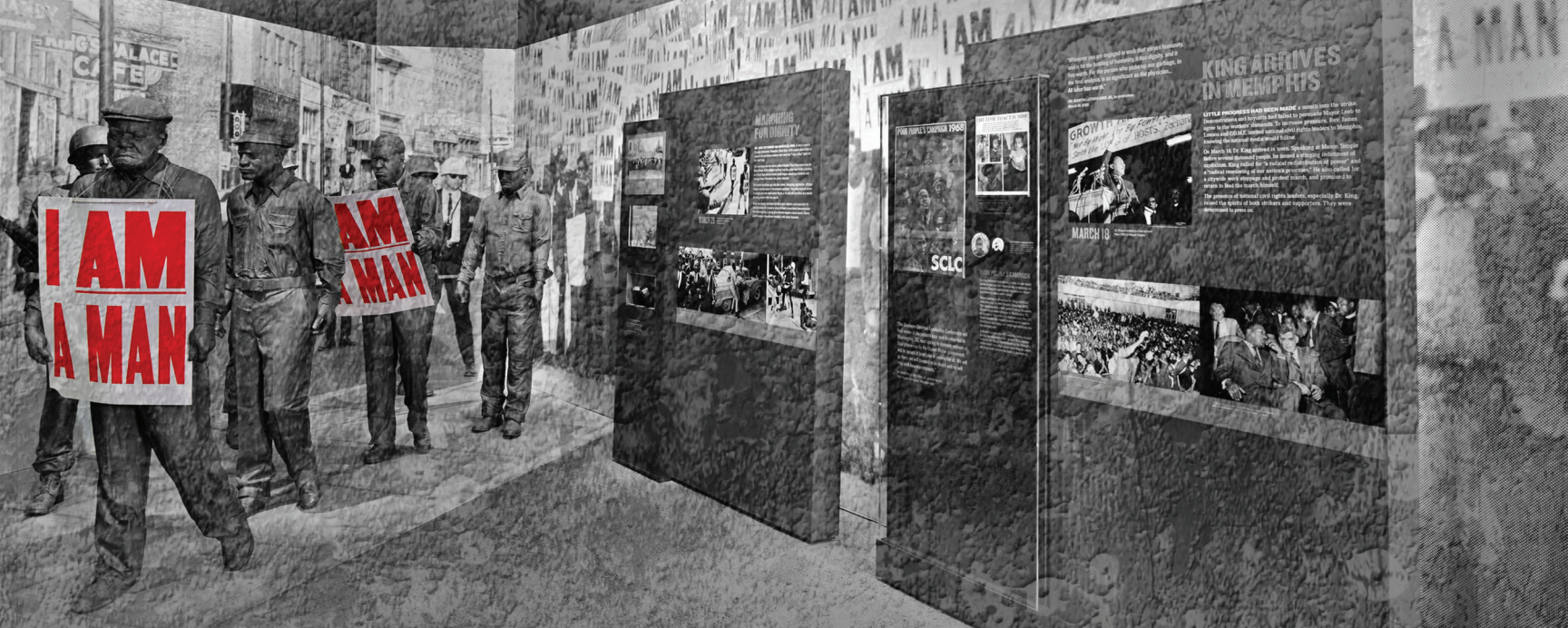
*Think not the  
bigotry of another  
is any excuse  
for your own.*

Lauritzen Wright's resilience grew when she found this personal overlap between her work and her cares. That's no surprise to University Minister **Eduardo Boussón**. He said we are stronger when our work serves our cares.

Boussón said it's tempting to see bigots around us and devote energy to judging and shunning them. But that weakens us. He counsels students to tap the same care and love that make them stronger. Love more, he said. Judge less.

He has pointed Nebraska Wesleyan students to a John Wesley sermon. Wesley wasn't one for creative titles, Boussón said. If his sermon cautioned against bigotry, he called it “A Caution against Bigotry.” The Methodist





minister quoted Methodism’s founder: “Think not the bigotry of another is any excuse for your own.”

In her day, Graf saw students in need of similar counsel. She recalled one woman who had an eye-opening first semester at NWU. She learned to see racism where she’d been oblivious just months before. And she recoiled.

She saw her father’s racism and said she wouldn’t go home for Christmas. Her answer to prejudice in her family was disgust.

Graf’s response fell in line with Wesley and Boussón. “I asked her who was paying for her to be here.” Her father was. “And didn’t you just write me an essay about how he was at all your high school games, cheering for you?”

She counseled her not to wash her hands of her father, but to engage with him. “Go home. Give him a nice gift.”

“What kind of gift?” she asked.

Graf thought about the student’s essay. Her father was a sports fan. “How about a biography of Jackie Robinson? Then talk to him about it.”

She took Graf’s advice. And before she graduated, she and her father were talking more than baseball. They were reading and discussing *The Autobiography of Malcolm X*. Her racist father turned out to be more open-minded than she’d realized her freshman year. She loved more. She judged less.



