# NEBRASKA WESLEYAN UNIVERSITY MAGAZINE

WALK TOGETHER | FALL 21 | VOLUME 21, ISSUE 3

# An Awakening Sound

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Graeme Dodworth's ('01) bagpipes give life to a walking NWU tradition.

## FROM THE PRESIDENT



We're here to help students achieve academic success; we're here also to help them lead fulfilling lives of wisdom, vocation and happiness.

#### Dear Alumni and Friends,

There's a legendary story about President John F. Kennedy's first visit to NASA. After a day full of meetings, he met a janitor mopping the hallway. The president asked what had him working so late. The man replied, "I'm helping put a man on the moon."

While the task at hand could have felt mundane, the purpose at hand was both clear to him and grand.

In August, we welcomed a class of new students to campus, cheering them as they took their traditional "First Walk" under the archway. And we welcomed our returning students back to full, in-person classroom and extracurricular experiences. With updated safety protocols in place, our campus community is feeling the hope and ambition unique to the start of a new academic year.

Our faculty are teaching; our coaches are coaching; our admissions counselors are recruiting; and our custodians are serving—all of us with a strong sense of our shared purpose.

Last spring, Nebraska Wesleyan's Board of Governors approved the framework of a multiyear strategic plan. This plan is unlike any I've been a part of in that it was developed with continuous and deep involvement from our faculty and staff who used their creativity and passion to imagine an even better NWU.

Four themes emerged and will guide our success:

Academic innovation: We will support excellent teaching and learning.

**Engaged belonging:** We will create an inclusive NWU where all belong and can thrive.

**Transformational relationships:** We'll be a catalyst to lift our communities and create purposeful partnerships.

**Elevated facilities and resources:** We'll develop spaces and resources that reflect our excellence.

Our strategic plan asks every member of our faculty and staff—no matter our job title—to dedicate ourselves to making NWU the best university in Nebraska. Together, we're creating an environment where every student feels supported and cared for, with a genuine sense of belonging. Every Nebraska Wesleyan student should have a rich educational experience here that prepares them for an amazing career and life after graduation.

We live out our plan to become a more excellent university when we commit ourselves to mentoring and supporting our students. We're here to help students achieve academic success; we're here also to help them lead fulfilling lives of wisdom, vocation and happiness.

There's excitement, momentum and hope as we join in the work of these four strategic themes. It's a feeling that reminds me very much of the joy of every class's First Walk. We're setting out together with a bold and shared purpose.

I look forward to sharing with you our progress on this journey together. Watch our work, and I'm certain the people here will deepen your pride in this excellent university.

Sincerely,

Damin Good

-Darrin Good, President



# CONTENTS

Fall 2021 | Volume 21, Issue 3

## **ON THE COVER**

#### **An Awakening Sound**

A beloved NWU tradition channels through Graeme Dodworth's ('01) bagpipes. **>10** 

## **TRUTH FINDING**

#### Americans and the Holocaust

When University Librarian Julie Pinnell asked her uncle about the Holocaust, a liberator's truth finally broke free. **13** 

#### The Real Story

Fact, fiction and the news crisscross in the work of an FBI agent and a communication professor. We can find the truth underneath it all—if we're willing to dig. ▶16

### SPECIAL SECTION

2020-2021 Annual Report of Giving NWU is driven by generations of generosity. >19

#### NWU

NWUniverse **>**7

One Hell of a Show It's like 38 straight nights of Halloween. **18** 

## Departments

- 2 From the President
- 4 Letters
- 18 Art

## Alumni Pages

- 25 Mystery Photo
- 25 Alumni Pages
- 27 Class Notes



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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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# Letters

# The Coming War

My second year at NWU, 1938-1939, was one of the best years of my life. It was a normal college year, affected very little by clouds of WWII on the horizon.

Most of us were stunned and unbelieving when Prof. **Graham Andrew Barringer** told the boys in our history class that they would be fighting in the coming war.

It was the time in NWU history before mechanical dishwashers were installed in the dining hall operated by Mr. and Mrs. Campbell. The hall was on the second floor above the shop department. About five more students

earned their board as dishwashers and many girls as waitresses. (I was one.)

We workers became good friends and even now, after my 100th birthday last October, I still often wonder about their lives since NWU.

After teaching three years, I became an Army wife. My husband, Kenny Mason, served in WWII, 1942-1945. He was a member of a Regimental Combat Team attached to General Mark Clark's Fifth Army in Italy.

After his return home and having two children, I hired on at the York, Neb., Public Library serving as children's librarian for 34 years.

Our daughter, Dr. Karla Mason Bergen,

Most of us were stunned and unbelieving when Prof. Graham Andrew Barringer told the boys in our history class that they would be fighting in the coming war.

graduated from NWU class of 1976. She retired recently from College of Saint Mary Omaha as head of the Interpersonal Communication Department and director of women's studies. She presently teaches online classes for CSM.

If at all possible, I am asking if you or your readers could provide any information available re: **Roger Weary** and **Wally Martin** (dishwashers), and **Roy Maxfield** (student), also **Zella Wagers** and **Ruth Leach** (Phi Kappa Phi, waitresses). I'd be elated to know if any are living.

**V. Bernice Richardson Mason** ('41) York, Neb.

# Her Journey to Nebraska Wesleyan

l enjoyed the article on Kanoa Greene ('01) in the summer issue of *Archways* ("Fit for Hard Things"). Kanoa was a member of the Nebraska Wesleyan Choir under my direction while she was a student at NWU. Her significant achievements since her graduation make us proud.

