



IRVAN BENJIMAN LYONS: THE UNTOLD STORY OF AN AMERICAN SOLDIER

By Shelby Hagerdon
Freshman at Wayne State College, History Major

Irvan Benjiman Lyons was a WWI veteran. He attended the State Normal School, now Wayne State College, and later died from his wounds in France during the war.

Irvan represents the millions of young men who died during this war— without their story ever being told. These are the facts of his life.

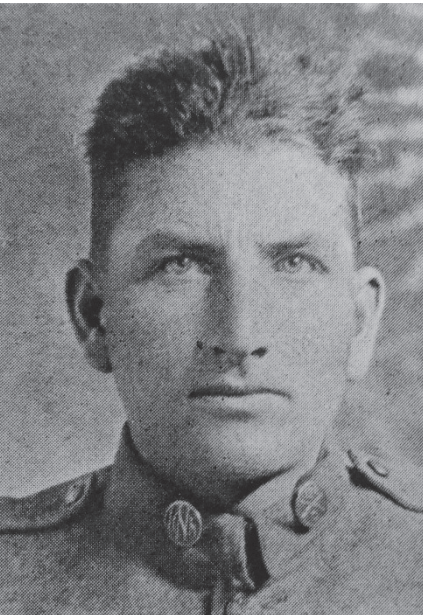
Youth and School

Harvy and Sarah “Lizzie” Lyons lived in Charter Oak, Iowa, when Irvan was born on June 2, 1891. They already had three children and another four would come after Irvan’s birth.

While he was still a child, the family moved to a farm outside Wayne, Nebraska. He and his siblings went to school and attended church. Nevertheless, Irvan later attended the State Normal School during the winter of 1910-11. After leaving school, Irvan became a farmer near Winside.

Registration, Training

On June 5, 1917—three days after his twenty-sixth birthday—Irvan registered for the draft. He recorded being a single farmer with no dependents. He was of medium build with blue eyes and brown hair.



Irvan Lyons’ military photo

Drafted, Irvan left for training at Camp Cody in New Mexico on October 3.

Camp Cody, which had been named after William Frederick “Buffalo Bill” Cody, was the army training camp for Nebraska, Minnesota, Iowa, and North and South Dakota. Soldiers there prepared to leave for France.

Together, the men were the 34th Division, but the camp’s desert climate gave them the nickname “Sandstorm Division.”

For a year and a half, Camp Cody saw over 30,000 men pass through. On average, they baked 10,000 loaves of bread a day to feed them all.

Living quarters consisted of tents equipped with electricity. There were eight men per tent.

The men awoke at 5:30 each morning to a band marching through the regiments. The camp also provided entertainment, with the Liberty Theatre presenting vaudeville, films, and musical comedy.

Replacements

To the dismay of the men who had trained together for months, Sandstorm was chosen as a replacement division. The companies, batteries, and regiments that had been organized were divided up, and the men were transferred to other divisions.

The men who did remain a part of Sandstorm arrived in France in October, but they did not engage in any action as a division.

Six months after Irvan arrived in New Mexico, he left for France on June 29, 1918, twenty-eight days after his twenty-seventh birthday.

32nd Division

Irvan was transferred from the Sandstorm Division to the 125th Infantry Company M under the 32nd Division sometime before the start of the Meuse-Argonne Campaign. Due to the confusion of the transfer, the exact date he arrived in France is unknown.

The 32nd Division gained its fame for having the first US soldiers to set foot in Germany during the war. The French referred to them as the *Les Terribles* for their tenacity and ability to fight over rough terrain others could not cross.

Their shoulder patch, a red arrow with a line crossing through the middle, represented how the division was able to break every German defense line it faced.



The 32nd Division’s shoulder patch commemorated their ability to break through enemy lines.

Wounded in France

In a letter sent home on September 25, Irvan informed his family he was wounded and in a rest camp in France. He had been helping to capture German prisoners.

In his letter he also said, “God’s hand was with the al-

lies.” He was wounded sometime between the Oise-Aisne and the Meuse-Argonne Campaigns.

Irvan passed away on October 10. The records state he died from his wounds. It was thirty-two days before the armistice was signed.

Back Home

The Lyons family in Wayne were unaware of Irvan’s death for over two months.

When notice of his passing was published in the *Omaha Bee* on December 18, the wrong address was used. The newspaper had listed Irvan’s place of birth, Charter Oak, Iowa, not his Nebraska place of residence.

The family prayed it was a different Irvan Lyons. But, shortly after the misprint, the death was reported in a different paper with the correct address.

Irvan’s death wasn’t the only tragedy the family experienced that year. On November 29, Irvan’s brother Reuben died, and, on December 4, his mother, Lizzie, was lost as well.

The two died from the Spanish Flu, an epidemic which killed an estimated 20 million to 100 million people worldwide. At the time of their deaths, they were unaware of Irvan’s passing.

Moving On

Irvan’s body was not returned to Nebraska until October 15, 1921—three years after his death.

His was one of 25 Nebraska, Iowa, and South Dakota men to arrive that day at the Union Station in Omaha. Flags were lowered at half-mast and services were conducted at the station. He was buried in Laurel, Nebraska.

The Lyons family con-



While at Camp Cody, Irvan Lyons and other soldiers were frequently treated to entertainment in between their military training exercises.

tinued their lives in Wayne. Irvan’s brother Elmer registered for the draft in WWII, but never fought. He became a farmer like his brother and father.

According to the 1940 census, Harvy, Irvan’s father, was living with Elmer and his family. Harvy died two years after the census was taken.

In Memoriam

After the deaths of Irvan and five other boys who attended the State Normal School in Wayne, the college planted six evergreen trees in a triangle south of what was then the Physical and Industrial Hall.

This memorial was

placed in observance of Arbor Day in 1919.

The first automobile access was also constructed at that time, with an entrance into campus built near the Willow Bowl. This entrance honored more than 300 students who served in the war.

Recently, the trees were replaced by six benches and a plaque listing the six soldiers who died.

The benches are arranged in a circle around a star. If one stands in the middle of the star and speaks, the voice echoes back to the speaker’s ears, as if the fallen still have something to say.

Above the plaque, the American flag stands tall.



The World War One memorial at Wayne State College honors Irvan Lyons and six other former students who gave the ultimate sacrifice.

Making the World Safe for Democracy?

By Dr. Lloyd Ambrosius, University of Nebraska Emeritus Professor of History, with Kristi Hayek Carley

“The Great War” as it was called at the time had started in the summer of 1914 and not only continued horrifically for years, but had also expanded beyond Europe to become a true world war.

By April 1917, the U.S. Congress agreed with President Woodrow Wilson that it was time for the United States to enter into the war against Imperial Germany.

Though thousands of fresh American soldiers were arriving daily, World War I did not end until November 1918. Germany, exhausted and alone, gave up after other Central Powers capitulated.

The large-scale fighting may have ceased that November, but conflicts continued in the postwar era. Various powers on the periphery sought to preserve or extend their

empires, while others struggled to establish their national identities in new states. The Great War continued to influence domestic politics and international relations in the coming years.

New World Order

Wilson had hoped to guide Europe and other nations into a new world order. He wanted, as he proclaimed in his war

message, to “make the world safe for democracy.”

That vision proved far easier for the president to articulate in theory than to accomplish in practice. The world was deeply divided by competing ideologies and by imperial, national, racial, ethnic, and economic interests. A new democratic world order would prove elusive after the Great War.

Continued on Page 2

INSIDE

Woodrow Wilson.....	3
William Jennings Bryan.....	4
Jane Addams.....	5
W.E.B. Du Bois.....	6
Edith Wharton.....	7
Workshop Previews.....	8
History of Chautauqua in Nebraska.....	8
Youth Chautauqua Camp.....	8
Humanities Nebraska.....	9
Schedule of Events.....	10
Letter from Chautauqua Committee.....	10
Support Our Contributors.....	10

Making the World Safe for Democracy?

THE CALL TO ARMS THAT CONTINUES TO SHAPE INTERNATIONAL RELATIONS

Continued from Page 1

Wilson’s own modern liberalism furnished the ideological foundation for his new foreign policy, which historians have labeled as “liberal internationalism,” or, “Wilsonianism”. He envisaged a new world order that embraced the fundamental tenets of America’s own national identity.

League of Nations

Wilson hoped the Great War would culminate in an international community of liberal democracies with capitalist economies. He saw nation-states as the building blocks of this new world order.

Pivotal was his idea for the League of Nations, a postwar international organization that would preserve the peace by preventing future aggression across national borders. Wilson gave top priority to the creation of this new League at the Paris Peace Conference of 1919.

It promised what was later called collective security, one of the tenets of Wilsonianism. As the president conceived it, the League would consist of democratic nation-states that joined together to guarantee their mutual defense against external aggression, and thereby enforce international peace. As a global community of nations, the League

would replace the old world order that relied on balances of power and military alliances. Each of the League’s member nations could achieve national security without having to maintain large armies or navies.

Self-Determination

A second tenet of Wilsonianism was the notion of national self-determination, affirming both state sovereignty and democracy.

Just as Americans had claimed this right during their revolution against the British Empire, some new nations would emerge from the dissolution of the old Russian, German, Austro-Hungarian, and Ottoman empires in Europe and the Middle East.

While proclaiming the idea of national self-determination as a universal principle, Wilson hesitated to promote it for all peoples throughout the world. He felt only nations that had achieved a mature level of political development could be entrusted to govern themselves.

International Trade

Wilson’s vision of a liberal democratic world order favored an “Open Door” in international commerce and finance as well as in travel and cultural exchange. He

wanted to guarantee freedom of the seas and to remove barriers to trade and investment across borders. Wilson also called for open diplomacy to make international transactions more transparent.

This kind of world order would facilitate the operations of international capitalism, just as Wilson’s New Freedom promoted it at home.

Progressive History

The final undergirding tenet of Wilsonianism was a belief in progressive history. In Wilson’s view, world history revealed a progressive pattern of development in all aspects of life as primitive peoples moved toward greater maturity over time.

The idea of progress in human history seemed as self-evident to Wilson as the theory of evolution in science. Because the United States represented the pinnacle of progressive historical development, it furnished the best model for other nations.

Wilson espoused the ideology of American exceptionalism, and believed that making the world safe for democracy required the global triumph of Wilsonianism.

