

The 'Mystique of the Dean' Extends Even to Parking Priorities

Editor's Note: The following article represents the opinions of the author, and not necessarily those of the Summer Nebraskan. The Summer Nebraskan welcomes other viewpoints from readers.

Dr. Miles Tommerasen
Director of Business & Finance
404 Administration Building
Lincoln Campus

Dear Miles:

I owe someone in the palace hierarchy a word of thanks! I am not sure to whom this particular "thanks" should be directed and so I will address this to you and hope that you will see it through appropriate channels. I am referring specifically to the new parking stall between the Love Library and the College of Business Administration labelled DIRECTOR-LIBRARY.

When this new stall was first called to my attention my first reaction was to say (to my Secretary, who called it to my attention): there will soon be a new Director of Libraries and this is intended for him. I have been a Director of Libraries on this Campus for twenty-seven years, with responsibilities on two campuses in Lincoln and with libraries in twelve different buildings, and no one before now ever thought that I needed convenient access by automobile to a parking stall in order that I might go and come conveniently without spending half an hour on each trip searching for a place to park. During those many years it was only "a hunting license" that I carried on my windshield, and especially in those recent years when the students were visibly debating whether any faculty member at all should have a preferred place to park.

Well, I did feel "the honor of the thing" even though I suspected that this new parking stall was really being set aside at this late date for the new Director of Libraries when he comes in this fall and not for me. Frankly, I did not immediately occupy the new stall. Then I recalled that a recommendation had already

gone forward to President Joseph Soshnik from the faculty Library Committee that the NEW Director of Libraries should be titled Dean of Libraries. The idea behind this recommendation was, as I recall, to give the new Director (or Dean) sufficient status and leverage on the campus to enable him to work effectively with college deans in transacting library business at the level of policy and program determination.

You are well aware, no doubt, of "the mystique of the Dean" on this Campus. If you are a Dean you get a parking stall without any question. You meet with other deans on a variety of business and professional and social occasions. A dean can even meet with Presidents and Vice Chancellors, which is something, and once a year a dean might even expect to be invited to the Chancellor's home to meet someone important from out-of-town. Now this mystique extends to all deans, and not just to real deans, that is, if you are a dean, or an associate dean, or merely an assistant dean, it doesn't matter; you will on all occasions be addressed as "dean" and you will participate in full equality in all occasions in which deans are involved. Our national immaturity which manifests itself in the father figure with which we invest the Presidency of the United States, the Governorship of every State, and the Presidency of every college or university, comes into full flower in the plethora of deans with which we are blessed.

Now there is no mystique about directors. Directors enjoy individually and collectively all the privileges and perquisites of "the forgotten man". They are wholly unable to fit into the University's royalty. Perplexed to know what to do for the directors, President Soshnik called them together for two or three coffee hours in the early morning, but the almost total lack of community of interest among them was quickly

apparent and the arrangement dissolved in competition with other scheduled commitments which seemed to have more purpose. The one director in the community who might have provided some cohesiveness to the meeting of directors was never able to be present. He could not have helped for very long at that because this particular man is already well on his way to "sainthood", and would not long therefore have retained his place among the directors. He is beloved by almost everybody and most recently by the Board of Directors of the National Bank of Commerce.

But to get back to my parking problem and the private stall recently designated for the Director of the Library! One morning a couple of weeks ago I came downtown with a most serious problem on my mind and one which had, if possible, to be solved that day. The thought suddenly occurred to me as I drove downtown, why not for today at least behave like a real Director with a capitol D and park in your new parking stall. And I did! I not only parked there all that day, while I was trying to solve my difficult problem, but also the next day and the day after that!

The first day I parked in the new stall was bright and sunny and except for the dust on the car everything seemed to go well. For the first time in ten years, by the way, I have a new car and so for that reason, too, I felt entitled to part in the special stall, because I was no longer a disgrace to the community of directors, such as it is, for driving an old car. Well, the second and third days we had a lot of moisture in the air and the big elm trees dripped all over my car. That was a little discouraging. But then—the birds came! Now these are old campus residents, these birds, and they came at my car from every angle with not so much as a single near miss. It was well plastered. Well, that was almost too much

for an old campushand like me. But the next day came the final insult! The driveway repair men came in with scraper and blower and tar buckets. They didn't tell me that morning to get my new car out of harms way before it was too late. No! They worked around it all day long and at three in the afternoon sent for me to move the car so they could work at the pavement cracks that were under it. I went out to move my car and found it covered with a thousand small pieces of dried tar dug out of the cracks and scattered by the blower. Well, I had had the car washed the night after the elm trees had dripped copiously upon it; and I had had the car washed the night of the second day the birds had at it; and I took it down again to have the tar washed off it, always for pride and looks of course, and to save the paint!