Now comes the storyteller’s dilemma of last words. Who gets them?

There’s the young Nanette and the octogenarian Nan. There’s McDowell the dean. Or Rev. Boussón. Or Bell. Or Prof. Tice. (One could do worse than to close with a poet.)

But we’re inclined to return to Memphis. Back to Tracy

Lauritzen Wright at the National Civil Rights Museum. Nebraska Wesleyan hat in hand, we step back into her office. Her glance betrays her. You again? But she recovers. “How can I help you?”

We lay down the rhetorical task at hand. How best to sum up the “What?” and the “Why?” and the “Why still?” of this university’s ongoing and often uncomfortable work on diversity and inclusion. Does she have any closing words for us?

Lauritzen Wright doesn’t speak. The silence is, well, uncomfortable. She stands and exits her office. We assume we’re to follow. She leads us on a weaving path through the museum’s exhibits. There is the Lorraine Motel’s room 306, its pair of beds made with orange bedspreads—Dr. King’s final resting place, not in death, but life.

We move on, quietly. Here, a Montgomery city bus. Inside, toward the front, sits a bronze statue of a woman, upright and alone. Her bag rests nearest the window as she gazes out.

Next, a lunch counter where bronze hecklers taunt a quartet of protesters, hunched, afraid, nonviolent. The ashtrays, the napkin dispensers, the ketchup bottles, the tension and the countertop on which they all rest are authentic.

And over here, Memphis sanitation workers picket under protection of the National Guard. Their sandwich boards read in red block letters: I AM A MAN.

Still silent, Lauritzen Wright walks us to the National Civil Rights Museum’s main exit, as if to shuffle us out. But first, she points to a wall and speaks her only words on our winding walk. “I can’t say it any better than that.”

We follow her finger to a sign there, which reads: *The story and the struggle continue today with you.* ♪

*Love more,  
he said.  
Judge less.*





## NEBRASKA WESLEYAN UNIVERSITY

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# WARNING

## The education you are about to receive may involve periods of discomfort.

—By C. Gerise Herndon, illustration by John S. Dykes

Recent editorials have questioned the notion of “safe spaces” in higher education. Yes, every student deserves a campus environment free of sexual violence and racist acts. Arguments for such environments are just. But these editorials contend that today’s college students—long coddled by parents and professors alike—are too often offended, too easily thrown by perceived slights and insensitivities. Confront these students with challenging content, and, the argument goes, they’ll cry foul (or just cry).

Data and anecdotes support the notion of a student population with declining emotional resiliency. At NWU and on campuses across the country, hospitalizations among students experiencing mental health crises are rising.

Reactions to these trends are forked.

NWU has invested in increased student supports. [Read more about these investments on page 9.] And some professors try to remain sensitive to their students’ sensitivities by offering “trigger warnings” ahead of emotionally fraught content.

Others look upon these warnings as yet more coddling; they ache for the day when everyone will just grow up already.


I find myself with a foot in both camps. I direct

Nebraska Wesleyan’s Gender Studies Program, where students examine gender issues, including sexual violence. I teach courses on foreign films, many of which deal explicitly with trauma. I’ve also taught about Rwanda and the 1994 genocide, leading students on trips there.

I recognize a certain privilege to trigger warnings. Most of the world isn’t granted the luxury of a heads-up ahead of pending

trauma. They cannot “opt out” of whatever war, poverty or violence has in store for them. But even if you know your ability to sidestep a blow is rooted in privilege, it can still be wise to exercise it.

Much of the content I teach is deeply disturbing. Before teaching students about the 1994 genocide against the Tutsi, especially when we’re studying on the ground in Rwanda, I advise my students to know their limits. I give them permission to leave the learning space if they must. At the same time, I share my perspective, which is that if I didn’t have to live through the horror myself, the least I can do is look at it.

It’s easy to look at academia and shake your head at the thin and “politically correct” skins of “kids these days.” But I’ve likewise seen NWU students stand unblinking before the ugliest maws of human history. I’ve watched their desire to know what genocide truly means. And I’ve watched “Never again” turn in their minds from an empty platitude into something grounded, something driven and something brave. 

*Most of the world  
... cannot “opt out”  
of whatever war,  
poverty or violence  
has in store for them.*



Unusual  
internships spark  
extraordinary  
Nebraska  
Wesleyan  
experiences.

# “The Realities of Elsewhere”

—By Alessandro Schirano ('16)



**Luke Wenz ('17), Tempe, Ariz.**  
**Major: political science**  
**Destination: NGO in Lebanon**

Luke Wenz ('17) of Tempe, Ariz., was 7 when he saw the Twin Towers fall. He wanted simple answers to comprehend what he'd seen. There were none.

The 9/11 attacks were his introduction to political turmoil in the Middle East. He grew up alongside the wars that followed. “As the U.S. conducted wars in Iraq and Afghanistan, I continuously gained interest,” he said.