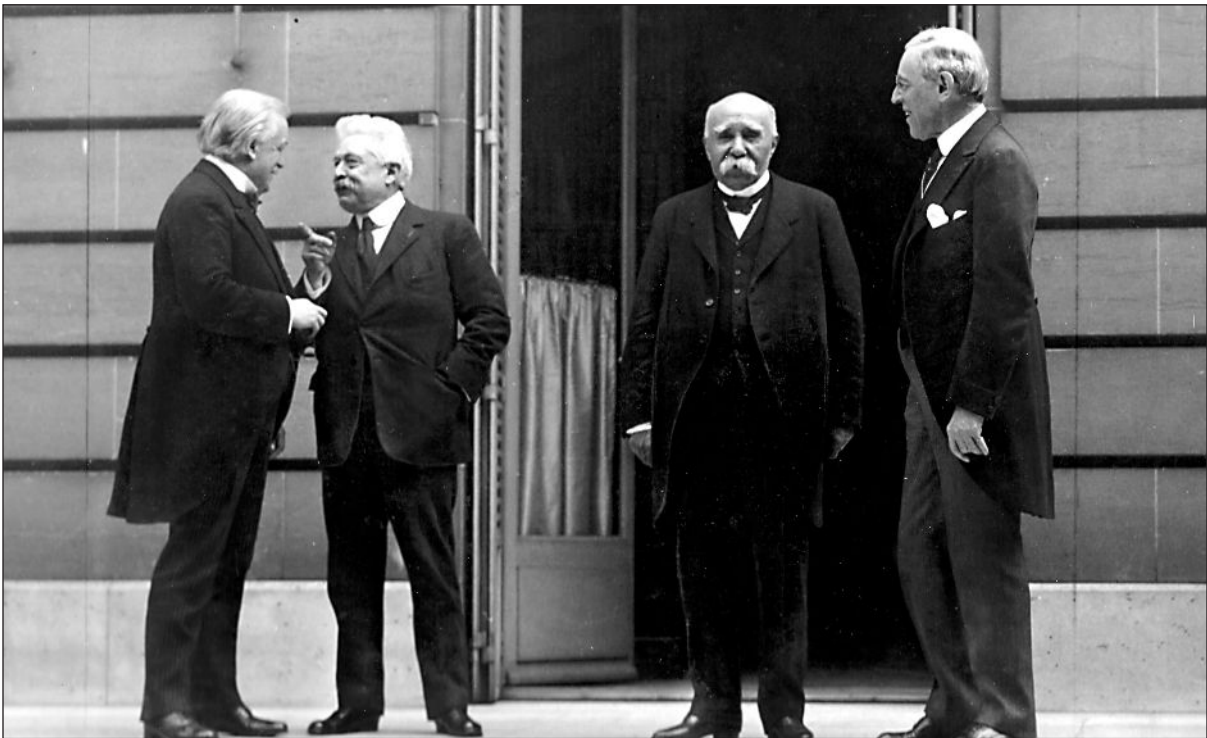
Ironically, while he offered the United States as the ideal model for the world, he avowed its own uniqueness. As the global fulfillment of America’s own providential history and destiny, Wilson said the United States would help other nations achieve the same blessings of liberty for themselves.

In 1917, he proclaimed that, “We are saying to all mankind, ‘We did not set this Government up in order that we might have a selfish and separate liberty, for we are now ready to come to your assistance and fight out upon the field of the world the cause of human liberty.’”

He continued, “Such a time has come, and in the providence of God America will once more have an opportunity to show to the world that she was born to serve mankind.”

Ideological Framework

Despite the resistance



Council of Four at the WWI Paris peace conference: U.K. Prime Minister David Lloyd George, Italian Premier Vittorio Orlando, French Premier Georges Clemenceau, U.S. President Woodrow Wilson. China, Germany and Russia protested these nations’ domination of the peace treaty.

SOURCE: WIKIMEDIA COMMONS

to this new world order from other nations that Wilson encountered at the peace conference, after the war he continued to interpret international relations within the ideological framework of American exceptionalism.

In September 1919, he stated, “With every flash of insight into the great politics of mankind, the nation that has that vision is elevated to a place of influence and power which it cannot get by arms, which it cannot get by commercial rivalry, which it can get by no other way than by that spiritual leadership which comes from a profound understanding of the problems of humanity.”

Wilson claimed to have offered that understanding to the peacemakers at Paris and expected his fellow Americans to accept it as well. He expected the U.S. to support the Versailles Treaty with Germany, and especially the Covenant that made the new League of Nations an integral part of the peace settlement.

Wilson’s providential mission to reform the world challenged his fellow Americans to undertake an unprecedented role in international affairs. But while he touted his vision of a new world order, it was not reforming the world as he had promised.

Forced Compromise

At Paris foreign leaders had resisted or rejected Wilson’s ideas, forcing him to compromise. The real world did not match his vision of a community of nations based on modern liberalism. The Allies pursued their own national interests, although they agreed sufficiently to draft the Versailles Treaty.

Germany challenged the peace settlement in a more fundamental way. Even after formally ratifying the treaty, the Germans evaded its requirements and sought its revision.

The peace conference represented only the victors. It had excluded Lenin’s Bolshevik regime, which Wilson and the Allies still did not regard as Russia’s legitimate government. The United States, Great Britain, and

France dominated the proceedings. Although Italy and Japan were present among the top five powers at the peace conference, their contributions were minimal. China refused to accept the treaty, departing from Paris in protest.

Rejection at Home

At home, Wilson also experienced rejection. The Republican-controlled Senate refused to approve the peace treaty, especially the League Covenant, without attaching amendments.

Wilson resisted any changes and went on a speaking tour of western states to win support for the League, defending it as the best way to end aggression and contain the spread of Bolshevism into Europe.

Wilson’s western tour not only failed politically, it also led to the collapse of his health. On April 21, 1919, he suffered a stroke, which left him with limited capacity to fulfill his presidential duties.

After adopting Republican reservations, the Senate voted against the treaty in November 1919 and again in March 1920. Because the treaty lacked a two-thirds majority the United States declined to join the League of Nations. Wilsonianism was failing to furnish the foundation for a new world order.

Freedom & Democracy

Wilson valued liberty more than equality. He understood liberty in the United States within the framework of law under the Constitution.

For Wilson, as for most Americans, freedom and democracy were deeply intertwined. His belief in constitutional liberalism as the framework for

freedom and democracy was typical among white Americans in the 19th and early 20th centuries, despite the long history of slavery in the U.S., especially in the South.

Wilson’s vision did not include more Americans. He did not advocate granting the right to vote to women. He had no qualms about excluding African Americans and other people of color.



A 1919 cartoon lampooned Republican Senators for failing to ratify the treaty.

Indeed, the Wilson administration brought the Jim Crow system of racial segregation, which southern states had written into their constitutions, into the federal government. The president encouraged southern appointees to his cabinet to draw the color line in their departments. He wanted to expand freedom for white Americans, not equality for people of color.

While seeking support of working-class Americans in the Democratic Party, Wilson abhorred socialism and hesitated to recognize the rights of labor unions. He sought primarily to expand economic opportunities for producers in industry and agriculture.

His modern liberalism did not challenge the existing gender, race, and class divisions in the U.S. His vision of American democracy and capitalism focused on the rights of white men. Perhaps this is ultimately why his idea of “making the world safe for democracy” failed.



A Russian political cartoon by Hinko Smerka depicts Vladimir Lenin’s response to Woodrow Wilson’s “New World Order.”

SOURCE: WIKIMEDIA COMMONS

What to Expect at Chautauqua

Chautauqua audiences will gather at to enjoy entertainment and first-person portrayals of important characters during the World War I era. There are four parts to each Nebraska Chautauqua evening:

1. Entertainment by a musical or theatrical performer.
2. Presentations from two historical figures (the moderator and the special guest presenter).
3. Questions from the audience directed to the historical figures, who will answer as the figures would have responded.
4. Questions from the audience directed at the scholars, who will answer as their research suggests. They can correct self-serving answers by the historical figures or shed light on a subject the historical figure would not have known.

Chautauqua begins Wednesday night with scholars taking part in a “Meet the Chautauquans” event.

President Woodrow Wilson (Paul Vickery) opens each evening presentation and serves as moderator. Thursday will feature politician William Jennings Bryan (Ted Kachel). On Friday evening, the Youth Chautauqua campers will perform, followed by humanitarian Jane Addams (Helen Lewis). On Saturday, audiences will hear from sociologist W.E.B. Du Bois (Charles Pace). Closing the “World War I: Legacies of a Forgotten War” Chautauqua week on Sunday will be author Edith Wharton (Karen Vuranch).

For further details and a related reading list, please visit: www.NebraskaChautauqua.org.

Additional Sources:

- “The Public Papers of Woodrow Wilson: War and Peace,” eds. Ray Stannard Baker and William E. Dodd
- “Woodrow Wilson and the American Diplomatic Tradition: The Treaty Fight in Perspective,” by Lloyd Ambrosius
- “Making The World Safe for Democracy Guide to U.S. Foreign Policy,” by Lloyd Ambrosius
- “The Long Shadow: The Great War and the Twentieth Century,” by David Reynolds

WOODROW WILSON: *Advocate for peace...but at what cost?*

By Paul Vickery, Ph.D.

“He kept us out of war,” claimed the slogan that won the 1916 United States presidential race for Woodrow Wilson. Yet in an address to Congress on April 2, 1917, he asked for a declaration of war.

“It is a fearful thing to lead this great peaceful people into war,” he said, “into the most terrible and disastrous of all wars. Civilization itself seeming to be in the balance.”

What caused Wilson to change from maintaining

Party splitting voters between Roosevelt and Taft, Wilson became President in 1912.

As the first southerner since Andrew Johnson and the only Democrat besides Grover Cleveland to be elected since 1856, Wilson immediately appointed Democrats to key federal agencies.

With his party in control of Congress, Wilson managed to pass many Progressive policies, including the formation of

nationalized citizens three days after the sinking, Wilson urged “...not always to think first of America, but always, also, to think first of humanity.”

Because of his continued neutrality, his opponents quickly labeled him spineless. Within two years, Wilson would reverse his position.

Provoking Paradox

Wilson narrowly won the election of 1916 against Charles Evans Hughes, the former Governor of New York, who was also a progressive.

With his campaign focusing on peace, preparedness, progressivism, and prosperity, Wilson faced challenges. The country was still in an isolationist mode. Wilson won by hammering the slogan, “He kept us out of war.”

Less than a month after his second inauguration, he grew frustrated with German actions early in 1917, such as the sinking of the Lusitania and meddling in Mexican internal affairs. Paradoxically, he would soon set aside his commitment to neutrality and seek a Congressional support for a declaration of war.

America’s entry into the bloody conflict marked a turning point in the war. Wilson believed what was at stake was nothing less than “the existence of democracy and freedom itself in the world.”

The war indeed was going badly for the Allies. In December 1917, Russia called it quits, allowing for

a large number of troops and supplies to shift to the Western Front. Yet the American effect came slowly.

Troubling Treaty

In the decisive battle of Argonne Forest in France, at least 1.2 million doughboys participated in crushing the German Hindenburg Line. On the eleventh hour of the eleventh day in the eleventh month, Germany signed the armistice. Peace broke out. In all, 4.4 million Americans were mobilized and 320,000 killed or wounded. Germany incurred nearly 6 million casualties.

The controversial treaty ending the war, however, proved difficult and cost Wilson his health.

Taking the moral high ground, Wilson realized that if the belligerents did not come together in a mode of reconciliation, the world would not be “fit and safe to live in.” His plan, called the Fourteen Points, presented a hopeful yet naïve vision for world peace and included the formation of the League of Nations.

To present his case, Wilson would personally attend the conference in Paris. First, however, he arrived in England to a hero’s welcome. The European people loved him.

The allied leaders, however, did not share Wilson’s idealism. They wanted revenge.

The Allies forced Germany to accept total blame for the war and demanded reparations totaling nearly \$33 billion. The goal was to thoroughly crush German imperialism.

Although Wilson recog-

nized the vindictive nature of the treaty and the dilution of most of his Fourteen Points, he accepted it with the League of Nations.

Discouraged, Debilitated

Stateside, Wilson still needed congressional approval. Presidents negotiate treaties, but the Senate confirms them.

Wilson had devised the treaty without Republican help. The Republican-controlled Senate rejected the treaty, believing it forfeited too much U.S. autonomy to the League. Despite counter proposals, Wilson refused to compromise, believing he could capture public support.

Beginning a twelve city, 3,500-mile trip, Wilson desperately tried to swing public opinion, but the strain on the President began to show. His headaches and high blood pressure worried his doctor



SOURCE: WIKIMEDIA COMMONS

and Edith.

