

University Foundation To Strengthen Academics

... Through Voluntary Support

Editor's Note: The following depth report was written for an advanced reporting class at the School of Journalism.

To vitalize, to stimulate, and to strengthen the various levels of the University of Nebraska's academic program through voluntary support. This is the function of the University Foundation.

"We take it from an adequate school and try to make it an outstanding university—by getting and keeping excellent scholars," explained Harry R. Haynie, president of the Foundation. "We do that which can't be done by taxpayers."

What can't be done by taxpayers amounts to yearly assets of almost one million dollars, gifts of Nebraska alumni and other donors. The fund, which has "grown steadily" since the Foundation was incorporated in 1936, has doubled in the past three years, according to Haynie.

Generates Interest

The job of the Foundation, pure and simple, is to generate this interest in giving to the University. Although the school had 9,741 donors in 1965, an increase of 1,158 over the previous year, this is not nearly enough, Haynie said. It represents 13.7 percent of the 53,000 alumni (attended at least one year) whose addresses are known. This is about average for public schools, but Kansas University, for instance, has contributions from more than a 20 percent of all past graduates.

How does the Foundation go about the delicate task of making people want to give? There are three main ways:

1) Mail to all alumni. A yearly magazine listing a 11 donors by their class and by geographical distribution is sent to all alumni. In addition, pamphlets which discuss the accomplishments and improvements at the University due to gifts, and the advantages of giving, such as tax exemptions, are mailed out from time to time. A system of class agents has been effective since the roll of donors has been published. Each graduating class has one person assigned to stimulate interest within the class to donating to the alma mater.

2) Direct solicitation. A list of priorities on needs and possible projects is formulated by the Administration. The Foundation then talks to various parties regarding donations for specific causes. An example of this is the Nelle Cochrane Woods Art building, constructed last year from funds donated by Mr. and Mrs. Thomas C. Woods of Lincoln.

3) Student Endowment for Educational Development Committee (SEED) of the University of Nebraska Builders. According to Haynie, most students do not know that the Foundation exists or what its purpose is. When they become alumni it takes at least five or six years for them to realize why they are getting mail asking for contributions. In order to save those years, the Foundation began a program two years ago, in cooperation with Builders, a major campus organization, to educate the students about the University Foundation.

Foundation Week
A Foundation Week is now held each year during which a dinner is given for campus leaders to generate enthusiasm. A series of slides showing what the Foundation has done for the students was first made and presented last year and is now shown to various groups throughout the year.

In addition, a new project is being tried this year. On April 22 a computer dance was held in the Nebraska Union for all students. The profits of \$500 were turned over to the Foundation. According to Jim Kinyoun, Builders president, the organization hopes to build a \$12,500 fund which will be invested for them by the NU Foundation. At 4 percent the fund will net the \$500 which the Builders annually

donates to the professor voted as tops by NU students.

Parents Program
Last year a parents program was initiated by the Foundation. Parents of University students were invited to join alumni in providing voluntary support in behalf of the University.

Gifts are made to the University in different ways. Endowed funds, usually made as testamentary gifts, are invested by the University. The capital gain is then used annually for a designated purpose. Haynie said that 94.96 percent of all the voluntary money received by the University is restricted in its use.

An area which is growing in importance concerns undesignated gifts; that is, funds which are given to meet the most urgent needs of that particular time. These funds never become out-dated as a result of changing times, Haynie said. Cash or checks as little as \$5 or as much as several thousands, "depending on the individual donor's situation," are donated in this way.

There are several other methods of contributing; securities, income (the University may get an individual's income for at least two years



Harry R. Haynie, President of the University Foundation, receives a \$2,000 check from Felber Maasdam, a 1934 Nebraska alum in California. The check was presented to the Foundation at a Nebraska alumni gathering in Burbank, Calif.

he retains the securities or property from which it is derived under a short-term trust), life insurance (the University is designated owner and beneficiary of one or more of an individual's policies) and gifts in kind (property other than securities, such as grain and real estate which has appreciated in value.)

Where Does Money Go?

The most important question concerning the entire Foundation is—where does the money go?

"We touch almost every area of concern at the University," Haynie said.

A breakdown of the investments made to the Foundation in 1965 shows the validity of that statement:

Scholarships \$287,404.85
Fellowships 49,134.62
U. Of N. Museum 2,993.05
Research Support 385,389.69
Faculty and University Support 129,202.38
Keys, Prizes, Trophies 186.00
Faculty Travel 4,749.02
Nebraska Center 305.32
Professorships 37,548.32
Honorarium and Lectureships 1,760.10
Sheldon Art Gallery 8,876.20
Love Memorial Library 2,446.19
Research Equipment 14,209.93
TOTAL \$924,196.67

NU Works With Grants

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ment and helping children to feel at ease and secure in the world around them, she emphasized.