Today, Wenz is a political science major pursuing a career in national security and conflict stabilization. Last summer, he interned with a nongovernmental organization at a refugee camp in Lebanon. He worked with children and families running from ISIS and the complicated violence of Syria's civil war.

“I remember playing with a little girl named Zainab who was about 8 years old,” Wenz said. “All her siblings and family members had been murdered.” The girl was suffering; she was also enthusiastic and playful. Wenz saw that, like the politics of the Middle East, the human condition itself is conflicted, contradictory and complicated.

“I didn't quite understand what I was going to be dealing with until I met her. That experience punched me in the face.”

Another child, he said, “told me he wanted to become a doctor because when other people are in pain, he feels pain. One girl expressed that she wants to be a lawyer to stand up for the truth.”

Wenz took his experience in Lebanon with him back to the U.S. and to Washington, D.C. He's spending this semester as a Capitol Hill Internship Program (CHIP) intern in the office of Republican Rep. Jeff Fortenberry of Nebraska.

“Those seven weeks taught me a lot about humility and opened my mind to the realities of elsewhere,” Wenz said. “I have heard about shootings, but I haven't actually been around people and children who have witnessed and survived them until last summer.”

He said, “I now value life more than ever. Listening to small children talk about their aspirations filled me with some hope for the future.”

*I didn't quite understand what  
I was going to be dealing with  
until I met her. That experience  
punched me in the face.*



**Betsy Reimer ('16), Aurora, Neb.**  
**Major: business administration**  
**Destination: NASA History Office, Washington, D.C.**

Betsy Reimer ('16) needed an internship to graduate as a business major. Professors in the Business, Accounting and Economics Department help their majors land internships all the time. But Reimer found the lead she was looking for in the History Department and the Capitol Hill Internship Program (CHIP).

Professor of History Meghan Winchell recommended she attend a campus event where previous CHIP interns discussed their Washington, D.C., experiences. And the rest was history.

"I never imagined myself participating in CHIP," she said. But the interns' stories piqued her interest. "I decided it was the perfect opportunity to get out of my comfort zone and experience a new city."

Winchell coordinates NWU's involvement in the nine-school CHIP consortium. She connected Reimer with the NASA History Office. "After sending in my information and speaking with them, I knew this was what I wanted to do," Reimer said.

The NASA office quickly determined Reimer was the ideal woman for the job. In fact, she was the only college student NASA chose, following in the footsteps of NWU interns, Nolan Lott ('16) and Rachel Kirschenmann ('16).

Reimer spent the fall semester helping manage the NASA History Office's social media presence, including a Facebook page with 2.3 million followers. She researched and wrote web articles as well as tweets and Facebook posts.

"The hardest thing to teach in this sort of environment is the ability to write a good, short article or social media post and get it done on deadline," said Bill Barry, NASA's chief historian. "So our big discriminator among [intern] applicants is the writing sample. The NWU students we've seen are strong writers and that gets them in the door."

He added, "We've also been very impressed with the work ethic, attention to detail, and general good nature of all the interns we've had from NWU." 🍌



## Well Liked

It wasn't unusual for Reimer's "This Day in NASA History" posts to garner thousands of likes each day.

**NASA History**  
November 7, 2015 · 🌐

On November 7, 1996, the Mars Global Surveyor (MGS) launched on a Delta 2 from Space Launch Complex 17A at Cape Canaveral Air Force Station. It was the first successful US mission to Mars since the Viking landers in 1976. The goal of the mission was to map the Martian surface, study weather patterns, and record other atmospheric data. MGS found that the Red Planet has a very repetitive weather pattern, including dust storms and seasonal storms occurring in the same location annually. In addition, MGS studied possible landing sites for future Mars rovers.

MGS completed its primary mission in January 2001. During the third extension of its mission, in 2006, contact with MGS was lost. The mission was officially terminated in January 2007.

For more information, visit: <http://mars.nasa.gov/programm.../missions/.../globalsurveyor/>

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# World of Opportunity

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Even as their studies take them far afield, every Huge scholar remains connected by a shared curiosity, a common drive and a single campus.

The Huge Foundation and NWU established the Huge Society of Scholars in fall 2015 to bring past and present Huge Scholars together. They join on campus to share their experiences, discuss challenges and network with one another.



Photo courtesy of the Harry and Reba Huge Foundation.



**Lindsey Jones ('13)**

*University of California, San Francisco  
biomedical sciences doctoral student*

Jones is studying brain tumor genomics and epigenetics—an interest sparked by her experience as a Huge Scholar. “The Huge Foundation introduced me to a network of great scholars with varied interests that I continue to stay in contact with today.”



**Jordan Klimek ('13)**

*Harvard University  
law student*

Klimek is in his final semester of law school. He'll then move to New York to work in patent law. “NWU and the Huge Foundation prepared me to take both joy and responsibility in learning.”





