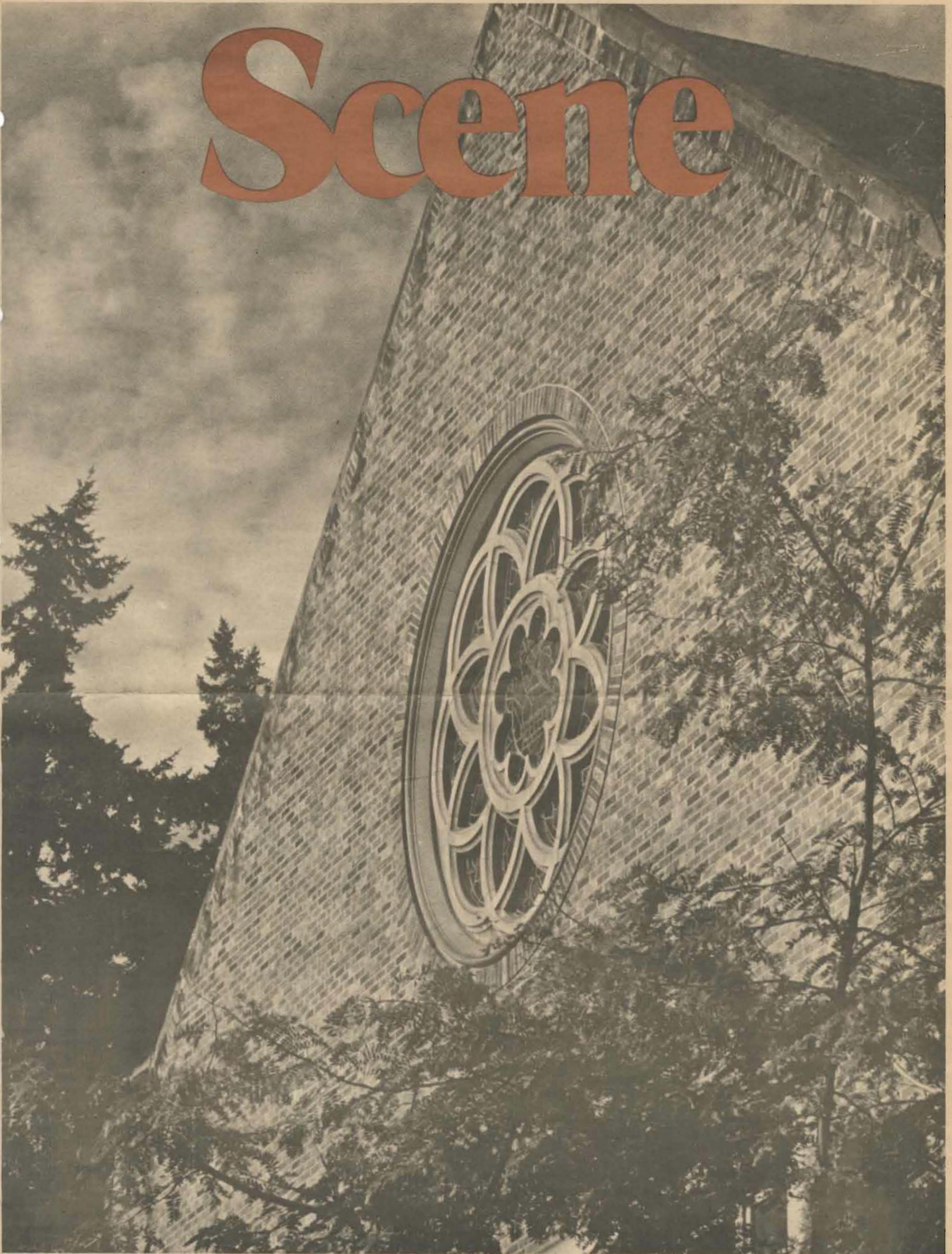


Scene



Eastvold Auditorium rose window — a campus landmark since 1952 is now a university symbol.



Special PLU Campaign Supplement II
For NPD Congregations

By Dr. William O. Rieke
President,
Pacific Lutheran University

As we launch the most intensive capital campaign in the recent history of Pacific Lutheran University, it is particularly important that we and our constituent supporters clearly understand the goals we have set, as well as the economic and societal realities surrounding the achievement of those determined goals.

We are a private, independent institution of higher education. This means, simplistically stated, that all of the programs and assets we provide are maintained without recourse to or dependence upon tax monies. In other words, we pay our own way through tuition fees and gifts or grants from a broad range of donors. This independence guarantees the freedom to determine values and curriculum.

There are three questions that get to the heart of our present and future condition: How did private higher education become independent in this nation? What is the value of being free? What does it take, dollarwise, to maintain independence?

A cursory review of the history of colleges and universities in our country begins with the founding of Harvard, long before we became a nation, in 1636. It was privately supported and church-related and set the pattern for the operation of all institutions of higher education in this country for the next 200 years: 100 percent of the colleges were privately owned and church-related. The first public college was founded shortly after

The price of independence

PLU, its owners and constituents, must make some fundamental decisions about their part in the future of the university

the passage of the first Morrell Land Grant Act following the Civil War. By 1900, there were enough public colleges developed that attendance had changed from all students attending private colleges to 75 percent attending private and 25 percent attending public. This shift in attendance patterns continued such that, by 1950, the ratio of students attending all higher education institutions was half and half. Today, in 1979, 78 percent of all college and university students are tax-supported while 22 percent are in private or independent institutions. Both public and private sectors have increased in absolute enrollment since 1950, but the increasing relative costs of the private sector have contributed markedly to the

shifting percentage of students attending public as opposed to private.