After a rousing speech in Pueblo, Colorado, he suffered a debilitating stroke and became paralyzed on his left side.

With Edith largely in charge of presidential duties, Wilson, disappointed, discouraged, and ill, spent the last months of his presidency largely isolated from the public.



President Woodrow Wilson addressing Congress. SOURCE: WIKIMEDIA COMMONS

strict neutrality to joining the Allies against the Hun? What factors led the nation into an anti-German attitude that promoted the burning of German books and newspapers and banned German composers such as Beethoven and Bach?

The man who insisted, “I come from the South and I know what war is—for I have seen its terrible wreckage and ruin,” was now calling for war to make the world “safe for democracy.” Why?

Southern Sensibilities

Wilson indeed knew the ugly face of war.

He was born three days after Christmas 1856 in Staunton, Virginia. The son of a Presbyterian minister who served as Chaplain in the Confederate Army, Thomas Woodrow Wilson grew up in the charred city of Columbia, South Carolina.

One of his earliest memories was viewing Confederate President Jefferson Davis being led in chains to prison in Augusta, Georgia. By 1885, Wilson had married Georgia native Ellen Louise Axson. His southern sensibilities would always inform his forays into both academia and state and national politics.

Political Prowess

By championing a campaign promise to end the influence of party machine politics, Wilson became Democratic Governor of New Jersey in 1910. He rose quickly in the Democratic national political party.

With the Republican

the Federal Reserve Act, Clayton Anti-Trust Act, and with the passage of the Sixteenth Amendment, an income tax. Despite these domestic accomplishments, foreign policy marked his administration most profoundly.

Difficult Developments

In late July 1914, World War I broke out in Europe. The U.S. firmly declared neutrality.

Less than two weeks later, Wilson’s beloved wife Ellen passed away. Although wracked by grief, Wilson began dating the wealthy widow Edith Bolling Galt in March 1915. By December, they were married. After a relaxing honeymoon in Virginia, the couple returned to Washington to face both an election year and the world’s problems.

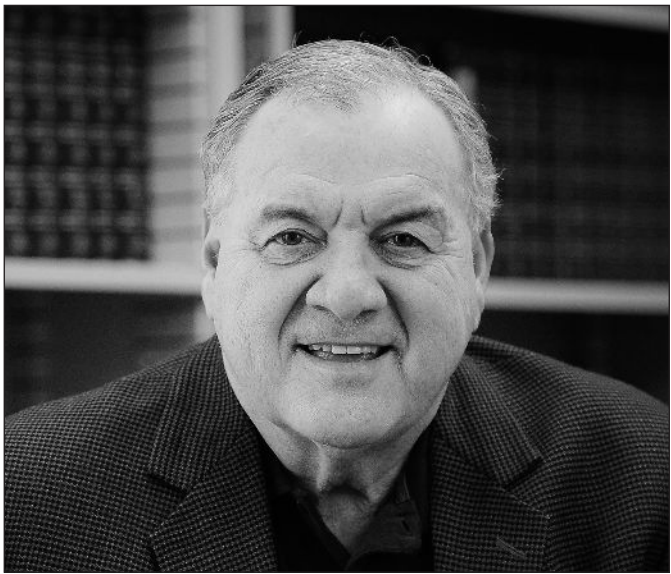
Because of its ferocity, horrendous casualties, and number of nations involved, the First World War was optimistically dubbed “the war to end all wars.” Protected by two great oceans, the U.S. desired to remain aloof from Europe’s problems. It was not to be.

On May 7, 1915, a German submarine sank the Lusitania cruise liner. Out of 1,959 passengers and crew, 1,185 lost their lives, including 128 Americans.

Republicans, led by former president Teddy Roosevelt, demanded war. He wanted the U.S. to wield the “big stick.” When Wilson refused, Roosevelt labeled him “a prime jackass.”

In a speech to newly

Paul Vickery



Although originally from Massachusetts, Paul Vickery grew up in Hollywood, Florida.

He received his B.A. and M.A. degrees from Florida State University, studying International Relations and specializing in Inter-American Studies, Spanish and Portuguese.

After graduation he was commissioned in the U.S. Army Counterintelligence Service and spent nearly four years in Europe.

In 1989, Vickery received his M. Div. from Oral Roberts University. He is an ordained United Methodist Pastor. His Ph.D. is in Latin American History, and Spanish from Oklahoma State University.

Vickery has performed in Chautauquas around the country, portraying Henry Ford, Senator Joe McCarthy, Bishop Francis Asbury, Bartolome de las Casas, Marquis James, and H.L. Mencken.

Vickery has been a Professor of History at Oral Roberts University for 25 years, primarily in the area of Lat-

in American and U.S. History. He also has accompanied students in travels in Europe and the Caribbean.

In 2006, Vickery published “Bartolome de las Casas: Great Prophet of the Americas,” with Paulist Press, one of the leading Catholic academic publishers. In addition, in 2010, he published “Washington: A Legacy of Leadership,” and in 2011, “Jackson: The Iron-Willed Commander.” Both are part of The Generals series by Thomas Nelson. He has also published in academic journals.

Paul has traveled extensively in Europe and Latin America. As a member of the Mediterranean Studies Association; he has presented academic papers at universities in six countries. Vickery also is a destination lecturer for cruise ships around the world.



WILLIAM JENNINGS BRYAN:

The Great Commoner’s call: “Let the people rule!”

By A. Theodore Kachel, Ph.D.

William Jennings Bryan was born March 19, 1860 in Salem, Illinois. When he realized there was little chance of getting into politics in his home state, he moved to Nebraska in 1887, where he was elected Congressman three years later.

He was a three-time Presidential nominee of the Democratic Party. In 1896, he was the youngest to throw his hat into the race, and is still the youngest ever to run, at 36 years old. He also ran in 1900 and 1908.

Today, Bryan is best remembered in the public’s mind through a distorted historical portrait found in the popular play and movie, *Inherit the Wind*. The script was based on the Scopes Trial in 1925 where Bryan successfully opposed the teaching of evolution in Tennessee’s public schools.

On stage, the character representing Bryan is portrayed as an almost comical religious fanatic who dramatically dies of a “busted belly” while attempting to deliver his summation in a chaotic courtroom. In reality,

Bryan was a passionate Protestant but also a thoughtful, educated man who died peacefully in his sleep after the trial ended.

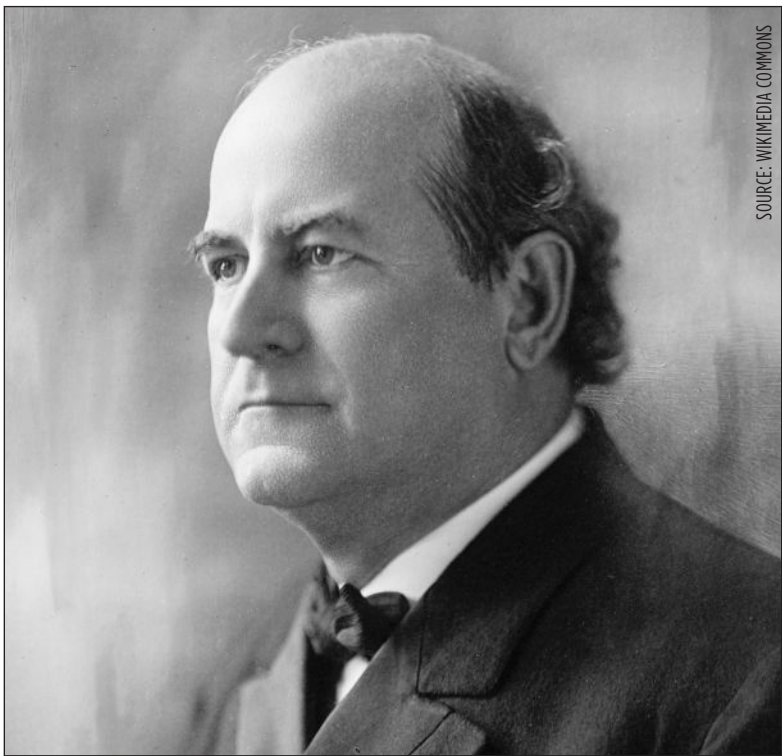
During his lifetime, only the men who became president were as well known or perhaps as effective in shaping the direction of American life through political and legal change as Bryan. Yet now he is the largely forgotten man of this period in American political and cultural history.

Two Famous Speeches

Bryan earned—and enjoyed—the nickname “The Great Commoner” in deference to his stirring skills as an orator. Two major speeches bracket Bryan’s public career, one given and the other only written but left unspoken.

The first is his famous “Cross of Gold” speech at the Democratic convention in Chicago, which produced such a popular outcry that it won him the nomination for President the next day in July 1896.

The second might have kept his reputation as a



great public leader intact had he lived to give it as he planned on a national lecture tour after the Scopes Trial in July 1925, in Dayton, Tennessee. It was the closing argument he had prepared to explain his opposition to Evolution, or what we call now Social Darwinism. However, because Clarence Darrow pleaded John Scopes guilty to prevent Bryan from having the last word, it was never delivered. Five days after the trial ended, the “Great Commoner’s” voice was silenced 29 years after it had launched his public life in Chicago.

Voice for “Will-Haves”

Throughout his many campaigns and crusades one theme is constant: “Let the People Rule!”

Bryan fought for a government and laws that would support common people’s hopes and dreams for a better life for them and their children. He fought, therefore, against elitism in politics, in economics, and in education.

His was not a voice for the “haves” against the “have-nots,” but for the “will-haves,” as he put it. Bryan’s leadership not only helped elect a Democratic President in Woodrow Wilson, which allowed for many progressive reforms in the law, but also was instrumental in passing four major Constitutional Amendments: the federal income tax, the direct election of Senators, prohibition of alcoholic

beverages, and the right of women to vote.

Some political scholars say that outside of the Supreme Court itself, Bryan had probably changed the U.S. Constitution more than any other single American politician, including presidents.

In Wilson’s Cabinet

President Wilson rewarded Bryan with appointment to what would be Bryan’s only national office, Secretary of State.

The appointment was initially ridiculed by many who asked “what does a small-town Midwestern lawyer know about world affairs?” True, Bryan himself had initially asked for Secretary of the Treasury, ostensibly so he might influence national economic policy. But Wilson had already committed this post to another close associate.

Bryan chose the State Department after Wilson agreed that Bryan, a lifelong teetotaler, would not have to serve alcoholic beverages at any official functions. This “grape-juice” policy held Bryan up to further ridicule in the press, but he made no attempt to use his national office at that time to push for legal Prohibition. Later he would campaign successfully for that constitutional change.

Bryan served Wilson energetically at the State Department. He was actively involved in the formation and execution of

foreign affairs in an administration that would become famous for major decisions of war and peace.

Parting of Ways

Bryan’s personal sense of achievement was found in his negotiation of International Arbitration Agreements with the major world powers of that day. These presented a formula for resolving disputes between nations without resorting to military force through the International Court.

Although Wilson strongly supported this approach, it was finally the issue of war that led to their parting of ways. In 1915, only two years into his office as Secretary of State, Bryan resigned because of Wilson’s move to favor Britain in its disputes with Germany.

Bryan was attacked as a German sympathizer, but he only wished for an impartial and neutral stance by America between these two warring powers to prevent further bloodshed. When Congress did declare war on Germany, Bryan immediately offered his service to Wilson in whatever capacity he wished in the American war effort.