—By Carlin Daharsh ('18)

Since 2007, Harry ('59) and Reba Hugel and the Hugel Foundation have funded scholarships for 39 Nebraska Wesleyan students. The most generous of these scholarships—the Hugel NWU Scholarship—covers tuition, fees, room and board for outstanding scholars in a variety of fields. These distinguished students have gone on to accomplish amazing things.

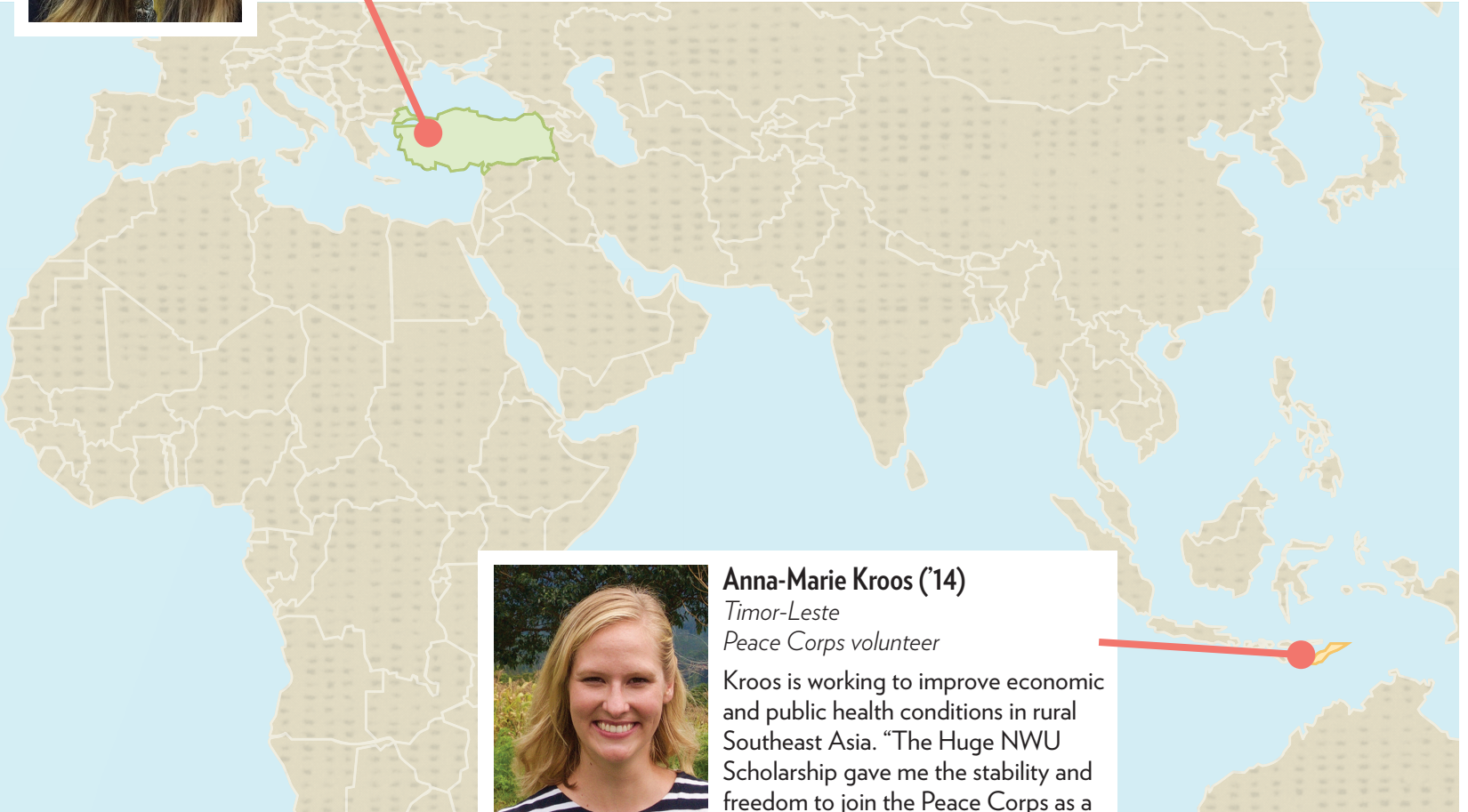
We crisscrossed the globe to catch up with just a few of them.



**Jessica Danson ('11)**

*Bilkent University, Ankara, Turkey  
international affairs and public policy graduate student*

“The Hugel NWU Scholarship raises your expectations and instills confidence in what you can do. It opened my mind to the magnitude of opportunities that await a highly motivated individual.” Danson’s motivation is to earn her Ph.D. in international relations.



**Anna-Marie Kroos ('14)**

*Timor-Leste  
Peace Corps volunteer*

Kroos is working to improve economic and public health conditions in rural Southeast Asia. “The Hugel NWU Scholarship gave me the stability and freedom to join the Peace Corps as a community development specialist.” After the Peace Corps, she’ll begin graduate study in international development and diplomacy.