Her journey to Nebraska Wesleyan was interesting and unusual. Kanoa participated in the Wesleyan Honors Choir as a high school senior. Her high school choral director, **Michael Grant** ('96), also a former member of the Wesleyan Choir, urged her to audition.



The honors choir was highly competitive, accepting one for every three to four auditions. She and three of her high school classmates from Orlando, Fla., were selected and made the trip to Nebraska in February.

Kanoa then enrolled as a music major and successfully auditioned for the Nebraska Wesleyan University Choir, a highly select ensemble that typically did not include many first-year students. She was a valued and enthusiastic member of the choir and the Music Department.

William Wyman, professor emeritus of music Lincoln

# On a Practical Matter

#### EDITOR'S NOTE:

Joan Gewacke ('66) and Robert Sargent's ('64) letter in our last issue ("A Life of Giving through Adoption") included the following recommendation:

"We suggest that a practical life course be required for graduation, teaching students how to do the things we meet outside school. A huge percentage of graduates have little understanding of balancing a checkbook; budgeting; the pitfalls of credit cards; and car, life and health insurance and so many other day-to-day realities."

#### We asked a pair of NWU administrators:

# How does NWU equip students for the practical aspects of life after college?

Although Nebraska Wesleyan does not require a "practical life course" for graduation, both the curriculum and co-curriculum are designed to help students learn the skills they'll need to be successful in their personal and professional lives.

The first among our Undergraduate Common Institutional Learning Outcomes is: "Graduates of NWU will use critical and creative thinking ... to address complex challenges and everyday problems." We teach those thinking and reasoning skills in a number of places in the Archway Curriculum, from the mathematical problem solving requirement to students' experiential learning activities. In the co-curriculum, the Student Life Office organizes the Prairie Wolf Achievement Workshop Series (PAWS) to help students develop life skills that will support them as students and after graduation. Fall-semester PAWS topics focus on skills firstyear students need for college, including both time management and understanding financial aid. In the spring, PAWS topics focus on skills juniors and seniors need to begin their postgraduate lives, such as job-offer negotiating or healthy financial habits for college and beyond.

NWU's three-year residency requirement gives traditional undergraduates increasing responsibility for managing their household, from having a full meal plan their first year to living in townhouses or apartments as juniors responsible for managing their food budgets and preparing their own meals.

Students also learn valuable life skills in the co-curriculum by managing the budgets for clubs, Greek life organizations, or Student Affairs Senate, and by organizing and planning campus programs and events.

#### Sarah Kelen, vice president for student life

**Patrick Hayden-Roy**, associate provost of integrative and experiential learning

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. Contact us.

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# MSN/MBA joint degree

Blend your health care background with business skills and expertise.

NWU's nursing degrees are accredited by the Commission on Collegiate Nursing Education.

Apply today at nebrwesleyan.edu/apply



# **NWUNIVERSE**

# **MSN Shifts to Exclusively Online Courses**

NWU's Master of Science in Nursing program is the first in school history to be offered exclusively through online courses. It's an important development for a program designed to serve nursing professionals with especially demanding schedules.

Patients' needs never clock out. As a result, there is no single time of day or day of the week where every nurse can conveniently step away from their duties to advance their education.

Online courses give nurses the flexibility they need to earn their MSN while working various shifts and managing multiple responsibilities. Online course delivery also expands the university's reach, giving nurses in Lincoln, Omaha, greater Nebraska and the nation the same access to Nebraska Wesleyan's outstanding nursing faculty.

"Working nurses who want to return to school need flexibility in their busy lives of work, family and yes, even pandemics," said Sue Gabriel (MFS '03, MSN '05) (EdD, RN, SANE-A), NWU's MSN program director.

"We're excited to reach nurses in greater Nebraska and beyond with our MSN online program," Gabriel said. "They'll find NWU nursing faculty who are dedicated to maintaining the student connectedness and engagement nurses have always found in our face-to-face classes."

#### Are you ready to earn your MSN? It starts with a free application at nebrwesleyan.edu/apply.



Nick Cusick



Josie Fails ('22)



Jacob Mason (23)



Vidette Bullock Mixon ('74)



('74)



Lee Newcomer Doris Robertson Lisa Wilkinson

# NWU Welcomes Seven New Board Members

This fall, Nebraska Wesleyan University added seven new members to its Board of Governors. New members include alumni, friends, students and faculty.

Nick Cusick of Lincoln is CEO of Bison Inc. He's an elected member of the Lincoln Airport Authority, chair of the Junior Achievement of Lincoln board of trustees and chair of the Villa Marie School for Exceptional Children. He won the 2019 CenterPointe Community Conscience Award.

Josie Fails ('22) of Wamego, Kan., is a member of Delta Zeta Sorority and winner of the 2021 Emerging Greek Leader Award.

Jacob Mason ('23) of Firth, Neb., is student body president. The NWU swimmer is a Zoetis National Merit Scholar.

Vidette Bullock Mixon ('74) of Bronx, N.Y., retired last year from her position as corporate secretary of the United Methodist Women. She served for three decades on the General Board of Pension and Health Benefits of the United Methodist Church in

Chicago, III. She is a founding member of the President's Board of Advisors at NWU.

Lee Newcomer ('74) of Wayzata, Minn., is the retired senior vice president of oncology and genetics at UnitedHealth Group. He has been a practicing oncologist and a specialist in health insurance as it relates to cancer care.

Doris Robertson of Lincoln is executive vice president of credit administration at Union Bank & Trust. She serves on boards for the United Way of Lincoln/Lancaster County, Southeast Community College Educational Foundation and CHI St. Elizabeth.