After our troublesome times of the Vietnam War,

Bryan’s forthright resignation as a matter of pacifist principle and public policy disagreement exhibits a statesman’s candid integrity rather than the usual careerism that inhibits such actions by today’s political elite.

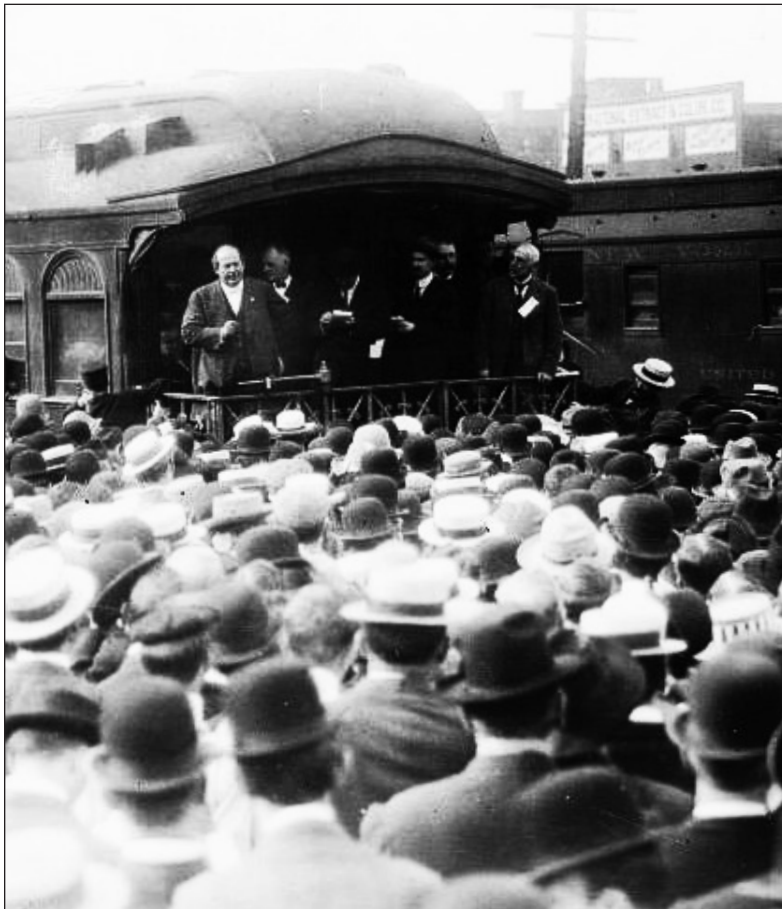
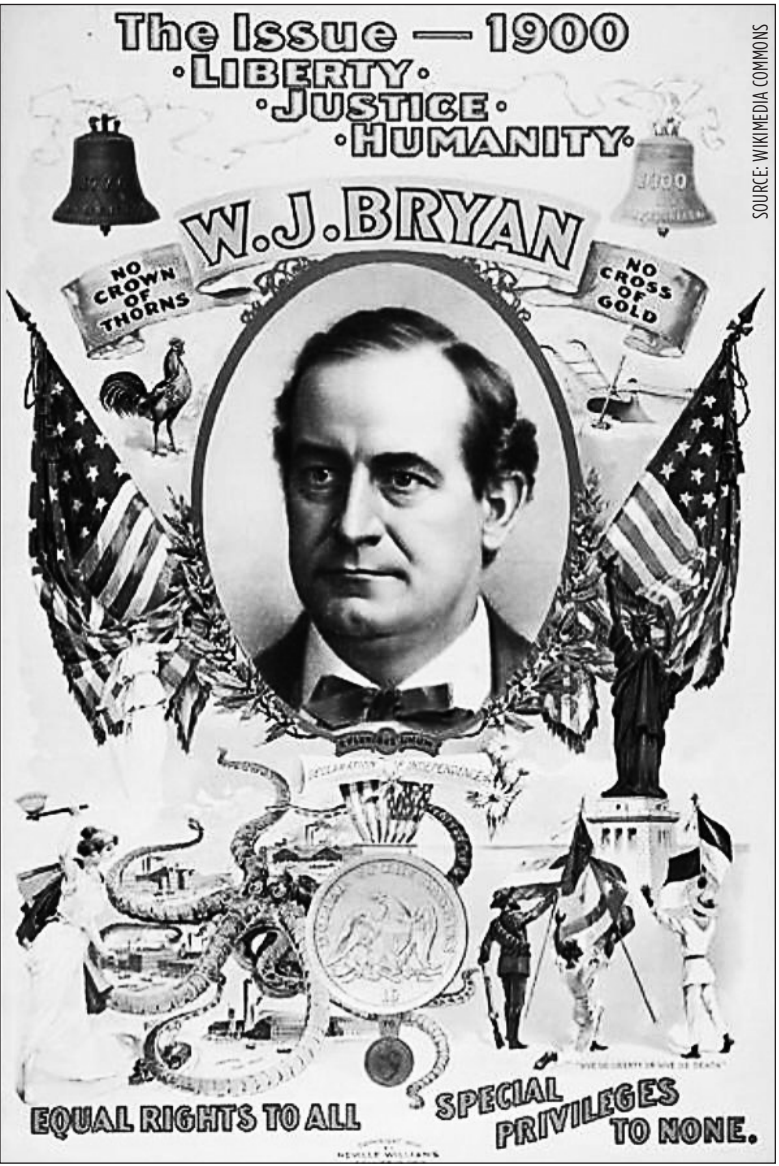
Democratic Faith

So, why is Bryan lost to our political memory?

As a “passionate progressive conservative” he was a genuine paradox for later political commentators and scholars. As concern for minority rights against possible majority tyranny grew, our legal system has moved to trust procedural rules and deliberative processes rather than electoral politics and legislative reform.

Bryan believed even when he lost that “in the long run, given enough time, the people will form the questions, they will find the answers, and make the changes that will be best for all.” This was his democratic faith, perhaps as important to him as his evangelical protestant faith in shaping his actions, his ideas, and his hopes for the American future.

Bryan bet his life on the will of the majority. Minorities can only rule through force, so “Let the People Rule!”



Bryan spoke throughout the country during three presidential campaigns, rallying crowds with his “Cross of Gold” speech. SOURCE: WIKIMEDIA COMMONS

A. Theodore Kachel



After 40 years teaching humanities and theatre at colleges and universities across Midwestern America, Professor Kachel retired as Head of the Theatre Program at Tulsa Community College in 1999. Although retired, he has taught part-time

in religious studies and humanities at TCC using his Ph.D. studies in Religion and Society from Columbia University (1975). He graduated *magna cum laude* from Union Theological Seminary, NYC, in 1965 and was a campus minister at Penn and Michigan universities until 1975.

His work today is touring in first-person performances as William Jennings Bryan, General William Tecumseh Sherman, Sir Winston Churchill, William Shakespeare, Joseph Mallord William Turner, or H.G. Wells. Since the summer of 2010 he has presented General Robert E. Lee in Oklahoma, Colorado, and Nevada Chautauqua programs as well as at the University of Kansas.

In the summer of 2008, he was invited to present William Jennings Bryan in Dayton, Tennessee, for the annual July reenactment of the Scopes Trial in the historic courtroom where it happened. The climax of this performance was the recreation of Clarence Darrow’s cross-examination of Bryan during the final full day of this famous trial.

Beginning in 2006, Dr. Kachel has worked with

First Matter’s Watts Wacker, a futurist, presenting several of these Chautauqua characters while adding new character sketches of P.T. Barnum, Thomas A. Edison, Frederick Law Olmsted, and Frank Lloyd Wright at meetings for Genworth Insurance, Hasbro Toys, T.B.G. Landscaping, Inc, and R.J. Reynolds American.



JANE ADDAMS:

Activist who championed human dignity

By Helen Lewis



SOURCE: WIKIMEDIA COMMONS

Like other educated, middle-class, 19th-century women who chose not to marry, Jane Addams struggled for many years to discover her path to a productive life of useful service to others.

As founder of a settlement house, educator, author, labor agitator, peace advocate, and suffragist, Jane Addams promoted publicly her interpretation of democratic ideals, while maintaining a lifestyle that modeled her beliefs.

Born in Cedarville, Illinois, September 6, 1860, Jane Addams developed her social graces from her stepmother and her social conscience from her father. Early exposure to less fortunate children influenced her desire to assist the poor. After graduating from Rockford Seminary in 1881, she began what would become an eight-year search for purpose in her life.

Finding Direction

Upon visiting Toynbee Hall, a settlement house in London’s impoverished lower East End, Addams received her inspiration for her life’s direction: to found a settlement house in Chicago.

She established Hull House in 1889 to serve Chicago’s many immigrant families. Through this endeavor, Jane Addams fulfilled her dream of working among the poor while also creating possible career choices for women who had had few, if any, opportunities to develop public lives.

Concerned for her neighbors’ needs for education, childcare, and medical service, Addams recruited kindergarten teachers, nursery workers, physicians, and visiting nurses.

From Hull House came the founder of the first juvenile detention center, organizers of youth clubs to deter delinquency, national leaders in factory legislation, and local leaders in sanitation issues.

From Hull House came preservers of ethnic heritage and teachers of survival skills for success in a new land. For the creative, caring women behind these works, Jane Addams had supplied a home from which they could apply their intelligence and talents to foster public improvement.

Valuing Heritage

Determination to benefit others balanced by flexibility in how she could best affect those ends led Addams to work with the new Sociology Department of the University of Chicago. Her openness to new theories led her to adapt psychological and sociological studies to her plans for Hull House, thus developing a model of social reform based on contemporary research.

Yet, her genuine respect and compassion for the underprivileged combined with her sincere appreciation for the value of other people’s heritages allowed her to adjust programs at Hull House to provide what her neighbors wanted, not just what Addams or others thought they needed. She believed that for social assistance to succeed, those in need had to identify what could best help them raise themselves out of poverty.

This trust in social democracy informed Jane Addams’ personal life as well as her political activities. Detesting snobbery and pity, Addams influenced others to join her in creating conditions that allowed her neighbors in Ward 19 to improve their own lives, rather than perpetuating the “charity work” that created a sense of superiority in the giver and a sense of inferiority in the receiver.

Voting Rights

Addams’ social morality influenced her to assume the causes of the marginal. Even without the right to vote herself, she still openly exerted pressure on public officials to make possible the means for others to achieve the American ideal of a decent life.



Kindergarten at Hull House, 1909
SOURCE: WIKIMEDIA COMMONS

Exhorting local politicians to hear the immigrant voice, encouraging working class men to become politically active, and campaigning for women to receive suffrage, Addams held that only when everyone had a share in the political system could legislation become truly representative; only then could America become a true democracy.

Championing Peace

Furthermore, between

her involvement with Hull House and her work for labor unions and suffrage, Addams became a leading champion for world peace. She published numerous articles and books about the issues important to her, including efforts to end warfare.

Addams’ deep concern for others and her unflinching support of what she believed remain quite apparent in her writings. Her stories about actual individuals lend a persuasive intensity to her style that makes her prose memorable.

Her concrete, highly accurate descriptions brought home the reality of the conditions faced by those oppressed, whether by gender, racial, ethnic, economic, or intellectual discrimination.

Typically, Addams objectively clarifies all viewpoints regarding an issue, such as an international conflict. Then she guides readers to a logical stand based upon social democracy as the means to preserve human dignity while achieving permanent social improvement.

Whether, for example, an expression of autobiography: “Twenty Years at Hull House” or history: “Peace and Bread in Time of War,” Addams’ books express concern for the marginal individuals, especially children and women.