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# Student Pride

Prestige scholars and awards



Photos by Dan Luedert



Photo by Chad Greene

## In Baskets, Goals, Touchdowns or GPA, NWU Scores Well

Ryan Larsen ('16) (left), Wesley Smith ('16) (right) and Trey Bardsley ('16) (below) are team captains accustomed to putting up strong statistics. Larsen led NWU football this year with 26 receptions for 485 yards while scoring a 4.0 GPA as a biology major. Smith, meanwhile, was third on the soccer team in assists with four, and tallied a 3.98 GPA as a biochemistry and molecular biology major. And Bardsley, a business administration major with a 3.5 GPA, had one of the most dominating offensive seasons in NWU men's basketball history. (*Read more about Bardsley's athletic accomplishments on page 32.*)

Their performances in athletics and in the classroom earned them CoSIDA Academic All-America honors. Larsen and Smith were named to the first team; Bardsley was named to the second team. Larsen was one of only three football players nationally to make the list with a perfect GPA. Larson and Smith both added NCAA Postgraduate Scholarships to their lists of accomplishments.

Larsen, Smith and Bardsley bring Nebraska Wesleyan's total Academic All-America Awards to 156, which ranks eighth nationally in all divisions.



# From “The Walking Dead” to the Singing Life

—By Samuel Segrist ('06)

After five seasons as Beth Greene on AMC’s “The Walking Dead,” Emily Kinney ('06) has legions of fans equal to the zombie hordes her character once fled. It was a great run. But Kinney’s TWD days are behind her. And she’s done fleeing. This Kinney is ready to stand and fight.

The actor-singer-songwriter’s newest album, “This Is War,” declares as much. Its jacket includes an epigraph from James Baldwin: “Love does not begin and end the way we seem to think it does. Love is a battle, love is war; love is growing up.”

Nothing makes a person grow up quite like the traded punches

of young love. Across this brisk and punchy 10-song set, Kinney demonstrates a remarkable talent for memorable lyrics that document 20-somethings’ maturation through romantic relationships.

Oftentimes, her lyrics about interpersonal battles also make reference to her musical ambitions, as in the album’s title track—a snare-driven anthem:

*This is war  
My fingers are sore  
So far from the top  
But I refuse to stop  
Got shakers in my eardrums  
Bossing like a new gun  
Baby, when it’s all done  
You won’t mind that I’ve won.*

Kinney’s voice balances a giddy playfulness with an earnest romanticism, delivered with confidence. The vivid, personal quality of her lyrics engage us through their delivery and their specificity. On “Mess,” Kinney addresses a love interest by listing the details she can’t get off her mind:

*Your cigarette smell broke  
leather jacket taste  
It lingers in the air and it never  
goes away  
You’re like a bar marker star  
stamp that I can’t scrub off  
You’re like a tattered ankle  
bracelet I don’t wanna unknot.*

This sweet infatuation is made only more infectious when coupled with the bouncy beats and ornate chamber-pop instrumentation layering percussion, glockenspiel and mandolins.

The songs range from smoky ballads to toe-tapping indie rock songs to confessional-style acoustic strummers—a delightful soundtrack for romantic road-tripping.

Kinney is leaving her zombies behind. “This Is War” shows her seriousness as she steps onto the pop-music battlefield. And she’s right. When it’s all done, we won’t mind that she’s won. [N](#)



## SPRING ARTS SUMMARY

### Choral music

The Music Department received the choral library of Norman Luboff, a collection of 300 choral pieces used by the Norman Luboff Singers. For decades, they were America’s premier professional choral ensemble. “NWU is very lucky to have received such a significant and valuable collection,” said Professor of Music Bill Wyman.

### Creative writing

NWU’s spring Visiting Writers Series continued with a pair of novelists. Michael Knight, author of *The Typist*, *The Huffington Post*’s Best Book of 2010, spoke February 25. The spring series concludes April 14 in Callen Conference Center with a 6 p.m. reading by Porochista Khakpour, an NEA literature fellow, Pushcart Prize finalist and author of *Sons and Other Flammable Objects*.









# Stat-sheet Poetry

NWU's undersized guard put up oversized statistics.

—By Alex Linden ('03)

Just how good was **Trey Bardsley** ('16)?

Those fans who called the 5'-10" guard from Beatrice, Neb., "the Midwest's Steph Curry"—or even "Shakespeare in high-tops"—they were hyperbolizing. Right?

Well, Bardsley put up Curry-like numbers in his senior season for the ages. He led all of college basketball in made 3-pointers (146). His season points total (874) broke **Dana Janssen's** ('87) school record. He topped 30 points in 15 games, making his selection as a first-team NAIA II All-American a no-brainer.

He saved his top performances for the home crowd in the GPAC tournament, where he was 24 of 24 from the line with 99 points over two white-hot games. So, statistically speaking, the Curry comparisons are not misguided.