The 28 participants in the workshop are being given instruction by graduate assistants and are also working with the children in the laboratory. All the children in the laboratory are between the ages of three and five.

"Actually, the child development program at the University of Nebraska began in 1923. However, in the past it was for people who could pay for it. Today we have found that all children need preschool development," Mrs. Sulek stressed.

The participants of the workshops are learning to use the informal types of experiences which give children experiences and opportunities appropriate for their age group so that they will be ready for things to come, she explained.

Mrs. Sulek, in agreeing with Miss Savery, said that the children in the laboratory "haven't had many things to see since they have been locally bound." She said that the lab makes use of play equipment as a creative medium so as to give children as broad and as enriching an environment that is possible.

As Mrs. Sulek explained, the Vocational Homemaking Workshop is designed with a multi-purpose end. It is strengthening the University's Home Economics graduate program while it is training other teachers for work in areas such as the Head-Start program and vocational homemaking. Along with its training aspect, the workshop is also strengthening the background of the children involved in the program.

LITTLE MAN ON CAMPUS



"MURINE TELLS ME YOU'RE A PHYSICAL EDUCATION MAJOR."

Evening Study Attracts 500

Over 500 students have enrolled for University evening extension courses, Edor Ellingson, head of evening classes, announced.

Ellingson explained that the participants of the eight-week extension courses are divided into two groups—campus students and adults.

He said that the difference between the two groups is that the adult classification includes anyone not a full-time student while the campus student classification includes students carrying a total of six hours during the regular summer session in addition to at least one extension course.

Ellingson reported that interest in the extension courses has grown since 1963 when the total enrollment was 345 students. The 1965 enrollment involved 256 adults and 89 campus students.

Workshops Resume

Three workshop seminars in education began yesterday at the University, announced Dr. Frank E. Sorenson, Director of Summer Sessions.

One six-week seminar involves the instruction of the deaf through the use of various educational media. The course is being instructed by Robert E. Stepp, Director of the University Extension Division.

Stepp is also head of the Bureau of Audio-Visual Instruction and incorporates many of the recent developments of visual aids within the seminar course.

Two inter-session short seminars involve work in elementary education and physical education.

Alma Homze, assistant professor of elementary education, is conducting a workshop seminar on elementary reading programs. The seminar emphasizes the planning of remedial and developmental reading programs.

The reading workshop is being held at the Nebraska Center for Continuing Education on the East Campus.

Mrs. Janette S. Sayer, associate professor of physical education for women, is leading the inter-session workshop on physical education. The seminar is emphasizing the study of trends, practices, and literature in the teaching and officiating of school activities.

The inter-session seminars will continue through July 8 while the six-week session ends July 22.

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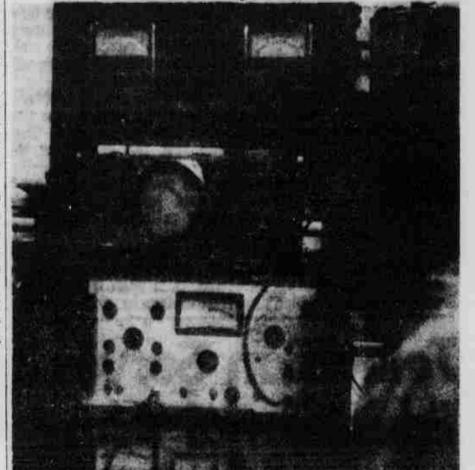
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Civilian Shift For Col. Yost

Cont from Pg. 1
cific during World War II. Since the war, he has held several posts, including overseas duty in Iran, France and Germany. He joined the University's ROTC staff last fall and in the spring was named the new commander of the Army ROTC program upon the retirement of Col. Elmer R. Powell.

Col. Yost once said that he felt "Nebraska boys make good Army officers" ... a statement he tried to prove himself. Now he will be aiming to prove that "Nebraska boys make good civilians."



The third piece of equipment from the top of the rack was purchased with funds from the University Foundation, amounting to \$1,800. The entire system cost about \$10,000. The remaining parts of the system, not purchased through University Foundation funds were bought by Federal government research grants awarded to Dr. Turgot Sarkkaya, professor of engineering mechanics.

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