Espousing Democracy

Ironically, Addams frequently spoke as the “majority of one” when espousing democracy for all. But even when her ideas were met with scorn, she never lacked an audience. Nor did she ever allow public opinion to dissuade her from what she believed the morally right course: to uphold the dignity and worth of the individual.

She steadfastly argued for the social claim to replace the family claim on their daughters. She staunchly and unwaveringly criticized war even when her many of her former supporters would attack her pacifist position and call her unpatriotic for her role in the Women’s International League for Peace and Freedom.

Addams opposed child labor, lynching, and charity. She supported trades unions, the NAACP, and social science.

Resolving Injustice

Wherever Jane Addams saw injustice—physical

or moral—she carefully considered the situation and then boldly set herself the task of resolving that issue. Like her father, Jane Addams placed honor before popularity and integrity before personal convenience.

In 1931, Addams became a co-recipient of the Nobel Peace Prize. This was an affirmation that her chosen path, although marked with criticism, had remained the right choice for humanity.

From her establishing Hull House to her death at age 74, Jane Addams

never ceased to encourage an environment that would allow people world-wide a chance for a decent life—a means to feed and house their families in peace.

Much more than a social worker or political activist, Addams seems to have been a catalyst who inspired others to achieve their dreams. She taught by example the necessity of cultural tolerance,

and she stood secure in upholding her values of personal integrity and social democracy, even when she stood alone.

By the time of her death, May 21, 1935, the world had become her neighborhood.



Top: Jane Addams and University of Chicago student Elizabeth Burke served on the Delegation to the Women’s Suffrage Legislature in 1911. Above: Suffragists gathered to protest Wilson’s views in October 1919.

Helen Lewis



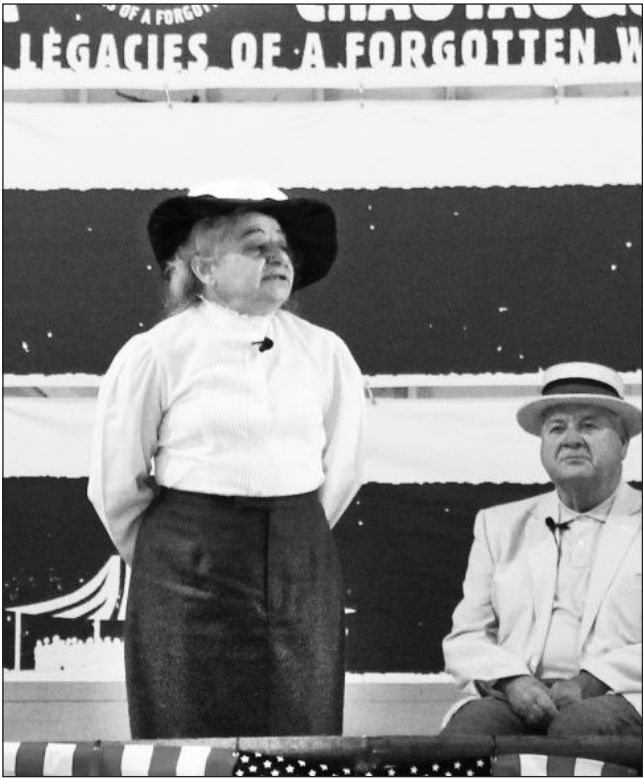
Helen M. Lewis teaches Humanities and English at Western Iowa Tech Community College in Sioux City, Iowa. She also serves on numerous college, community, and state committees and boards.

A Pennsylvanian by birth, Lewis attended fourteen schools in twelve years as a Navy child. With that foundation, Chautauqua travel feels quite comfortable.

A long-time fan of Chautauqua, Lewis herself became part of the Great Plains Chautauqua in 1999, portraying Jane Addams in “Behold Our New Century.” Lewis learned much by working with veteran Chautauquan Charles Pace as Booker T. Washington.

Besides bringing Addams to many humanities audiences since 2002, Lewis has also portrayed Nebraska’s own Grace Abbott.

Lewis reunited with Pace—he as Malcolm X and she as Grace Abbott—in Kearney, Nebraska for the “Visions for America: Notable Nebraska Reformers” Chautauqua.



She anticipates much delight participating again with Pace in another year of Nebraska Chautauqua, “World War One: Legacies of a Forgotten War.”

Lewis earned a B.A. in English Literature from Wilkes College and an M.A. and A.B.D. in English Literature from the University of Maryland. A 1990 NEH Summer Seminar at the University of Pennsylvania, “British Women Romantic Poets,” influenced Lewis to seek gender balance in her courses and women’s participation in other disciplines.

An active public speaker in the Humanities, Lewis’s topics also include film and America’s West. Lewis shares life with her spouse LeRoy Spurgeon, a railroad man from Kansas working in Iowa, whom she met at a square dance in Nebraska. Naturally, both have high regard for Nebraska.

W.E.B. DU BOIS: *Personification of the Civil Rights Movement*

By Charles Pace



SOURCE: WIKIMEDIA COMMONS

race was socially constructed and not genetically determined as science at that time asserted. His publication, *The Philadelphia Negro* (1899), and the yearly series he edited, *The Atlanta University Studies* series (1896-1917), produced a body of scholarship that still serves as a model of urban sociology scholarship.

William Edward Burghardt Du Bois’ ideas provide insight for understanding how one man helped turn his vision for a more democratic America into a concrete reality.

Du Bois used scholarship, activism and art to build an interracial coalition of leaders that mobilized the black public to transcend the obstacles embodied in the idea and ideology of white supremacy and so advanced democracy in America.

He was born in Great Barrington, Massachusetts in 1868. Du Bois, Harvard University’s first black Ph.D. (1896), working alone and in concert with an international group of scholars, used social science to destroy the scientific basis for the idea of white supremacy.

Proving Science Wrong

Du Bois and a coalition of white and black scholars published groundbreaking research that convincingly argued that

artists, musicians, and entertainers with the French public that continues to this day. Examples of the participants include such luminaries as: Josephine Baker, Richard Wright, James Baldwin, Miles Davis, Langston Hughes, and Gordon Parks, and many others. Following the Atlanta white race riot (1906) and the Springfield, Illinois, white race riot (1908), Du Bois became convinced that scholarship, while necessary, must be empowered by public action to stop the terror of lynching that was then emergent in American society.

This realization set in motion a creative coalition of white New York liberals, along with a select group of black leaders who, in 1909, founded the National Association for the Advancement of Colored People (N.A.A.C.P.). This organiza-

tion directly challenged the doctrine of white supremacy and the segregation laws that sprang from it.

Representing NAACP

Throughout these developments Du Bois quickly became the national personification of the NAACP.

As founding editor of *The Crisis: A Record of the Darker People* (1910-1934), the monthly publication of the NAACP, Du Bois’ vision was quickly absorbed by tens of thousands of readers around the country and the world. Beginning with publication of 1,000 copies of 1910 issues, in excess of 100,000 copies of *The Crisis* were sold by 1918.

Combined with his many national public speaking tours, and several trips abroad, Du Bois helped build “the Association,” root and branch, into

a national force for change.

Making Truth Reality

Blacks were lynched by the scores yearly, on a nationwide basis. And, as the Great War progressed so did the terror. Du Bois lamented about the year 1919: “During that year, 77 Negroes were lynched, of whom one was a woman and 11 were soldiers; of these, 14 were publicly burned, 11 of them being burned alive.”

Du Bois understood that the implications of scientific knowledge would require generations before its meaning would have practical effect upon social behavior, and upon federal law. Therefore, his democratic vision required political mobilization to turn scientific truth into political reality.

Though destroying the legal basis for white supremacy was the agreed upon outward goal, there still arose an internal conflict; a conflict over the means, the timetable, and the degree of acceptable compromise in accomplishing that goal, between the two schools of thought that guided the race.

By 1915, this disagreement between Du Bois and Booker T. Washington, the most powerful black leader of the time (and some would argue, of all time) came to an end with Washington’s death. Thus, by a 1925 vantage point, Du Bois is the greatest champion of (while at the same time locking horns with) the emerging group of young artists in the vanguard of the “New Negro” Arts Movement, now known as the Harlem Renaissance.

Arguing About Arts

The conflict centered on the propaganda potential of the arts in society. Some scholars date the Movement’s beginning in 1921, when *The Crisis* published Langston Hughes’ poem, “A Negro Speaks of Rivers.” This flowering of black artistic expression in music, dance, theater, the visual and plastic arts, photography, and especially literature reflects a difference in concept more than a difference of generations. Du Bois argued that the arts should be used to propagate the “explicit” idea of a co-equal black humanity, as an explicit counter to the idea of

white supremacy, rather than as the arts for-arts-sake stance that the “Young Turks” demanded. To illustrate his point, Du Bois wrote the novel “The Dark Princess,” the second



Du Bois showcased “the condition of the Negro” via photos at the Paris Exhibition.

truth of power, Du Bois took their vehement disagreement as a sign of an advancing democracy.

Lasting Legacy

Historians all agree that he left a lasting legacy in each of the following domains: scholarship, art, and activism. His most lasting legacy is his publications, including 22 single-authored books. His other academic legacies include founding the sociology department at Atlanta University, as well as being the founding editor of the scholarly journal, *Phylon: A Quarterly Review of Race and Culture*.

In 1913, his colleague William Ferris made the following comment about Du Bois’ atypical place in our nation’s culture: “Du Bois is one of the few men in history who was hurled on the throne of leadership by the dynamic force of the written word... who leaped to the front as a leader and became the head of a popular movement through impressing his personality upon men by means of a book.”

His activist legacy, of course, includes the folding of his organization The Niagara Movement, into the founding membership of the NAACP, and *The Crisis Magazine*, arguably the most influential black news publication ever.

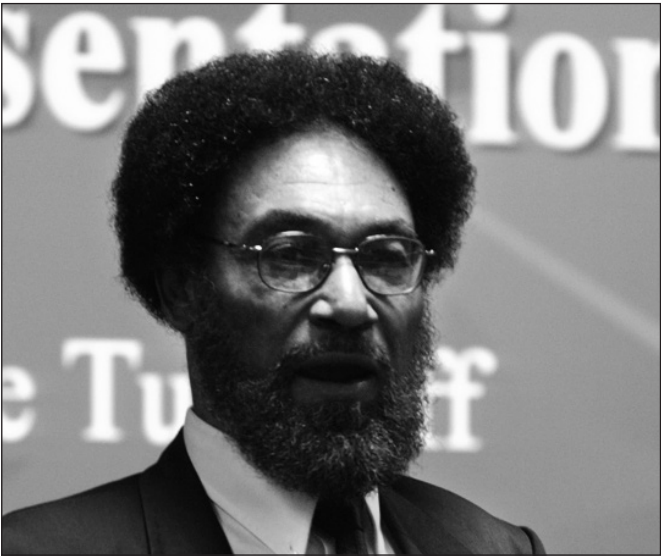
Victories came slowly, but most significantly, through a series of United States Supreme Court cases. Two in particular confirmed the wisdom of employing the courtroom as a site for structural political change. First, was the case against the all-white primary election system in 1944. Prior to this case, in the solid democratic south, the Democratic Party was run as a “private club” that barred blacks from participation, really. A decade later, the 1954 Brown vs. the Board of Education case struck down the legal basis for white supremacy.



In 1905, W. E. B. Du Bois, middle row, second from the right gathered with other civil rights activists who were part of his Niagara Movement, a precursor to the NAACP.