As for the Bard references, the evidence is more subjective. But Bardsley's ball handling was poetic and playful. And there was something both beautiful and a little lewd about the way he bought himself room in tight situations when everyone in the arena knew the plan was for him to shoot.

His dribbling often gave overanxious opponents Shakespearean advice: *Wisely*

*and slow. They stumble that run fast.*

But if they hesitated, his movements mirrored *The First Part of King Henry the Sixth: Delays have dangerous ends.*

With the ball often in his hands, and with the clipboard in those of second-year head coach **Dale Wellman**, NWU men's basketball captured the imagination of the campus, alumni, media and fans. NWU's history of basketball success hangs on banners in Snyder Arena, but this season was different.

Having waited 15 years for a chance at the national tournament, NWU players went on a thrilling ride to punch their ticket to postseason play. Fans packed the arena to see the nation's top scoring team (96.3 ppg). The Prairie Wolves careened through their final season in the Great Plains Athletic Conference, winning nine straight to end the year and finish second in the league.

Six seniors, including Bardsley and forward **Travis Giesselmann** ('16), guided the Prairie Wolves to two GPAC Playoff victories and a trip to the championship game. Giesselmann had highlight reel dunks to secure the first win with Bardsley pouring in a career-high 55 points against Dakota Wesleyan in the semifinals.

Two buses of NWU students traveled to Sioux City, Iowa, for the GPAC Championship, where Prairie Wolves fans doubled the home team's section. Still, NWU came up six points short to Briar Cliff.

Despite the loss, the Prairie Wolves earned an at-large berth to the 2016 NAIA II National Tournament, taking on Warner Pacific (Ore.) in Branson, Mo.

Falling behind by as many as 20 points in the second half, NWU never quit and rallied to within three points in the final seconds only to come up just short.

The Prairie Wolves saw their season end with a 22-8 record, their highest win total since 1997. NWU set five school records, including points scored and 3-pointers made with 427 (113 more than the previous team record). They also set the record for 3-pointers in an NAIA II Tournament game.

Bardsley accepted the Jostens Trophy at a ceremony in Salem, Va., as the top NCAA III men's basketball player who shows excellence in the classroom, on the court and in



## WINTER SPORT SUMMARY

### Women's basketball

A 4-4 start showed promise of a big step forward for the program, but the team struggled from there. All-GPAC second-team guard **Felicia TeKolste** was a valuable team leader, ranking third in rebounds, second in assists and first in points.

### Men's swimming

The men won all four of their dual meets in convincing fashion by a combined score of 382.5-137.5. They took second in a 10-team field at Grinnell's Pioneer Swimming Classic and third at the Liberal Arts Championships, where Coach **Greg Fleming** and **Garrett Cadotte** were named coach and swimmer of the meet, respectively.







Travis Giesselmann

Photos by Chris Smithberg (94) (doublephotography)

the community.

On top of Bardsley's nation-leading 29.1 points per game, he carries a 3.50 GPA in business administration to earn CoSIDA Academic All-America recognition. The 2016 GPAC Player of the Year, Bardsley was chosen to play in the NABC/Division III All-Star game where he scored 12 points with six assists.

Coach Wellman knew his up-tempo, high-scoring offense was suited for Bardsley. "When I got the job here, there wasn't a

better person out there to fit into the way I wanted to play than Trey," he said. "People will still be talking about Trey Bardsley 20 years from now."

Don't count on Bardsley being among them. Shakespeare put it this way: *Men of few words are the best men.* ♪

See Bardsley's highlight reel at [NWUsports.com](http://NWUsports.com).



## Top Swimmers Put Times on New High Board

No, NWU has not added diving as a new sport. (We'd need a deeper pool.) But the university has added a new board. The Nicolai Swim Record Board, dedicated in a November 21 ceremony, honors the memory of the late Professor of Education Art Nicolai, who taught at NWU from 1966 to 1989. He won the Athletic Department's Spirit of the Plainsman Award in 1997.

Present at the dedication ceremony were family members, including Nicolai's wife, Glennis (third from left), and their children, Nancy Nicolai ('80) (left) and James Nicolai ('81) (second from left). They were joined by Head Coach Greg Fleming.

Since this ceremony, all but two of the school records listed there have already been broken!