Lisa Wilkinson of Lincoln is professor of philosophy at NWU and the elected chair of the Faculty Affairs Committee. She is a past recipient of the Faculty Scholar Award, the Advocate for Diversity Award, the Holder Fellowship Award, the Ameritas Award and the White Award for Internationalization.









# Cooper Center Steps Up Services by Stepping Down Two Floors

The Cooper Center for Academic Resources was founded in 1996 to help students strengthen essential academic skills like writing, speaking and researching. Its faculty and trained student consultants have worked out of a converted classroom on the third floor of Cochrane-Woods Library ever since.

Thanks to a move this summer, NWU's "hidden gem" of a resource for students is now far less hidden. After 25 years upstairs, the Cooper Center now stands just off the library's main entrance on the first floor. This new prominence means one of the first things visitors see as they enter the library is students collaborating with one another at the Cooper Center.

The new location coincides with new leadership and a new vision for

the center.

"Historically, the Cooper Center has been seen primarily as a writing center," said incoming director, **Melissa Hayes**. "We're moving toward a fuller scope of academic resources, without divides between the work of a writing consultant and a physics tutor. They're all peer tutors collaborating with students in every subject."

Hayes is excited to put that collaboration on full display this semester. "We want to change the assumptions on campus. We're not just for 'students who struggle with writing," she said. "The Cooper Center is a destination for proactive, engaged students students who see collaboration as an important part of how we learn here."

# New Master of Social Work Program Gets to Work

After years of planning and development, Nebraska Wesleyan University launches its new Master of Social Work program in Lincoln this fall. It is Nebraska's only MSW program to offer 100% of its courses in the evening—a factor that matters for social work professionals in and around Lincoln.

The curriculum is built around a unique traumaconscious approach. This method equips professionals to help clients who have experienced trauma to improve their overall sense of well-being and resilience.

We have been working towards this moment for the better part of 10 years. "We feel strongly that our trauma-conscious focus will prepare students for a lasting career in creating change in the lives of others," said Professor of Social Work **Toni Jensen**, who directs the new graduate program.

The 66-credit-hour, two-year program features a 32-credit "generalist year" and a 34-credit "specialized

year." The program's first cohort begins its generalist year this semester.

Students with an undergraduate degree in social work may qualify for advanced standing and begin with the specialized year's curriculum, which will be available in fall 2022.

"We have been working towards this moment for the better part of 10 years," said Jensen, "and we are so excited to welcome our first cohort of students."

Already have a bachelor's degree in social work from NWU? You qualify for advanced standing and could earn your MSW in one year.



Aspen Rolfes ('21)



Trent Koehler ('21)

# Track & Field Adds Two Academic All-Americans

Nebraska Wesleyan University remains a national leader in CoSIDA Academic All-America® Awards. This summer, two decorated NWU track & field student-athletes brought the university's Academic All-American total in all sports to 187, which ranks ninth nationally across all divisions.

Aspen Rolfes (21) of Lincoln is now a two-time first-team Academic All-American. She is also a four-time national champion, an eight-time All-American, an NCAA Postgraduate Scholar and NWU's 2021 Outstanding Female Student-Athlete of the Year. She is pursuing her Doctor of Physical Therapy at the University of Nebraska Medical Center.

Trent Koehler ('21) of York, Neb., repeated as a first-team Academic All-American selection this year. He was a four-time All-American long jumper and a 2021 NCAA Postgraduate Scholar. He is working at Lincoln Surgical Hospital with a plan to begin medical school in 2022.

Nebraska Wesleyan has produced at least one Academic All-American for 37 straight years. And 2021 marks the 10th consecutive year the Prairie Wolves have taken multiple awards. NWU track & field and cross country have been particularly prolific. The men's program ranks fourth nationally with 28 Academic All-Americans, while the NWU women rank fifth with 22 winners.

# An Awakening Sound this (101)

Graeme Dodworth's ('01) bagpipes give life to a walking NWU tradition.



Commencement day at Nebraska Wesleyan University is defined by two walks.

There's the forward-looking, future-focused walk every college graduate takes across the commencement stage to accept their individual degrees. And at NWU, there's another walk students anticipate just as eagerly—a last winding walk across campus that classmates take together to look back and celebrate their shared history.

Final Walk bridges the last quarter mile of their Nebraska Wesleyan experience. It winds

toward the west side of campus, where graduates step under the old stone arch facing 50th Street. This humble structure, a gift from the class of 1896, stands as the literal and figural archway to the rest of their lives.

Graeme Dodworth ('01) of Falls Church, Va., remembered his own Final Walk 20 years ago. It was an experience made more memorable by the instrument he carried. On a tip from his mother, Professor Emerita of Music Jean Henderson ('64), university officials invited Dodworth to play the bagpipes on his class's march through that arch.

"It went fine," Dodworth said. "I enjoyed it and was glad to contribute to my class."

As coincidence would have it, the class of 2002 also included a

I look forward to these walks so much, probably as much as the students do. It's a meaningful point in their lives, a rite of passage. bagpiper who happily played for her class's Final Walk. Then came 2003. "They didn't have one," Dodworth said, "which caused everyone to ask, 'Hey, where's the bagpiper?""

The pipers' absence felt sharper still in 2004. So the university invited Dodworth and his bagpipes back to campus in 2005. And he's made the trip from Virginia to Nebraska Wesleyan for commencement nearly every year since. He's likewise played for several First Walks during fall matriculations. (During First Walks, incoming students move together

in the opposite direction, stepping onto campus as a class under the same arch.)

"I look forward to these walks so much," Dodworth said, "probably as much as the students do. It's a meaningful point in their lives, a rite of passage. It keeps me connected to the university, which I enjoy. Every time I go back, I see my professors and it brings back memories for me, too."