SOURCE: WIKIMEDIA COMMONS

Charles Everett Pace



Now a full-time national Chautauqua scholar, Charles Everett Pace was a program advisor for the Texas Union, University of Texas at Austin. He also taught at the University of Nebraska-Lincoln, Purdue University, and Centre College of Kentucky. Pace graduated from Texarkana Community College, The University of Texas at Austin (B.A. in Biology) and Purdue University (M.A. in American studies-history/anthropology). Pace and George Frein gave the keynote address at the final Presidential debate between Senators John McCain and Barack Obama at Hofstra University on Long Island, New York. Pace was also featured as W.E.B. Du Bois in 2012 at the third Presidential Debate between President Obama and Governor Mitt Romney, also held at Hofstra University. A 17 year veteran of The Great Plains Chautau-

qua, Pace has also conducted U. S. Government Public Diplomacy Missions in 25 cities and nine countries across Africa. He does Chautauqua presentations on Frederick Douglass, Booker T. Washington, W. E. B. Du Bois, Langston Hughes and Malcolm X. His extensive Chautauqua work provides the background for his latest work in “Taking the Lead: Creative Leadership Training for Today’s Students.” In 2009, Pace as Du Bois was the featured presenter at the 100th Anniversary of the founding of *The Crisis Magazine*. *The Crisis*, the official journal of the NAACP was founded and edited by Du Bois in New York City. This event was held at the *New York Times* building and was sponsored by the national office of the NAACP. Charles Everett Pace is a Silver Life Member of the NAACP, travels nationally and lives in Texarkana, Texas.



EDITH WHARTON:

Brilliant light in the Roaring Twenties

By Karen Vuranch

Edith Wharton once said, “There are two ways of spreading light: to be the candle or the mirror that reflects it.”

Wharton truly did shine brilliantly. Even in her own day, according to biographer Connie Nordhielm Wooldridge, she was thought to be the most accomplished and admired American writer of the times.

She was the first woman to win the Pulitzer Prize and her books became immediate bestsellers. However, besides her impact on the field of literature, Wharton was a powerhouse of relief



Born into wealth, Wharton defied convention as an author and World War I social worker.

activity during World War I, profoundly affecting her chosen community of Paris. Whatever Edith Wharton did, she shone with the bright luminosity of a candle.

Passion for Europe

Born into a wealthy New York society family, Wharton spent much of her childhood in Europe. As an adult, she divided her time between America and Europe, eventually settling in France.

Wharton passionately adored European architecture and gardens and wrote about these topics. She also created a stir in America with the first book she ever published, “The Decoration of Houses.”

Written with architect Ogden Codman, Jr., their book

celebrated simplicity of design inside houses as well as out. The first edition sold out quickly and the book became a touchstone for a new design movement in America, according to biographer R.W.B. Lewis.

Prolific Author

So began Wharton’s illustrious career in writing, producing an impressive quantity and quality of work. Over her lifetime she published 23 novels, numerous short stories filling 18 volumes, and three volumes of poetry.

Additionally, she published non-fiction books including travelogues of her motor journeys through Europe, books on architecture and gardens and first-hand accounts of World War I. A dedicated professional, Wharton devoted every morning to her craft, writing at least two to three hours a day.

This commitment to a writer’s life did not come easy. Fashionable society of old New

York did not approve of writers.

As she states in her autobiography, “I had to fight my way through a fog of indifference, if not tacit disapproval.”

Wharton was able to overcome that disapproval and establish herself as an acclaimed writer. According to biographer R.W.B. Lewis, she earned as much as \$200,000 a year from the sales of her books in the 1910s, a considerable income in those days.

Also, she was considered to be a significant American writer. She was a master of satire and irony. Many of her novels explored the issues of class and hypocrisy and women’s role in society.

Wharton’s fame was global; she was celebrat-

ed internationally as well as in America. In 1907, she established a home in Paris, moving there permanently in 1913 when her marriage to Teddy Wharton ended in divorce.

Committed to Serve

When the Great War began, Wharton immediately immersed herself in projects for the war effort.

One of her first initiatives was to begin a workroom for women refugees in Paris. Not thinking the war would last, she left the workroom in capable hands, to visit her friend Henry James for an extended stay in England.

It soon became apparent that the war would continue. Wharton could have stayed safely away from the war zone, but instead made her way back to Paris. For the remainder of the war, she would work tirelessly, helping refugees, wounded soldiers and many orphans.

Edith was good at raising money, but she also used her skills as a writer to help the war effort. She edited a book of essays, poems and artwork from artists throughout Europe. All proceeds from “The Book of the Homeless,” published in 1916, went to support those directly affected by the war. The book featured prominent writers and artists of the day, including her dear friend Henry James. Still, more money was needed.

From the Trenches

Wharton made at least six expeditions to the front, touring war-torn villages, visiting soldiers in the trenches, gazing out on No Man’s Land.

Her purpose was to inform the American public, raise much-needed funds and encourage American involvement.

Her efforts resulted in numerous articles in American magazines and eventually a book, “Fighting France.”

The French revered her for her efforts and awarded

her the Chevalier of the French Legion of Honor in 1916. This award was even more exceptional because, in that year, the French government had just decreed that it would grant no more awards to civilians or foreigners until the end of the war, according to R.W.B. Lewis. An exception was made for Edith Wharton.

After World War I, Edith remained in Paris, to help with the rebuilding of her beloved France.

Her Need to Create

Several people have speculated that perhaps it was the war that gave Wharton purpose in life. But, she disputed that.

In her autobiography, “A Backward Glance,” Wharton acknowledged that there were many people who found themselves during the war. They were people “whose call of duty turned them from discontented idling into happy people with a purpose.” She went on to say, “I cannot say that I was of that number. I was already in the clutches of an inexorable calling.”

Wharton said her charitable work was forced upon her by necessity, but her respite came when she was free to return to her own work.

Indeed, one of her finest novels was written amidst war work. She was relentless in her dedication to her relief work and tours of the war zone, but needed the emotional release of writing.

In her autobiography, Wharton wrote, “Throughout my travels, when my mind was burdened with practical responsibilities and my soul was wrung with the anguish of war, I continued to have an intense desire to write and I was tormented by the need to create.”

Edith spoke of the dreadful realities of what she witnessed in the course of the war and how they all became “strangely injured.” She said that it was possible to bear the suffering because you knew you were doing all you could.

“But, for me,” she said,

“I had to write. I wrote of what I saw, but I also began a new novel, ‘Summer.’ The work made my other tasks lighter and was written amid a thousand interruptions. But, while the rest of my being was steeped in the tragic realities of war, the novel was written at a high pitch of creative joy.”

After the war, Wharton and others began the process of mourning. They mourned not only the loss of 9 million soldiers, but also grieved for what society had lost.

She began a novel about the world she had known before the war. ‘Age of Innocence’ won the Pulitzer Prize in 1921, and Wharton was the first woman to receive that honor.

Dismissed as Outmoded

Wharton continued writing through the decade of the 1920s. Sadly, while she had been considered to be a brave writer in her early days, taking chances and writing about real human experiences, by the 1920s, she was considered to be outmoded.

Contemporary writers such as T. S. Eliot and James Joyce looked upon her work as old-fashioned, according to Mary Carney. However, several Jazz Age writers still admired Edith Wharton.

In her autobiography she related a comical story of when F. Scott Fitzgerald came to visit, visibly ner-



vous at meeting the great writer. In fact, Helen Killoran said that Wharton’s novel “Glimpses of the Moon” was an important influence on Fitzgerald’s “The Great Gatsby.” But it was “Glimpses of the Moon,” that Carney states, “became identified as evidence of Wharton’s outmoded sensibilities and style,” despite its popularity and success at the time.

Perhaps Wharton is not considered as modern as the writers of the Roaring Twenties. Still, her work has lasted the test of time. She was certainly honored in her day, receiving both the Pulitzer and an Honorary Doctorate of Letters from Yale University in 1923, the first woman to receive this honor.

Wharton continues to be read, and films have been made of her novels, including “Age of Innocence” and “Ethan Frome.” But, while she is celebrated as a novelist and writer, few Americans today know of her extraordinary effort during World War I and the light she spread in those desperate days.



Wharton novels have been popular adaptations for film and theatre. Actress Katherine Cornell portrayed Countess Ellen Olenska in a 1929 dramatization of “The Age of Innocence.”

Karen Vuranch



Karen Vuranch of West Virginia is a traditional storyteller, as well as a Chautauqua scholar.

She has toured nationally and internationally with her play “Coal Camp Memories,” based on oral history and

chronicling a woman’s experience in the Appalachian coal fields. “Homefront” is a play based on oral history she collected about women in World War II.

Vuranch also recreates author Pearl Buck, labor organizer Mother Jones, humanitarian Clara Barton, Indian captive Mary Draper Ingles, Grace O’Malley, a 16th century Irish pirate, Wild West outlaw Belle Starr, television cook Julia Child, and pioneer/author Laura Ingalls Wilder. She has performed in a number of Chautauquas in West Virginia, Ohio, Oklahoma and Nevada, and in 2002 she participated in the Nu Wa Storytelling Exchange to China.

Vuranch is a faculty member at Concord University, teaching theater, speech and Appalachian studies. She is a freelance consultant for the Coal Heritage Highway Authority and is currently directing an oral history project.

She has an undergraduate degree from Ashland University in theater and sociology and a master’s degree in humanities from Marshall University, with a major in American studies and a minor in Celtic studies. She has eight publications and has released two CDs of stories and a DVD of “Coal Camp Memories.”



The History of Chautauqua in Nebraska

Traveling Chautauquas in the late 19th and early 20th centuries brought the world to rural communities in Nebraska.

Chautauqua combined programs of political oratory and lectures about health, science, and the humanities with entertainment, such as opera singers and stage performances of Shakespeare. Audiences heard about national issues and discussed their views with their neighbors. For many rural Nebraskans, Chautauqua was the most important week of the year.

Blossoming in Nebraska

On June 26, 1883, the first Chautauqua program in Nebraska opened in Crete. In 1884 the Crete Chautauqua Association acquired 109 acres along the Blue River for two lecture halls, a dining hall, and 700 trees on site.

Trains brought culture-hungry participants from Wymore, Lincoln, and Hastings. One delegation traveled all the way from Chadron to live in the tent city and hear the 10-day series of inspirational lectures, lantern-slide illustrated travelogues, and musical concerts. One day in 1888, 16,000 people attended the Crete Chautauqua, giving it the reputation of the greatest in the Missouri Valley.

The success of the Crete Chautauquas encouraged businessmen in Beatrice to start a similar enterprise in 1889. Other Chautauqua programs sprang up across the state.

Tent cities blossomed for week-long periods at Chautauqua. Some people camped while hundreds drove in, returning home to farm chores by night.

Chautauqua Circuits

At the turn of the 20th century, Chautauqua circuits were created. National Chautauqua promoters would roll into town, put up a big canvas tent, and overnight, towns would be transformed into bustling cultural centers.

Tent cities still appeared, but the Chautauqua circuits emphasized entertainment more than serious lectures or political debates.

In 1907, Kearney had its first Chautauqua circuit.

According to Edna Luce’s “Chautauqua,” the 1907 circuit brought campers to Kearney who would “enjoy the week living the simple life mid the cool breezes and delightful shade of the park.” Locals gathered at Third Ward City Park to hear orators and such musical performances as the Williams’ Original Dixie Jubilee Singers.