WOMEN				ART NICOLAI SWIMMING RECORD BOARD				MEN				
NAME	SCHOOL	YEAR	POOL	NAME	SCHOOL	YEAR	POOL	NAME	SCHOOL	YEAR	POOL	
CARY WÄHLMEER, CHRISTINE CLAUINE	250.06	2005	200A	200 MIDDLEY RELAY	GAVIN SHALLBERG, GARRETT CADOTTE, LUKE GARTNER, MATT HARRISON	3:38.08	2015	143.06	GAVIN SHALLBERG, GARRETT CADOTTE, LUKE GARTNER, MATT HARRISON	3:41.54	2015	3:41.54
CARY WÄHLMEER, MELANIE HARRISON	425.65	2005	400B	400 MIDDLEY RELAY	GAVIN SHALLBERG, GARRETT CADOTTE, LUKE GARTNER, MATT HARRISON	1:28.74	2014	1:30.93	GABRIEL CADOTTE, GAVIN SHALLBERG, ROBERT BROWN, MATT HARRISON	3:13.94	2015	3:28.42
MELANIE HARRISON, KRISTINA DODD	140.53	2005	400B	200 FREESTYLE RELAY	GAVIN SHALLBERG, MATT HARRISON, GARRETT CADOTTE, ALEX KUSZAK	7:55.81	2015		GABRIEL CADOTTE	2:14.3	2015	2:24.3
CAROLINE CLAUINE, KRISTINA DODD	140.53	2005	400B	50 FREESTYLE	GABRIEL CADOTTE	47.66	2015	49.81	GABRIEL CADOTTE	1:44.89	2015	1:50.83
MELANIE HARRISON, KRISTINA DODD	352.02	2005	400B	100 FREESTYLE	ALEX KUSZAK	4:03.29	2015	5:06.63	ALEX KUSZAK	10:31.95	2015	10:31.95
MELANIE HARRISON, CARY WÄHLMEER	459.53	2004	400B	200 FREESTYLE	ALEX KUSZAK	17:00.55	2015	17:51.55	ALEX KUSZAK	55.95	2015	56.97
CARY WÄHLMEER	25.21	2005	250B	800 FREESTYLE RELAY	GAVIN SHALLBERG, MATT HARRISON, GARRETT CADOTTE, LUKE GARTNER, MATT HARRISON, ALEX KUSZAK	2:03.56	2015	2:07.50	GAVIN SHALLBERG	57.52	2015	59.23
CARY WÄHLMEER	25.82	2005	250B	50 FREESTYLE	GABRIEL CADOTTE	2:03.81	2015	2:03.55	GABRIEL CADOTTE	49.86	2015	54.89
KRISTINA DODD	200.06	2004	200B	100 FREESTYLE	GABRIEL CADOTTE							
KRISTINA DODD	529.94	2005	500B	200 FREESTYLE								
CARY WÄHLMEER	100.0	2004	100B	500 FREESTYLE								
CARY WÄHLMEER	100.0	2004	100B	1000 FREESTYLE								
CARY WÄHLMEER	2:01.0	2005	2:00B	1600 FREESTYLE								
CARY WÄHLMEER	100.0	2004	100B	100 BACKSTROKE								
CARY WÄHLMEER	100.0	2004	100B	200 BACKSTROKE								
CARY WÄHLMEER	2:00.0	2005	2:00B	100 BREASTSTROKE								
CARY WÄHLMEER	1:00.0	2004	1:00B	200 BREASTSTROKE								
CARY WÄHLMEER	1:00.0	2004	1:00B	100 BUTTERFLY								
CARY WÄHLMEER	2:00.0	2005	2:00B	200 BUTTERFLY								



Photos by Chad Greene

## Women's swimming

The women were an impressive 3-1 in dual meets with a pair of victories over Tabor College and a third over Simpson College. They finished seventh at the Liberal Arts Championships at Principia College in Elsah, Ill.

## Indoor track & field

Both the men and women competed fiercely at conference and national levels. The women were led by sprinter Katie Krick who set NWU and GPAC records in the 400 (56.59). Jordan Wheeler took the men's sole GPAC championship in the 5,000 (15:12.17). And six NWU women earned All-America honors at nationals.



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# 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

### Calling all alumni

Back in the day, NWU students used their phones for ... phone calls!  
Can you name the alumnae flipping out for their flip phones here?

**Send your responses to:**

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



## MYSTERY PHOTO REVEALED



### You got our goat!

Alumni came through with the identity of our great goat winner.

Your mystery goat winner was Herb Dregalla—music director extraordinaire!  
—**Steve Sobota** ('91)

That's Herb Dregalla, the band director. I can't give you the year, but I recognize his sport coat, so I'm guessing early to mid-80s. I wish I knew the goat's name.

Maybe it was all the Beer beer (ask for it by name) I was drinking back then, but I have no memory of this Homecoming tradition.

Peace,  
—**Sandy McBride** ('84)

It appears the winner of the goat in your photo is Dr. Herb Dregalla.  
—**Barb Mock** ('89)

The winner in the Mystery Photo in the latest edition of *Archways* is none other than our illustrious band director, Dr. Herb Dregalla! I don't know about the year, but I suspect it was from before 1990, when I started at Wesleyan.  
—**Aimee Johansen** ('94)



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# Calendar

**May 14**

**Commencement**

NWU welcomes the class of 2016 to its alumni ranks with a 6:30 p.m. ceremony on Taylor Commons.

Photo by Dan Luedert



## APRIL



**15, 17**

**NWU opera: La Rondine**

We desire love. We desire status. What happens when these desires pull in opposite directions? NWU performs Giacomo Puccini's operetta in O'Donnell Auditorium at 7:30 p.m. on the 15th and at 3 p.m. on the 17th.