Now I can't afford to have my car washed every night in order to drive it home without paint damage. There was, of course, the risk of damage both to my pride and my prestige if I didn't have it washed. Reluctantly I decided that I simply can't afford to enjoy this new distinction bestowed at long last on the Director of Libraries. I am going back to parking with the faculty hoi polloi on the open faculty parking lot. And what to do with this new private parking stall is one problem I don't have to solve because there will soon be a new director, or dean of libraries, and if the sign is still there when he comes, he can decide if he wants to expose his car to the ravages of Nature and Man as I there encountered them.

Sincerely,

Frank A. Lundy
Director of University
Libraries

FAL/vfp



Incoming NU freshmen register for the Summer Orientation Program, which began June 10 and ends July 14. During the one-day program the students and their families tour the campus, discuss various aspects of University life and meet with campus officials and administrators.

Schools Offering Courses On Problems Facing Youth

Nebraska secondary schools are responding "very well" to requests by parents and students to provide instruction on some of the important problems and concerns facing young people.

That is the conclusion of a survey on current curriculum practices among all Nebraska junior high and high schools conducted by Dr. Galen Saylor, professor of secondary education at the University of Nebraska-Lincoln.

More than 60 percent of the schools reported that they offered instruction in drug education during the present school year. Two-thirds of the schools offer a health education program and about half of them have provided instruction in pollution and ecological problems. About the same number of schools provide instruction in consumer education. However, only 36 percent of the schools reported instruction in sex education, and only one in six provides programs designated as "black studies."

The larger secondary schools, those enrolling 200 or more students, more frequently offer instruction in these areas than do the smaller schools of the state although the difference is not great. As expected, the largest high schools, those enrolling 500 or more students, are more likely to offer programs in "black studies" than are the smaller schools or the junior high schools. A similar situation is noted with respect to sex education, Dr. Saylor points out.

Instruction in most of these special subjects is carried out as a part of the regular course already offered by the schools. In drug education, only 11 of the 239 schools responding offer a separate course on the subject, but 125 include a unit on the topic in other courses.

such as biology, sociology, modern problems, science, and psychology. A similar situation prevails with regard to sex education.

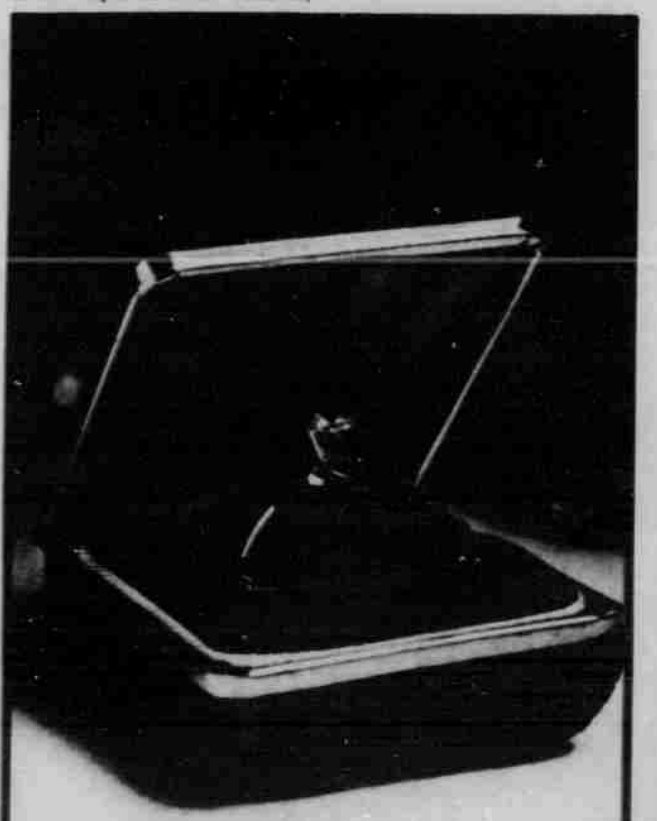
About a fifth of the schools offer a course in health; others include such instruction in biology, science, and homemaking. Black studies is usually a part of a course in English or social studies, or both. Consumer education is taught as a separate subject in about 20 percent of the schools. Others include such instruction in social studies, mathematics, and home economics.

Dr. Saylor feels that the provision of summer school programs is another encouraging development in Nebraska secondary education. Sixty percent of the schools across the state report programs during the summer months. In the largest cities of the state, summer programs are almost universally available to the students of the community.

The survey also included questions on negotiations between teachers' organizations and the board of education on salaries and working conditions. Slightly more than three-fourths (77.4 per cent) of the systems report that such negotiations have occurred this year.

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Women in Society, History Subject of New Course

By H. J. Cummins
NU Journalism Student

"Herstory"—the feminist's replacement for "history"—is coming to the University of Nebraska this fall with the introduction of a Home Economics 100 course, "Women in Contemporary Society."

The purpose of the course, according to its request form, will be "to examine from the perspectives of different disciplines the contributions of women to society, and societal attitudes toward women."

"Women have been asked to accept 'masculine' values in a society while performing in 'feminine' roles," the request form continued. "As the experience of black people shows, this type of conflict precipitates a grave identity crisis for the minority culture."