Today, Dodworth's bagpipes are as much a part of Final Walk as the finish line of the arch itself. Standing at the arch, his music becomes a soundtrack to each graduate's achievements. Its sounds glide against the surrounding sycamores on their way to neighboring First United Methodist Church, Acklie Hall of Science and Old Main. The sound reverberates off old stones and swirls back as

students step into their new skins as Nebraska Wesleyan alumni.

"The bagpipes create particularly nostalgic connections for people," said **Tom Trenney**, NWU assistant professor of music and choir director. "There's an organic, spiritual power they communicate. It's not surprising they've been welcomed to this occasion in the life of the university."

The son of a music professor, Dodworth treated NWU's campus as his playground growing up. And once he arrived as a student, he majored, not in music, but in international

business administration and German, with a minor in French. He works today as a federal linguist and geographer, not a lyricist or composer. It begs the question: How did bagpipes enter his story?

For that, he credits his father, the late Russell Dodworth.

"My dad was musically talented; he played the organ and fiddle. He wasn't formally trained as in a college major, but he had natural talent. Dad dabbled in the bagpipes, although he never played seriously," he said.

"I remember him playing bagpipes one morning to wake us up." There was no sleeping through such a sound as that. The elder Dodworth's notes echoed through the house and moved to wake not just the children, but the cinderblocks of the foundation. "I was so drawn to that sound," he said.

"The various instruments I tried as a kid were largely forced on me until I picked up the bagpipes. I was 15 and that was my own volition, my decision. I wanted to learn an instrument that was unique." An instrument with the power to wake stones.

Technically a woodwind instrument, bagpipes differ from a clarinet or oboe in that the piper does not blow air directly over a reed to make it vibrate. Instead, the piper blows into the bag, which in turn

The various instruments I tried as a kid were largely forced on me until I picked up the bagpipes. I was 15 and that was my own volition, my decision. channels a steady supply of squeezed air over multiple reeds within the various pipes, known as drones and the chanter. The down-pointing chanter is drilled with holes, which the piper manipulates to play notes. The upright drones are tuned to single notes, each an octave apart, lending bagpipes their distinctive hum.

"When I first started, I got this chanter kit. It's like a recorder," he said. "Depending on your musical aptitude, that takes about six months before you move to the bagpipes. And once you get there, it's like learning the tunes all over again."

He said, "The first time I played, it felt like blowing into a large paper grocery sack and filling it with air. I almost fainted, and that's common; it takes a while to build your diaphragm up. It takes about a year until you can play a standard tune well and you're not annoying anyone."

Though most commonly associated with the U.K., versions of the bagpipes can be found all over the world. Since his college days, Dodworth has played abroad and locally with pipers from across the globe. After nearly 30 years of playing, he said the versatility of the instrument still fascinates him from funeral gravitas to pub revelry. But nothing resonates with him as clearly as Final Walk.

"There are some general tunes that I think sound good for the pomp and circumstance of a graduation. They're Scottish tunes; I throw in some Irish ones, too," he said. "I even have a tune my mom wrote for vocals that I had transcribed for bagpipes. So, I do kind of slightly mix it up."

He said, "I think the bagpipes add that mystical element; it's an embellishment to the tradition of walking the campus one last time. Hopefully, it's a memory the graduates think about years later—and a tradition that goes on long after I'm out of the picture."  $\mathbf{\hat{n}}$ 

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# A national library exhibition asks: What did we know? And when did we know it?

# AMERICANS AND THE HOLOCAUST

General Dwight Eisenhower predicted Americans' complicated relationship with the truth of the Holocaust—almost from the moment he first saw it for himself.

The supreme commander of the Allied Expeditionary Force in Europe had been aware of Nazi atrocities when he ordered the D-Day invasion on June 6, 1944. But the full scope of the horror wouldn't come clear, even to him, until 10 months later, when he first set foot in the camps.

U.S. forces liberated the Ohrduf and Buchenwald concentration camps on April 11, 1945; Eisenhower would arrive on the 12th. He described the scene in an April 15 cable to Chief of Staff George Marshall.

"The things I saw beggar description. ... The visual evidence and the verbal testimony of starvation, cruelty, and bestiality were so overpowering as to leave me a bit sick. In one room, where they were piled up 20 or 30 naked men, killed by starvation, George Patton would not even enter. He said he would get sick if he did so. I made the visit deliberately, in order to be in position to give firsthand evidence of these things if ever, in the near future, there develops a tendency to charge these allegations merely to 'propaganda."

Given silence and distance, Eisenhower feared some Americans would turn away from what Nazism had wrought, minimize its inhumanity and separate themselves from the burdensome truth of what happened.



"I have never at any other time experienced an equal sense of shock," he'd write about seeing Buchenwald in his memoirs. Eisenhower immediately called for American and British journalists and legislators to be brought to Germany as witnesses. "I felt that the evidence should be immediately placed before the American and British publics in a fashion that would leave no room for cynical doubt."

Seventy-five years later, the United States Holocaust Memorial Museum exists with a similar aim to educate Americans about "the fragility of freedom, the myth of progress, and the need for vigilance in preserving democratic values ... to prevent genocide."

Toward that end, the museum has partnered with the American Library Association (ALA) to create a traveling exhibition for university libraries called "Americans and the Holocaust." One of its first stops is Nebraska Wesleyan University's Cochrane-Woods Library.

"The [previous] special exhibitions that we've done have really focused on victims and perpetrators," said Daniel Greene, who curated the installation. "This one is different. This one is about Americans. What did Americans know? When did they know it? What were the range of American responses to the threat of Nazism?"