According to a 1914 souvenir program, J.D. Reed, who hailed from Hastings, had “the vision and ideals that make for permanent Chautauquas.” At that point, the idea of Chautauqua appeared to be a permanent one and, for many years, Nebraskans statewide would pack the benches to participate in what Theodore Roosevelt called “the most American thing in America.”

World War Connection

At its peak, President Woodrow Wilson called the Chautauqua movement a major contributor to the war effort. Chautauquas presented military bands and introduced wounded soldiers on the platform who told their stories

to audiences otherwise limited to local papers and letters for updates on what they called “The Great War.”

Chautauquas were so popular that it was not uncommon for Lexington’s Charles F. Homer, co-founder of the Redpath-Horner Chautauqua Circuit, to book more than 60 shows in one season.

Chautauqua speakers included Teddy Roosevelt, Helen Keller, Mark Twain, Clarence Darrow, Carrie Nation, George Norris, and perhaps the most famous Chautauquan, William Jennings Bryan, who presented his speech “Prince of Peace” more than 3,000 times.

Several factors led to the decline of traveling Chautauquas: greater mobility, radio and film entertainment, economic decline, and a change in national attitude.

Perhaps most significant was the radio, where news was quickly and directly broadcasted to the general public, making it possible to hear FDR’s “fireside chats,” the Metropolitan Opera, and radio shows like “Amos and Andy” from the comfort of living rooms.

Modern Chautauqua

Humanities Nebraska (HN) rekindled the tradition in 1984 with modern Chautauquas that use public forum and discussion to focus on a particular historical era or theme. For more than 30 years, HN has brought humanities-based Chautauqua programs to communities all across this great state.

Humanities Nebraska is honored to continue its Chautauqua tradition by partnering with the communities of Wayne and Sidney to present “World War I: Legacies of a Forgotten War” in 2018.



WWI Chautauqua Workshops

Literature of the World War I Era

Presented by Karen Vuranch


Many great works of literature came out of the World War I era. Explore excerpts from a number of works including “All Quiet on the Western Front,” “One of Ours,” “Farewell to Arms,” and “Son at the Front,” along with others from authors who wrote during the war or directly after the war. How did each author turn their war experiences into works that became beloved by readers both then and now? How did the views of the war change in the literature as time passed from the beginning of the war to the time after the war? How did these works help the country to deal with the aftermath of the war? What is their value for readers today?

Men of Bronze: Black Units in World War I

Presented by Charles Everett Pace

This workshop will introduce audiences to the story of the 369 Infantry Regiment, “The Harlem Hellfighters,” one of the most decorated American fighting units in the War as well as discussing the role of African-American soldiers in the War. The 369th served with the French and spent 191 days under continuous fire, the longest stretch of any American regiment. Also discussed will be the contrast in how they were treated by the American High Command and the French High Command, as well as the French public.

Youth Chautauqua Camp



Presented by Ann Birney & Joyce Thierer of Ride Into History

*For children grades 4 through 8 • Registration required
This camp is offered free thanks to generous sponsors.*

Youth Chautauqua Camp provides students in 4th-8th grades the opportunity to become historians, researchers, scriptwriters and actors. The five-day camp allows each participant to identify and research a local historical figure who was impacted by World War One and portray that person under the tent on the final camp day at the Chautauqua evening presentation. The camp encourages students to uncover fascinating local stories and learn valuable research and performance skills in the process.

Opposition to the Great War

Presented by A. Theodore Kachel

Not everyone shared in Wilson’s views regarding the war or politics. Whether it was William Jennings Bryan resigning in protest from the role of Secretary of State in 1915 (he later adjusted some of his views regarding the War), socialists like Eugene V. Debs who differed with Wilson politically, or pacifists that opposed violence in any circumstances, there were opponents to the Great War in many sectors of American society. What kind of response did the Wilson Administration have to these opponents? If action was taken against them, what kind of constitutional questions does that raise?

Picketing the President: U.S. Women’s Suffrage Protests in War Time

Presented by Helen Lewis

The issue of women’s suffrage was ongoing during the World War I era. How does a movement for domestic change continue through a world crisis and arguably gain ground? This workshop will look at the women’s suffrage movement during the time of World War I. It will also compare the strategies of leaders like Alice Paul and of Carrie Chapman Catt, exposing the risks and the reasons for protesting or not protesting for civil rights during war-time.

Post-War Relief Efforts & Women’s International League for Peace and Freedom

Presented by Helen Lewis

An examination of efforts by Herbert Hoover and other public figures to bring relief to war-torn Europe can generate audience reflection about international responsibility to help rebuild nations destroyed by war. Looking closely at the efforts of the Women’s International Congress at The Hague and the founding of the Women’s International League for Peace and Freedom after the Great War can raise awareness in the audience of the development of on-going peace efforts since the era of Jane Addams and Aletta Jacobs.

Religion in American Politics: From Bryan to Bush

Presented by A. Theodore Kachel

The emergence of a “religious right” especially in the Republican Party has raised many questions about the role of religion in America’s political life. We go ‘back to the future’ by looking at how Bryan was informed by his Protestant Evangelical faith to seek progressive reforms in his political campaigns and crusades. What is now seen as a religious vision that only leads to conservative economic and political movements found in Bryan just the opposite sense of what his religious faith demanded of him as a political leader. We will look at one of his most famous Chautauqua speeches, “The Prince of Peace,” to uncover how he made this turn from conservative faith to progressive politics.

See schedule on back page for dates, times, and locations.

Shadows of War: German-Americans in WWI

Presented by Paul Vickery

As World War I progressed, German-Americans found themselves often the target of scrutiny or discrimination here in the U.S. Why was this group targeted? What made German-Americans seem to be less loyal to the American/Allied cause? This workshop will look at the situation facing German-Americans in the U.S. and what kinds of anti-German sentiment were practiced in the United States. Also to be discussed is the changing relationship between Germany and the United States from the late 1800s until the U.S. enters the War and why German-Americans in particular were targeted.

Winning Hearts and Minds

Presented by Charles Everett Pace

Since George Creel, America’s chief war propagandist in World War I, began the official U.S. effort to use the arts and humanities to advance our national security interest we have developed a successful series of public programs devoted to “winning hearts and minds” among the domestic and foreign publics. How did Creel and others tap into engaging Americans’ “hearts and minds” in World War I and beyond? What methods of propaganda and persuasion were used in World War I and how did those methods change over time? How might we apply lessons learned from these endeavors to “win hearts and minds” in our on-going post 9/11 world? How has our connectedness in terms of information led to a sense of disconnectedness from our communities?

Women of World War I

Presented by Karen Vuranch

World War I was a brutal conflict in which many men faced danger and loss of life. But, there were many women who braved the dangers of the battlefield. From ambulance drivers to nurses to telegraph operators, women showed bravery in the face of danger during World War I. This PowerPoint workshop will explore the contribution of women during the first great international conflict. The workshop will incorporate historical photographs and will explore both women’s role on the battlefield as well as the relief efforts of women on the home front.

World War I: New Weapons, Old Tactics

Presented by Paul Vickery

World War I proved to be a war of transition in terms of the methods of war. The first battles looked more like conflicts from the 19th century, but as the War progressed new technologies were introduced. These new weapons were ahead of their time when those conducting the war continued to utilize past strategies of combat. This workshop explores the basics of trench warfare as well as new weapons like machine guns, improved rifles, aircraft, tanks, U-boats, and poison gas, among others.

Spanish Influenza killed millions

By Dr. Joseph Owen Weixelman, Professor of History, Wayne State College

Spanish Influenza was an epidemic disease that started on the Great Plains of America and spread around the globe through the agency of the First World War. Ultimately, it killed more people than any plague in history.

The outbreak of the Spanish Flu peaked during the final month of fighting the Great War. However, many deaths from the flu were mistakenly recorded as battlefield deaths.

Censored Reports

Both the Allies and the Central Powers were anxious to censor any damaging news to prevent the other side from learning their weaknesses.

When Spain, a neutral nation, was overwhelmed by the epidemic, the public finally learned about it and thought of it as a Spanish

catastrophe. Hence, it was soon nicknamed “The Spanish Flu.”

Actually, the first reported case of the flu appears to have come from a farm in Haskell County, Kansas.

Several influenza cases were reported by a newspaper in late January 1918. The local doctor grew concerned when the numbers escalated to epidemic proportions.

His patients were formerly some of the healthiest in the county. When they began to die of pneumonia, the newspaper was perhaps afraid to print this news for fear of the effect it would have on the nation’s morale.

Then, just as quickly, the epidemic passed, and Haskell County returned to normal.

Spreading Virus

Unfortunately, the draft

took men exposed to the virus in Haskell County and sent them 267 miles away to Fort Riley. During the outbreak, a Haskell County man went to Fort Riley to visit his brother while, unbeknownst to him, his child fell under the pall of the epidemic at home. Another soldier had a five-day furlough in February and spent it at Haskell.

By March 4, the first soldier at Fort Riley came down with the flu. By the end of the month, there were 1,100 cases.

Global Exposure

The virus was easily transmitted to New York as soldiers were constantly leaving Fort Riley. As they embarked for Europe, they carried the virus unknowingly to Estaples, France.

Estaples was the staging

area for millions of allied troops, so the disease quickly spread to the trenches, and, as troops returned home, to the world.

With its rapid spread, health agencies were caught off guard. As much as a third of the planet’s population became infected.

The deaths were staggering – eight million in India, 40 million in Japan, and approximately 675,000 in the U.S. Worldwide, between 50 and 100 million people died, or 3%-6% of the population.

Rapid Onslaught

The highly contagious disease was distributed by an H1N1 virus, mainly through coughing. It affected the bronchial passages and led to pneumonia. This could lead to death in just a few days.

In fact, the rapidity of



Patients with Spanish Flu were treated with rest and good ventilation. Walter Reed Hospital in Washington D.C. had beds set out on balconies, separated by sheets. The rest of the U.S. followed suit.

SOURCE: WIKIMEDIA COMMONS

its onslaught was its most frightening characteristic. A person might feel fine one day and be dead the next.

At the time, Spanish Flu was treated by rest and good ventilation. Although there was a market for home remedies — such as Horlick’s Malted Milk or Dr. Barker’s “cure” of a 36-hour fast followed by lemonade — these cures were

seldom effective. Thus, the prevention of the spread of the Spanish Flu became the major fight.

Counter Attack

The best prevention was to quarantine those who were ill.

The State Board of Health in Nebraska had the power to close public establishments to prevent large gatherings of people where the disease could spread. Thus, on October 21, 1918, the Board of Health placed a ban on public gatherings.

In Wayne, restaurants, the billiards hall, theater, and local school were all closed. Nebraska State Normal School (now called Wayne State College) closed down in mid-October and sent students home.

Beating the Odds

Sixty-three people in Wayne contracted the disease, but nobody died. However, the newspaper carried stories of deaths in other towns and of locals dying of the Spanish Flu elsewhere.

The largest number of cases were reported for students enrolled in the Student Army Training Corps on the campus of the Normal School. The administration converted the dormitories and the Industrial Arts Building into makeshift hospitals for the care of the sick, who were in essence “quarantined.”

Female faculty and the wives of faculty members volunteered to nurse the patients. Even the college President, U.S. Conn, and his wife got involved, nursing some of the worst cases in their own home.

In Hastings, the college was quarantined, and military pickets were called to prevent students from leaving. In Norfolk, 101 homes were quarantined. Authorities in Sidney quarantined the town without a single case of the flu being reported as a precautionary measure.

In the end, 20,000 people were infected with the virus in Nebraska, leading to an estimated 1,500 deaths.