The female search for identity and "the refusal by educational institutions to play any role in it" prompted NU's Women's Action Group to organize this women's studies course, according to Miss Patti Kaminski. A member of UWAG and the course student-faculty steering committee, Miss Kaminski said she believes the course allows NU to establish "its leadership in the field of human relations."

Asked if it would be a "women's lib" course, Miss Kaminski denied any such slant, saying, "It's my feeling that women's liberation doesn't have to be defended, it only has to be seen."

Another UWAG steering committee member, Mrs. Tom Hilliard, agreed, adding, "This must and will be an objective study of women in society and women as defined by society. Women's liberation is a legitimate part of all this, both historically and currently, but it will not be presented out of perspective."

Cross-listed by the sociology department for both the fall and spring semesters, the course consists of two classes a week, 10:30-11:20 a.m. Tuesdays and Thursdays. Two credit hours will be awarded to students who attend these lectures and write in a journal after each, briefly explaining the day's topic and their reactions to it, Miss Kaminski said.

"The journal is not a hard-and-fast rule, though," she continued. "If a student can justify another way to show his or her involvement in the course, it will be accepted. We hope to make this course very free mechanically."

Students also have the option of earning an additional credit for completing an independent research project on a topic of special interest to them, according to the course outline.

They may ask any faculty member they choose, the outline reads, to aid them in their research. If the instructor agrees, he will serve as their advisor and grade their completed project.

By January of this year, more than 50 NU instructors had indicated "enthusiasm" about aiding such research, according to Miss Kaminski. "And we've barely begun to approach most of the faculty."

Students taking the course for two credits receive no grade on their work, only a "pass" or "fail," as it is listed in the registration manual, Miss Kaminski said. However, she added, "those who receive three credits may take it pass-fail or for a grade—the option is theirs."

According to the tentative lecture schedule, the semester is divided into three general areas—the temperament, status, and role and image of women.

After an introductory period when Dr. Constance Keis, the course faculty adviser, clarifies the course's mechanics to the students, the schedule calls for four lectures on female temperament.

Lectures on biology (male-female physiological differences, and female medical problems), and psychology (the personality development of women) begin the course, Miss Kaminski said, because "the female identity is first and foremost her body."

All 30 lectures will be given by separate individuals the steering committee believes are qualified to speak on the day's topic, Miss Kaminski said.

For example, Dr. Susan Welch, an NU assistant professor of political science, will talk about women's roles

as political leaders and voters; Mrs. "Twig" Daniels, adult adviser to the NU YWCA and three-year seminary student, will cover theology and morals; and Dr. Nelson Potter, NU assistant professor of philosophy, will discuss women in philosophy.

Other lecturers already committed to speak include Mrs. Pat Knaub, of Centennial College, on women in families; Dr. Jacqueline Voss, assistant professor of human development, and Dr. Wayne Gregg, professor of sociology, on female career roles; and Mrs. Janet Huss Foley of the Department of Information, on the influence of mass media on the roles of women.

The second section of the course, women's status, concerns itself with women's history, and women's roles in various cultures and in political science, economics, religion, law and philosophy within our own culture, according to the course outline.

"Women have long studied the disciplines in this section," said Miss Kaminski, "but they are always male oriented, to the exclusion of women. It's time women learned something about themselves."

The final section, role and image, will stress today's situation, according to Gregg, the NU sociology department representative on the steering committee.

Modern family and career roles will be examined, he said, and several sociologists will explore social pressures on women in general, and on ethnic women in particular.

Also, lectures on English, education, mass media and the arts—the reciprocal relationships they maintain with contemporary women—are included, he said.

The course will end with

two lectures on today's feminist movement concerned with all its levels from international to local.

Courses used for references by the NU group include those in the planning stages last summer for Cornell, Vassar and Princeton, and the 11-course program initiated this year at San Diego State.

Definitely scheduled for at least two semesters, the course is being organized by three faculty advisers, Drs. Keis, Voss and Gregg, and six UWAG members, Mmes. Hilliard, Betty Munson, Nancy Rozman and Susan Eisenhart and Misses Kaminski and Barb Taras.

Dental College . . .

Continued from Page 1

"The Indian is in a constant state of despair. He can't join the mainstream of American life, yet neither can he cling to the rapidly-fading cultural links of his ancestors," said Joe Baldwin in "As Long as the Grass Shall Grow," the University of Nebraska School of Journalism's 1971 depth report.

Baldwin wrote, "Ours is not a pleasant story, for we write of the poorest group in the United States. Most of today's 600,000 Indians . . . are poor, dirt poor. Many Indian families exist on \$30 a week. The national average for families of all colors is \$130 a week."

Baldwin said 40% to 75% of all adult Indians are unemployed or underemployed.

Commenting on the entire situation, Ford added, "You really don't understand until you see the type of conditions . . . but I guess you really can't understand unless you're an Indian."

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