University Librarian Julie Pinnell learned of the exhibition and immediately wanted to bring it to Nebraska Wesleyan. She recognized it as a valuable learning opportunity for NWU students. And she recalled the moment in her life when her understanding of the Holocaust took on new depth.

Pinnell had spent part of her childhood living with her uncle, Harold Swanson, in Ames, Iowa. Growing up, she knew her I didn't know my uncle was a liberator. He wound up telling me things he hadn't shared even with his son, but it was only because I happened to ask.

uncle had served in Europe during World War II. But she knew virtually nothing about the Holocaust—until she talked to him about it.

"I came home from school," she said, "and I asked him, 'Do you know about the Holocaust?' And I remember he met me with the longest and most profound silence."

When he was ready, he answered his niece that, yes, he did know.

At age 21, Swanson had been a private in the 6th U.S. Armored Division. He fought

off German advances at the Battle of the Bulge near the forked border between France, Belgium and Luxembourg. From there, he pushed with the 6th into Germany itself.

He reached Buchenwald on April 11, 1945—the day before Gen. Eisenhower would experience his life's deepest shock. Swanson was among the troops who tended to the stacks of murdered bodies the fleeing Nazis had left there. Rooms like the one that Gen. Patton could not stomach to enter, Swanson had helped clear.

"For the rest of his life," Pinnell said, "he had nightmares."

Back home, the family's respectful silence was meant to protect Swanson from reliving this trauma. But it left Pinnell's younger generation largely in the dark about the Holocaust and its impact.

"There was just ignorance," Pinnell said. "We didn't know. I didn't know my uncle was a liberator. He wound up telling me things he hadn't shared even with his son, but it was only because I happened to ask."

That personal perspective gave Pinnell a deeper regard for the academic value of the library exhibition. When she chose to pursue a grant to bring the exhibit to Nebraska Wesleyan, she found enthusiastic support across the university.

Director of Special Programs **Tara Gregg** partnered on the grant application, which won the ALA's endorsement.

Professor of Theatre Jay Chipman ('77) saw the exhibit as an educational springboard for NWU theatre students and audiences. He asked Pinnell if they could stage a relevant play at the library in conjunction with the exhibit. The end result is NWU's production of Barbara Lebow's 1984 drama, "A Shayna Maidel."

"The play is such a beautiful fit thematically with the library exhibit itself,"

# AMERICANS AND THE HOLOCAUST

A special traveling exhibition for university libraries

#### Cochrane Woods Library first floor October 6-November 17

Free Open during regular library hours

Chipman said. The drama features a Polish family divided by the war, where father and daughter escaped to New York, while mother and daughter were forced into a concentration camp. The daughter survived and eventually reunited with the family in Manhattan. But the divide in their experiences—one's suffering and the other's guilt—left the sisters nearly strangers to one another.

And Billie Cotterman, the library's head of electronic resources, designed an Archway Seminar course, also titled "Americans and the Holocaust," to bring first-year students even closer to the exhibition's subject matter.

"Over time, our notions of America's role in periods of conflict naturally grow more simplified and less nuanced," Cotterman said. "This course takes a semester to look more deeply at American attitudes for and against our involvement in World War II. What were the arguments for American isolationism? What was our stance toward European refugees? The course and the exhibition work together to explore those things in greater detail."

The university even went so far as to align its homecoming with the exhibition to help more alumni experience it. "I don't think every university would've done that," Pinnell said.



An NWU Theatre production by Barbara Lebow

Cochrane Woods Library third floor November 11-13, 18-20 at 7:30 p.m. November 14, 21 at 2 p.m.

Show tickets required

President Darrin Good acknowledged that an exhibit on such sorrow might seem an odd fit for a homecoming celebration. "But we look at homecoming as an invitation to come see this university in action," Good said. "And this is what learning looks like at Nebraska Wesleyan. It's powerful and unblinking and immersive and courageous and crucial."

To Pinnell, the exhibit also reflects how good libraries work. "We want to provide instructive, enlightening and culturally relevant experiences that connect to what's happening in academic departments across the university," she said.

"And we want to support self-directed learning."

Pinnell can imagine such a self-directed learner today. She pictures a teenager who arrives on campus knowing precious little about the Holocaust. She pictures a girl who might not have had the benefit of a living uncle willing to answer some deeply uncomfortable questions. She wants to give that learner a place to see for herself the human impact of these chapters in our history.

"I look at the photos in this exhibition—the photos from the liberation of Buchenwald," Pinnell said. "And I can't help but look for my uncle in them."  $\mathbf{\hat{n}}$ 

# The Real Story

## An FBI agent and an NWU communication professor urge us to dig deeper for truth.

D. Max Noel ('64) is professionally acquainted with deceit.

The retired FBI agent has been lied to by countless criminals weaving yarns long and winding enough to crisscross continents. Noel has likewise spun a few untruths of his own to manipulate hostage takers, terrorists and crooks in a decorated investigative career that spanned decades.

So whenever Noel watches dramatic reenactments of his most famous case, he's not exactly shocked if the plot veers from the truth. "I know screenwriters have a job to do and not much space to work with," he said. "They're not going to get everything just right."

Still, Noel's patience has limits. And the 2017 Discovery Channel series, "Manhunt: Unabomber," was one of the portrayals that stretched his tolerance.

"There's only one FBI agent who ever interviewed Ted Kaczynski, along with Postal Inspector Paul Wilhelmus," he said. "And that's me."

That straightforward reality wasn't reflected in the true-crime series, "Manhunt: Unabomber." The Discovery series was generally a hit with audiences, and a miss with the people closest to the case. (NPR's TV critic, David Bianculli, called it "an all-out winner"; and Ted Kaczynski called the plot descriptions he read from his maximumsecurity prison cell "bull manure.")