Then, the disease dissipated almost as fast as it arrived. No one knows why the virus ceased to be deadly, but scientists think it may have mutated to a less virulent form.

On November 1, 1918, the ban against public gatherings in Wayne came to an end. By the time the war ended on Armistice Day, November 11, the epidemic was waning worldwide. For many, the deaths were remembered as war casualties and not as Spanish Flu, teaching us that the hazards of war extend far beyond any battlefield.



HUMANITIES NEBRASKA

Inspiring and enriching the lives of Nebraskans since 1973

CAPITOL FORUM ON AMERICA’S FUTURE



High school students across the state study and discuss U.S. policy on climate change, trade, nuclear proliferation, immigration, and terrorism. In March, delegations meet at the State Capitol, where students have the chance to question state and national elected officials about global issues.

MUSEUM ON MAIN STREET



Nebraska is among the first states to host a new Smithsonian exhibition titled “Water/Ways.” This traveling museum exhibit celebrates water as an essential component of life, impacting each of us in ways simple and profound. It opens June 23 in Valentine and will journey to Broken Bow, David City and Holdrege in 2018.

CHAUTAUQUA



In this 100th anniversary of the end of World War One, there is only one Chautauqua in the nation focused on the legacy of this largely forgotten war. Scholars portraying Woodrow Wilson, William Jennings Bryan, Jane Addams, W.E.B. Du Bois and Edith Wharton shed light on the long-term effects of the “Great War,” which still affect us today.

PRIME TIME FAMILY READING TIME



This free, reading and discussion program helps under-served kids ages six to 10 who struggle with reading and their families. Through award-winning children’s books, kids learn to love reading, which causes measurably higher levels of academic achievement for a lifetime.

23RD ANNUAL GOVERNOR’S LECTURE IN THE HUMANITIES Pulitzer Prize-Winning Author JON MEACHAM

October 9, 2018 • Lincoln
Lied Center for Performing Arts



Jon Meacham will explore the watershed year of 1968 and its long-term effects after 50 years in a lecture that is free and open to the public.

SPEAKERS BUREAU



More than 130 speakers offer hundreds of programs around Nebraska each year. There is a topic to suit any group, such as current global issues, world and state history, literature, art, music, and more. Speakers can be booked through HN for any school or other non-profit institution at HumanitiesNebraska.org.

GRANTS PROGRAM



Each year, Humanities Nebraska offers grants to non-profit organizations that produce public humanities programs and projects, in visual, verbal, electronic or live formats. Major grants (more than \$2,000) and media grants are awarded twice a year. Mini grants are awarded bi-monthly.

PARTNERSHIPS



In collaboration with other organizations, HN supports even more humanities programming. Partnerships include National History Day: Nebraska, the Nebraska Literary Tour taking you to significant sites across the state, the Nebraska State Poet, Nebraska Warrior Writers, and Humanities Desk features on NET Radio.

Support Humanities Nebraska

Humanities Nebraska funded programs in more than 150 communities last year, thanks to generous contributions from citizens like you. Please consider joining them in supporting HN’s many programs that enrich personal and public life by offering opportunities to thoughtfully engage with history and culture. To make a gift that will support HN programming, visit our website or pick up an envelope at our Chautauqua information table.

Nebraska Cultural Endowment

The Nebraska Cultural Endowment is pleased to be a partner with Humanities Nebraska and the Nebraska Arts Council in ensuring a lasting legacy of arts and humanities programs for all Nebraskans. Congratulations to HN for its 2018 Chautauqua season and best wishes to volunteers in Wayne and Sidney for making it possible. To become a partner in Nebraska’s cultural future, contact the Cultural Endowment at 402-285-2226 or info@nebraskaculturalendowment.org.

Schedule of Events

ONGOING

World War I posters from the WSC Library Collection,
Peterson Fine Arts 210

THURSDAY, MAY 31

6:30 p.m. Lecture by Karen Shoemaker, author of “The Meaning of Names,” Wayne Public Library

THURSDAY, MAY 31 THROUGH SUNDAY, JUNE 3

7 p.m. “Sgt. Stubby: An American Hero” animated film, the Majestic Theatre, \$

MONDAY, JUNE 4

11:30 a.m. Music of the WWI Era: 1914-1918” by Jack Imdieke, Wayne Senior Center, 410 N Pearl St., Suite B

1-5 p.m. Youth Chautauqua Camp, Wayne Public Library
**Preregistration required*

3-5 p.m. “Remembering the Family Story” workshop, hosted by the Wayne State College Department of Language and Literature, Wayne Public Library

TUESDAY, JUNE 5

1-5 p.m. Youth Chautauqua Camp, Wayne Public Library

WEDNESDAY, JUNE 6

1-5 p.m. Youth Chautauqua Camp, Wayne Public Library

6:30 p.m. Meet the Chautauquans, Ramsey Theatre, Peterson Fine Arts Building, Wayne State College (WSC)

THURSDAY, JUNE 7

10:30 a.m. Men of Bronze: Black Units in WWI,” Charles Everett Pace (Adult Workshop), Gardner Building, Room 115, WSC

12:30 p.m. Picketing the President,” Helen Lewis (Adult Workshop), Gardner Building, Room 115, WSC

1-5 p.m. Youth Chautauqua Camp, Wayne Public Library

2 p.m. “Women of WWI,” Karen Vuranch (Adult Workshop), Gardner Building, Room 115, WSC

6:30 p.m. The Front Porch Pickers, Ramsey Theatre, Peterson Fine Arts Building, WSC

7 p.m. Paul Vickery as President Woodrow Wilson, Ramsey Theatre, Peterson Fine Arts Building, WSC

7:30 p.m. An evening with William Jennings Bryan (Ted Kachel), Ramsey Theatre, Peterson Fine Arts Building, WSC

FRIDAY, JUNE 8

10:30 a.m. “WWI Weapons,” Paul Vickery (Adult Workshop), Gardner Building, Room 115, WSC

12:30 p.m. “Opposition to the Great War,” Ted Kachel (Adult Workshop), Gardner Building, Room 115, WSC

1-7 p.m. Youth Chautauqua Camp, Ramsey Theatre, Wayne State College

2 p.m. “Winning Hearts and Minds,” Charles Everett Pace (Adult Workshop), Gardner Building, Room 115, WSC

5:30 p.m. Meal by Rotary Club of Wayne, Willow Bowl, Wayne State College (free will donation)

6 p.m. Youth Chautauqua presentations, Ramsey Theatre, Peterson Fine Arts Building, WSC

7:15 p.m. Paul Vickery as President Woodrow Wilson, Ramsey Theatre, Peterson Fine Arts Building, WSC

7:30 p.m. An evening with Jane Addams (Helen Lewis), Ramsey Theatre, Peterson Fine Arts Building, WSC

9 p.m. Chautauqua After Hours, Johnnie Byrd Brewing Company, 121 N. Pearl St. (www.johnniebyrd.beer), \$

SATURDAY, JUNE 9

10:30 a.m. “Post War Relief Efforts,” Helen Lewis, (Adult Workshop), Gardner Building, Room 115, WSC

12:30 p.m. “German-Americans in WWI,” Paul Vickery (Adult Workshop), Gardner Building, Room 115, WSC

2 p.m. “Literature of the WWI Era,” Karen Vuranch (Adult Workshop), Gardner Building, Room 115, WSC

6:30 p.m. Wayne Community Theatre, Peterson Fine Arts Building, Room 210, Wayne State College

7:15 p.m. Paul Vickery as President Woodrow Wilson, Ramsey Theatre, Peterson Fine Arts Building, WSC

7:30 p.m. An evening with W.E.B. Du Bois (Charles Everett Pace), Ramsey Theatre, Peterson Fine Arts Building, WSC

9 p.m. Chautauqua After Hours, Johnnie Byrd Brewing Company, 121 N. Pearl St. (www.johnniebyrd.beer), \$

SUNDAY, JUNE 10

2 p.m. “Religion in American Politics: From Bryan to Bush,” Ted Kachel (Adult Workshop), Gardner Building, Room 115, WSC

3:30-4:30 p.m. Historical Presentations and Reception, Wayne County Historical Museum, 7th and Lincoln Streets

6:30 p.m. Local Entertainment, Ramsey Theatre, Peterson Fine Arts Building, WSC

7:15 p.m. Paul Vickery as President Woodrow Wilson, Ramsey Theatre, Peterson Fine Arts Building, WSC

7:30 p.m. An evening with Edith Wharton (Karen Vuranch), Ramsey Theatre, Peterson Fine Arts Building, WSC

Adult workshops are scheduled to last appoximately one hour.

For more information and a mobile-friendly agenda, please visit www.NebraskaChautauqua.org

Welcome to the Wayne Chautauqua!

★ ★ ★ ALL EVENTS FREE & OPEN TO THE PUBLIC ★ ★ ★

Wayne State College

1111 Main Street • Wayne, Nebraska 68787 • www.wsc.edu • Member of the Nebraska State College System • Our Focus is Your Future

Dear Friends and Visitors,

We are honored to welcome you to our hometown to celebrate the 100th anniversary of the end of World War I. In Wayne, 1918 was a year of continued enlistment of young men, food conservation, and suspicion of immigrants of German heritage; our local paper, the *Wayne Herald*, faithfully chronicled the rosters of young men headed off to training, as well as calls for local Germans to register at the local post office and announcements about the discontinuation of German language classes in local schools. Alongside these stories were ads for “meatless meals” and war bonds, all a part of the regional homefront’s contribution to the war effort. 1918 also marked the beginning of two significant projects at Wayne State College: the College opened chapters of the Student Army Training Corps and the Student Nurse Reserves. In March, the Aurora Borealis was visible in Wayne. While some took it as an omen or a portent, to the contrary, World War I was declared ended just eight months later. It was not, however, soon enough for Irvan B. Lyons, a Wayne soldier who died in Europe in October. His story is chronicled on the first page of this Reader.

Chautauqua has given our community the opportunity to delve into our own regional and genealogical histories from the period. The events and workshops organized by the Wayne Public Library, Wayne Community Theatre, and Wayne County Museum share the stories of men and women just like us, living in a different era. Their fascinating stories are at once incredible and familiar. We invite you to interact with these historical figures and artifacts at the various events throughout the week, and we hope it will inspire you to research and share your own family histories from the WWI era.

The participation of Wayne State College students has been a wonderful addition to this year’s program. The front-page feature on Irvan B. Lyons is the work of Shelby Hagerdon, a first-year History major here at WSC. The reception and showcase at the Wayne County Museum on Sunday, June 10 features the research of WSC History students: they will be explaining the origins and uses of artifacts from the WWI era on display at the Museum. These students represent WSC’s proud tradition of service-learning, in which students learn academic principles by applying them in service of community groups and organizations.

We also appreciate the opportunity to showcase our vibrant and eclectic local businesses and organizations. When you aren't noshing with the Rotarians or socializing over brews at Johnnie Byrd, please take some moments to stop in at our independent and locally-owned eateries, galleries, and shops. We residents of Wayne are a warm and welcoming bunch. We look forward to getting to know you on your visit to our corner of Nebraska. Welcome to Wayne!

Marysz Rames, President, Wayne State College
Wayne Chautauqua Steering Committee

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Thanks also go to the many generous donors and volunteers whose names were not available at press time. Without your help, this wonderful event could not have happened.

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Try the mobile-friendly agenda at NEChautauqua.org to keep convenient scheduling information on your mobile device.

Our thanks to *The Wayne Herald* for printing this special edition of *The Chautauqua Reader*.