**23**

**NWU tennis**

Nebraska Wesleyan's home season closes with a dual versus Hastings College beginning at 11 a.m. at the Nebraska Tennis Center.

**23**

**NWU baseball and Bachman dedication**

NWU takes on Doane in a double-header beginning at 1 p.m. at Nebraska Wesleyan Field at 31st and J. Before the games, NWU will host an event honoring the late NWU coach, Ron Bachman.

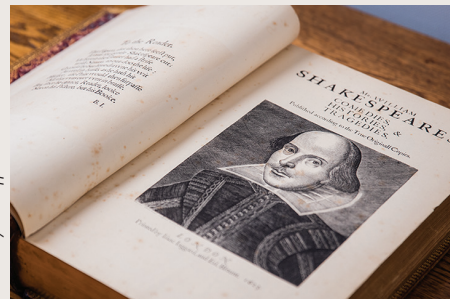


Photo by Geoff Johnson

**Shakespeare's World in Early Print and Manuscript**

Mark the 400th anniversary of Shakespeare's death with an exhibit of rare, alumni-held historical documents sandwiched between two Shakespeare-related plays. *Kiss Me, Kate* begins at 2 p.m. *The Taming of the Shrew* follows at 7:30 p.m.

**25**

**Woodwind and string ensembles concert**

O'Donnell Auditorium hosts this free student concert at 7:30 p.m.

## MAY

**4**

**Student Symposium: Celebrating Research and Creative Endeavor**

Hundreds of NWU students present results from research and creative projects during this daylong symposium of student academic work.

**8**

**NWU Theatre: Cabaret**

Every performance is different in this combination of songs and stories. NWU's Studio Theatre hosts a double-header of performances at 2 and 7:30 p.m.



Photo by Chad Greene

**13**

**NWU track & field: Prairie Wolves Invitational**

Abel Stadium is the location for this competition. Events begin at 3 p.m.





Contact Shelley McHugh ('91) for details about any alumni event at [smchugh@nebrwesleyan.edu](mailto:smchugh@nebrwesleyan.edu) or 402.465.2123.

## JUNE

### 1-4 Great Plains United Methodist Church Annual Conference

The Great Plains United Methodists hold their 2016 annual conference at the Kansas Expocentre in Topeka, Kan. The theme is "Connecting with Christ Near and Far."



### 6 W-Club golf tournament

Alumni and friends of NWU athletics take part in this annual fundraiser. This year's tournament is at Lincoln's Hillcrest Country Club.

Register at [nwusports.com/wclubgolf](http://nwusports.com/wclubgolf).



### 20 College World Series tailgate

Join us for free food, drinks and fun at the NWU tent outside the Old Mattress Factory from 4 to 7 p.m.

### 24 Network Globally Act Locally Pitch Contest

Nine student-teams from NWU, the College of Charleston and the University of Tartu (Estonia) culminate their NGAL experience by pitching an entrepreneurial product or service to a panel of judges and investors. NGAL is sponsored by the Harry and Reba Huge Foundation. The contest starts at 9 a.m. in McDonald Theatre.

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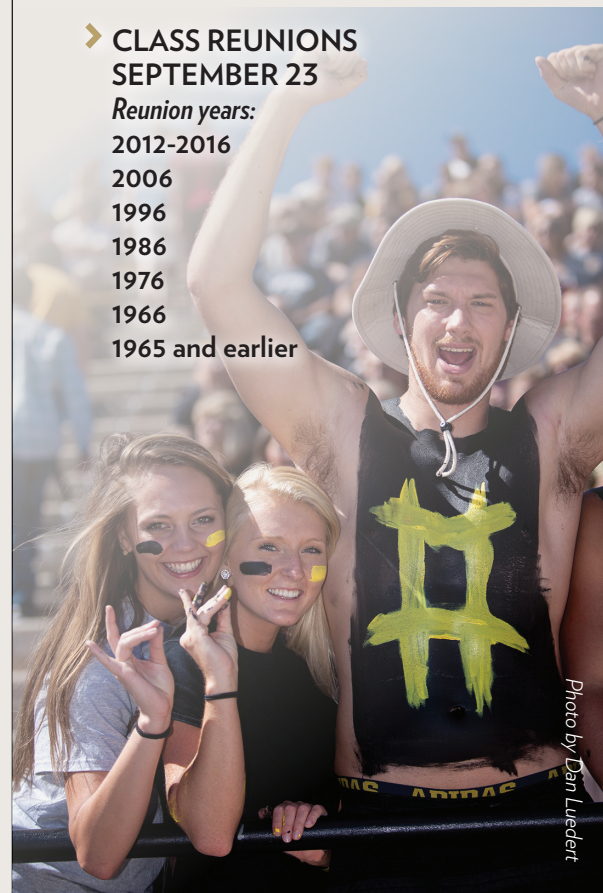


Photo by Dan Luedert





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