Among FBI agents, frustration with the

show's inaccuracies extended beyond Noel. Retired agent Greg Stejskal wrote about the series for the federal law enforcement blog, ticklethewire.com. "It portray[ed] a minor player on the Unabom Task Force (UTF),

Jim Fitzgerald, as the investigator who broke the case. It then [built] on that fiction by depicting a relationship between ... Ted Kaczynski and Fitzgerald that never happened."

Stejskal continued, "Jim Fitzgerald never met Ted Kaczynski."

Mistaken notions about the case motivated Noel and two of his colleagues, Special Agent in Charge Jim Freeman and UTF

Assistant Special Agent in Charge Terry Turchie, to write their second book about the investigation. *Capturing the Unabomber: The FBI Insiders' Story* was released in May by History Publishing Company. It joins their 2014 book, *Unabomber: How the FBI Broke Its Own Rules to Capture the Terrorist Ted Kaczynski.* 

"It's our effort to set the record straight," Noel said.

Professor of Communication David Whitt is quick to admit he's no expert on the FBI or the Unabomber investigation. But the NWU professor does have something significant in common with agents like Noel: They're both professionally committed to pursuing truth.

And that pursuit is getting harder.

Whitt teaches NWU courses on mass media and persuasion. He said, "We live in a media environment where the lines

> are getting blurrier. It's harder to see the divisions between content that seeks to inform us, entertain us or even manipulate us."

The rise of newer terms like "fake news," "infotainment," "alternative facts," and "mockumentaries" all point to this recent blurring. While entertainment

often plays artfully with the facts, Whitt won't disregard its cultural value. He is, after all, author or editor of such works as *Millennial Mythmaking: Essays on the Power* of Science Fiction and Fantasy Literature, Films, and Games, as well as "I can get college credit for reading Batman? That's a joke, right?': Confessions of a Fanboy Professor Teaching Comic Books."

"Even when it's not strictly factual," Whitt said, "historical entertainment can be what sparks our interest in new subjects." He pointed to Netflix's "The Crown" and the 2018 film, "Bohemian Rhapsody," as recent examples that inspired him to look deeper into subjects as divergent as Queen Elizabeth II and Queen.

There's only one FBI agent who ever interviewed Ted Kaczynski ... and that's me. Whitt urges his students to use historical entertainment as a springboard for more study. They can move from the art to the actual history, not in order to discredit the entertainment, but to add depth of understanding to what originally moved them about the subject.

"It's important for my students to keep asking, 'What is true?" said Whitt. "We can ask, 'Why is this character a composite of three people? What was the screenwriter doing here?"

In the case of "Manhunt: Unabomber," fans who take the time to learn the full story can ask, "Why was Noel's role minimized and Fitzgerald's inflated? How did those decisions impact the story? And was the outcome aesthetically effective?"

Whitt said his students are more accustomed to scrutinizing ads this way, in a context where they know they're being sold on something. "But how great would it be to bring that critical mindset to all the media content around us? To ask ourselves, 'How does this work? What are its goals? What's honest about it? And what's misleading?"

This brand of media literacy is useful for far more than untwisting a TV show's plot. In fact, Whitt contended that our media savviness—and its next-door neighbors, statistical and scientific literacy—have become increasingly crucial parts of American citizenship during the pandemic.

If we lack the skills to navigate large



amounts of complex data—if we grow less able to judge experts' claims on their merits and adapt our behavior to changing circumstances—then we can only approach our biggest problems with an upsetting and disorienting dizziness.

Max Noel knows that angry, headspinning feeling well. The weight of helping to lead one of the most overwhelmingly complicated manhunts in U.S. history strained Noel's hot temper often enough that his boss at the FBI nicknamed him "Mad Max."

Volatile as his emotions could run, Noel knew that "mad and dizzy" was no way to approach a fight. "Some things will make me blow my top," Noel told *Archways* in a 2015 story on Kaczynski's capture. "But not this. For [tactical situations], I'm cool, calm and collected." Noel's collectedness protected his most effective weapon as an investigator: the critical thinking necessary to solve complex problems.

As Americans continue to face our most divisive issues, some of us are sure to also occasionally "blow our tops." We'll catch ourselves digging deeper into alreadyentrenched positions when we'd be better served digging new ground toward a more complicated truth.

That's not necessarily the ground where arguments are won. But it is where the solutions hide. This is the ground where the crimefighter, the citizen and the TV actor all face the same fundamental question of character. We ask ourselves: What's my motivation here? Am I trying to solve problems, or win fights? **n** 

# ONE HELL OFA SHOW

# Two NWU art professors and horror fans curate more than a month of "Spooky Evenings."

For every kid in America, Halloween boils down to two things: spookiness and overindulgence. If you got super scared—and you got a ton of candy—you did Halloween right. Many of us grow out of that mindset. Thankfully, a few of us never will. Assistant Professor of Digital Media Juan José Castaño-Márquez and Visiting Assistant Professor of Art History Matthew Jarvis still love a good thrill—and an overstuffed candy bag.

It's amazing, the beautiful monster they've worked to create together. Their tastes for terror and for too much of a good thing combine marvelously in their horror genre speaker series, "Spooky Evenings." Their online video series aligns a murderers' row of dozens of horror writers, scholars, directors and films to create 38 consecutive nights of lectures, readings and showings.

"Juan has been more than I could have ever asked for in a collaborator," said Jarvis. "We push each other and the show, and are constantly learning, growing and improving."

The series, now in its second year, kicked off on September 26 with a talk by Adam Stovall, director of "A Ghost Waits." It runs each evening through Halloween, when the six-time

Bram Stoker Award winner, Lisa Morton, will discuss her book, *Calling the Spirits: A History of Seances*.

In between, students and horror fans of all stripes will gather virtually to hear from *New York Times bestsellers*, Edgar Award winners and scholars from schools including Columbia, the University of Melbourne, UCLA, Gonzaga and the European Graduate School of Staatliche Akademie der Bildenden Künste.

"It's amazing, the beautiful monster they've worked to create together," said Provost Graciela Caneiro-Livingston. "It's a wonderful service, connecting our students with so many internationally renowned scholars and artists." And the program's online delivery means alumni and horror fans from all over the world can hear from leaders in the field.

"It's a great period for being a fan of horror," said Prof. Kendall Phillips, of Syracuse University. Phillips spoke last year on trends in horror cinema after the Occupy Wall Street Movement. "And it's a great period to have an incredibly intelligent platform like ("Spooky Evenings") and the amazing Mat Jarvis to lead it. So thank you for being part of the third golden age of horror." **n** 

Find the speaker schedule and links at spookyevenings.com.



The series pairs with a fall exhibition of horror posters at Elder Gallery.



# 2020–2021 ANNUAL REPORT OF GIVING

Fiscal year: June 1, 2020, to May 31, 2021



Dear friends,

If you're anything like me, you're spending even more time focusing on the people and things that matter most to you. The stress and uncertainty of the past 18 months has pushed many of us to reflect on our priorities and realign our lives to invest in them.

I am investing most of my time and resources with family, with nonprofits closely aligned with my values and in my work here at Nebraska Wesleyan. I notice often how my daily actions reveal these priorities.

Many of you have likewise found ways to align your investments with priorities. I know because we've felt it here at Nebraska Wesleyan. Your support—through your gifts, your encouragement and your devotion to Nebraska Wesleyan—has had a significant impact, especially in the last 18 months. The future is bright because you have made NWU a priority. Thank you.

Thanks to your continual support, Nebraska Wesleyan is positioned to thrive. Students and faculty are back on campus, with full capacity classrooms, in-person internships, full athletic seasons with fans, theatre and music halls open to patrons and activities in residence halls. We're also incorporating many of the creative innovations and new technologies of last year to offer more accessible opportunities for students and alumni.

I've learned over the years that we each have our own ways of investing time, talent and treasure throughout our lives. And those ways reveal our priorities.

Nebraska Wesleyan is probably one among several of your priorities, and your gift can do much more than you think. Each year, support from alumni and friends like you makes scholarships possible to every NWU student. Last year, gifts from alumni and friends who gave less than \$100 totaled over \$54,000. The year before, gifts of the same size totaled over \$69,000. Your gift, combined with the support of hundreds of others, makes additional scholarships possible for students in music ensembles and theatre, first-generation students and low-income students. Your support makes a big difference in providing resources for faculty and student opportunities beyond the classroom.

In the following pages you'll read how students, faculty, staff and alumni give to Nebraska Wesleyan—speaking, mentoring, supervising internships, encouraging, sharing stories of NWU's impact on your lives, serving one another, going the extra mile, believing in NWU and sharing your treasure to keep us going. As you read how and why others give back, consider how you might make Nebraska Wesleyan a priority this year.

Thank you for making NWU a priority. I cannot wait to see what this community will accomplish together.

-B Jnedin

John B. Greving vice president for advancement



# ALUMNI ARCHWAY FUND GIVING LAST 10 YEARS



# EVERYGift Counts



"When I think back to a year ago, there were so many unknowns. What we did know was that our mission and core values

are best showcased when we are together. so we were absolutely committed to holding classes in person this year. We knew there would be challenges,



especially financially. Not surprising, our alumni. donors and friends were there to support us every step of the way."

-Sara Olson ('95) CHIEF OF STAFF

# Average first-time

GIFT\$84

# Students give by leading, serving and supporting one another.

"Having a group of brothers going through similar feelings makes it easier to be there to support one another and work through these difficult times together."

-Trevor Linn (°23) ΡΗΙ ΚΑΡΡΑ ΤΑυ

"I used my position on the Board of Governors to advocate for students and to frame diversity and inclusion as social justice. It is our

collective responsibility to strive toward creating space for everyone."

–Hyeonju Wang (°21)

"The ability to just be myself has really helped me feel comfortable on campus. Pride Alliance takes in everyone, treats them kindly and



-Madeline Almond (21)

helps them feel safe as themselves."





"I have loved the opportunity to serve the Nebraska Wesleyan community. Testing familiar faces has allowed me to practice nurse-to-patient interaction and further my ability to make an unpleasant medical test as positive as possible."

—Reagan Janzen ('22) STUDENT COVID-19 TESTER

"I chose to give back to NWU by phonathon calling because I have loved my time at Nebraska Wesleyan. I enjoy hearing from alumni, parents and friends about how deep their connections are to Nebraska Wesleyan and why they choose to support the university. I want to make the NWU experience a possibility for as many future and current students as possible!"

—Megan Peklo ('22) PHONATHON CALLER

## Faculty and staff give because they know the value—and the cost.

"I see the good that happens here at Nebraska Wesleyan. I see how dedicated the faculty and staff are. How dedicated the students are. I know that education is incredibly expensive, and I want to do what I can to ease the burden for students as much as possible. Every little bit helps."

#### -Rachel Pokora

PROFESSOR OF COMMUNICATION STUDIES



"I hope that students know that they have a community that loves and supports them and that they feel part of something that is greater than themselves."

-Eduardo Boussón UNIVERSITY MINISTER "I go the extra mile because I've seen what my colleagues do for students. Faculty take everything we've learned and use it to invite students into the



field of our expertise. It may not be a field the student chooses for a career, but that's why we work so hard. You might only take that one course with that one professor, so we want to make sure it's a good one! Giving to NWU helps ensure that students can find those powerful experiences that shape what they do next and how well they do it. As long as this kind of education is costly, it will take charitable giving to ensure it continues."

-**Rita Lester** PROFESSOR OF RELIGION

"I am myself the alumnus of a private liberal arts college, but it was not until I started teaching here that I grasped that all the tuition and fees



put together, enormous though the sum may seem from a student's perspective, does not cover the cost of the education such colleges provide. Only the generosity of people who know the difference that kind of education can make, and who want to make it available to the next generation, keeps schools like NWU going. Giving to NWU is a way of passing the torch."

-Scott Stanfield PROFESSOR OF ENGLISH

# Archway Fund GIVING **\$1.57M**

## Alumni give back because they believe in NWU.

"We give because we believe that Nebraska Wesleyan will develop and challenge students and propel them to make a positive difference in our



world. I was fortunate to have received my education from NWU, which prepared me to thrive in my professional life. When you believe in something, you need to support it."

#### –Paul Johnson (\*85)

"I am grateful for the academic education, for the friendships, and for the values that I experienced at NWU. I have great memories of being on my own, being challenged, and having fun. Even though I have not lived in Nebraska for a very long time, I have family roots there, and my husband and I want to stay connected. I believe NWU has continued to grow to fulfill its mission and to adapt to today's world. Through my support for NWU, I am supporting an institution whose mission and work I believe in."

-Anonymous MEMBER OF THE PRESIDENTS SOCIETY

## Alumni give back so students know someone can relate.

"Sometimes students of color can get lonely; alumni of color can encourage and show students that they too can be successful."



—Thomas Christie ('74)

"The support I received here helped me through difficult times, and I hope that the disabled students who receive this scholarship will flourish as I did."



-**Tom Heeren ('89)** Founder of the Heeren Endowed Scholarship

The Presidents Society MEMBERS: **478** 

The Presidents Society includes alumni and friends whose annual gifts to the university exceed \$1,000.



Alumni give back as mentors.



"It was a great experience to connect with football players who have the same rigorous schedule I had as a studentathlete. I mentored a first year running back and I continue to keep in contact with him. I am hoping to come back next fall to watch him play. It is really good to talk to guys that are going down the road I traveled."

—Aaron Black ('98)



"In my four years of attending, I learned that I wasn't just getting an education but gaining a family. For that reason and many more, I have never stopped giving back to NWU."

-**Derek Bombeck ('05)** Prairie Wolf Partner for out-of-state students



Nebraska Wesleyan University's annual Black & Gold celebration is about thanking donors for their generous support. This year's virtual celebration on September 16 was rich with gratitude.

"The longer I'm on campus, the more I realize how my Nebraska Wesleyan experience has been made possible by the thousands of alumni, professors, staff and friends who've come before me. On behalf of all NWU students, I thank you for your contributions to our academic and personal success."

—Yuliia Iziumova (<sup>°</sup>23)

"The time, gifts and talent you invest in this community make the NWU experience possible for generations to come. I am continually humbled by your generosity. The future is bright, and you illuminate the path."

-President Darrin Good

The university welcomed a number of friends into its lifetime giving societies. Honorees included:

#### The Pearle Francis Finigan Foundation

#### The Council of Independent Colleges

Connie Gillock

Stan J. Pokorney ('71)

The Pace Woods Foundation

The estate of Larry E. Bell ('64)

The estate of John M. (29) and Mary A. Neff

The estate of John K. Wagers

Dennis ('67) and Margaret ('67) McClatchey

Thomas J. Heeren ('89)

You can watch a portion of the celebration at nebrwesleyan.edu/blackandgold.

















# **MYSTERY PHOTO**

# Carve out some time for fun this fall.

Can you name the classmates behind this late-'80s jack-o'-lantern?

#### Send your responses to:

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

# **ALUMNI PAGES**

"You are an important member of the Nebraska Wesleyan community."



#### 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 by emailing us at alumni@nebrwesleyan.edu.

# **MYSTERY PHOTO REVEALED**



# Peer backstage.

While I'm uncertain of the man pictured, the woman in the photo is the one and only **Caroline Eckman** ('07). She was my maid of honor in my wedding 10 years ago, and is the godmother of my daughter. We met each other at NWU and she's still my best friend. Talented in acting and makeup—it was always fun to see her on stage!

-Jessica (Diers) Pauly (°07)

# Upcoming Alumni Events

We're closely monitoring the local and national status of the pandemic. Check alumni.nebrwesleyan.edu for updates on in-person alumni events. We hope to see you soon!

October 7-10 Homecoming

**December 7** Lincoln Holiday Open House

**December 14** Omaha Holiday Open House

# Master of Social Work

# 100% evening courses100% focused on your success



Apply today at nebrwesleyan.edu/apply



# Called to teach?

# Get certified to teach.

#### NWU teacher certification programs for adults with bachelor's degrees

- > biology (grades 7-12)
- business, marketing, IT (grades 7–12)
- > chemistry (grades 7-12)
- > elementary education (grades K-8)
- > history (grades 7-12)
- > mathematics (grades 6–12)
- > secondary English (grades 7–12)
- > Spanish (grades 7–12)

Course requirements based on your previous study. Combine semester daytime courses with evening and online classes.



Learn more at nebrwesleyan.edu/teacher\_certification.



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