Many private schools have purposely decided to sever ties with their founding churches, primarily as a hedge against fiscal uncertainties, in order to accept ever larger amounts of federal money to meet their budgets; others are melded into the various state systems in order to continue to operate.

A significant factor threatening the solvency of many institutions, second only to the unpredictable skyrocketing inflation rate of our national economy, is the enormous amount of money, time, and effort needed to respond to federal regulations of every kind.

Does the stifling mantle of federal regulations mean that we are not truly free; that we are federally controlled; that the government pulls all the strings; that our academic mission is overpowered? The answer is no: we are free to establish and determine our curriculum; we are free to worship and hold high the cross of Christ on the campus; we are free to maintain the kind of supportive and motivated community that is expressed in the Christian faith.

But mandatory compliance with Titles and regulations imposed has a very real and influential impact on costs. We must comply, not because we receive significant amounts of operating money, but because a large amount of federal money flows to the University through student financial assistance in the form of Student Educational Opportunity Grants (SEOG), Basic Educational Opportunity Grants (BEOG), National Defense Student Loans (NDSL). Each year, Pacific Lutheran University receives about two and a half million dollars for such vital and essential assistance. With that kind of federal funding, inevitably there are federal strings — more than 160 affecting colleges and universities — require staffing to monitor, report, implement, and enforce. Legal budgets in most institutions have doubled and even tripled in recent years in order to keep pace with mounting demands. We cannot avoid the intrusion of the federal presence into our methods of operation and into our budgets.

Nonetheless, we are free to teach, to worship, to offer the sacraments. We are free in that no person can attend PLU for any length of time without being exposed to the cross of Christ. There is a place that is free academically and free spiritually, and that place is Pacific Lutheran University.

I want that message to reach every individual, every congregation — every owner of PLU — in the Northwest. Each person will have an opportunity to decide whether PLU is worth supporting — not just for the buildings we now find it



culture



reflection



friendship



study

imperative to have in order to maintain our academic quality, but for the sustaining strength of the future. The acceptance of this concept is as important as the dollars we raise.

Secondly: What is the value of being free? Is it really worthwhile, particularly when our state institutions are as strong as they are?

Since coming to PLU in 1975, following seventeen years of service in the public sector of higher education, I am more persuaded than ever that the private sector must be maintained. What can a private school do that a public institution cannot? As illustration, there are two things the state schools cannot do, one because they are bound by law, and the other because of the restrictions inherent in the system. They cannot, by law, officially engage in anything that has to do with instilling faith and value. And they cannot respond to immediate needs of students for curricular changes because they are intrinsically so well protected by strong bases of tenure and internal pressures; ponderous systems cannot move rapidly.

In private institutions, on the other hand, if the faculty and administration are not keenly aware of the student's needs and those needs are not met, students will not remain at the institution. Being tuition-dependent, the private schools must remain in the vanguard of innovative and contemporary programming to provide answers for our changing society.

It is interesting to reflect on the fact that, even though only 22 percent of the total student enrollment across the nation attends private institutions of higher education, 40 percent of the presidents and business executives of Fortune's top 100 corporations, more than half of the members of the last Congress, and two-thirds of the presidents of the United States were educated in independent colleges and universities. The importance of this is seen in a remark from John W. Gardner, former Secretary of HEW, who said "virtually every far reaching social change in our history has come from the private sector."

In traveling around the Northwest in recent months, I have been keenly aware that among the leadership in the churches and communities, in schools, civic organizations and businesses I have visited, a great proportion of PLU graduates is represented. The service orientation is part of the value system of students who attend church schools, and it pays immeasurable dividends to the communities in which they live. These dividends are compounded greatly when, as in the case of PLU alumni, the graduates have been prepared for and have attained leadership roles.

Is it worthwhile? The response of a couple I had invited to assist in the current campaign merits quoting: "Three of our children went to PLU. They married three others

who were there. That makes six kids from PLU." Their pride and intense gratification with these children led immediately to the question, "When do we start?"

Now, thirdly: What really is the price of independence? What is the price of freedom in terms of dollars? It comes high.

The total budget for Pacific Lutheran University last year was

'Is PLU important enough to deserve a rank somewhere in the personal giving of those who own it?'

about \$14.5 million. Of that amount, over 80 percent came from tuition. Since we are so heavily tuition-dependent, our budgets must be computed and constructed with utmost care. A one or two percent error in estimating enrollment and credit hour production can tip the scales from black to red. Fortunately, in recent years, we have been able, through vigorous recruiting, conscientious efforts in retention, development of courses drawing students, and creative fiscal manage-

ment, to remain within that narrow margin of accuracy. But the margin is altogether too tight. One of our goals over the next few years is to enlarge our Endowment corpus in order to provide the cushion and fiscal stability we need for unpredictable budget demands. A longer term but even more important goal will be to increase the annual fund (unrestricted yearly giving) to minimize dependence on tuition increases at the only way to combat inflation.

The additional money for expenses, not covered by tuition came from a variety of sources. A very small endowment (\$1.3 million) provides a very small portion. Gifts and grants from all sources — churches, corporations, foundations, Independent Colleges of Washington, Q-Club, individuals, bequests — provided the remainder. For this kind of help we are genuinely appreciative and grateful, and I thank the countless loyal and new supporters who consistently encourage us. Again, though, the need to increase the annual fund becomes apparent.

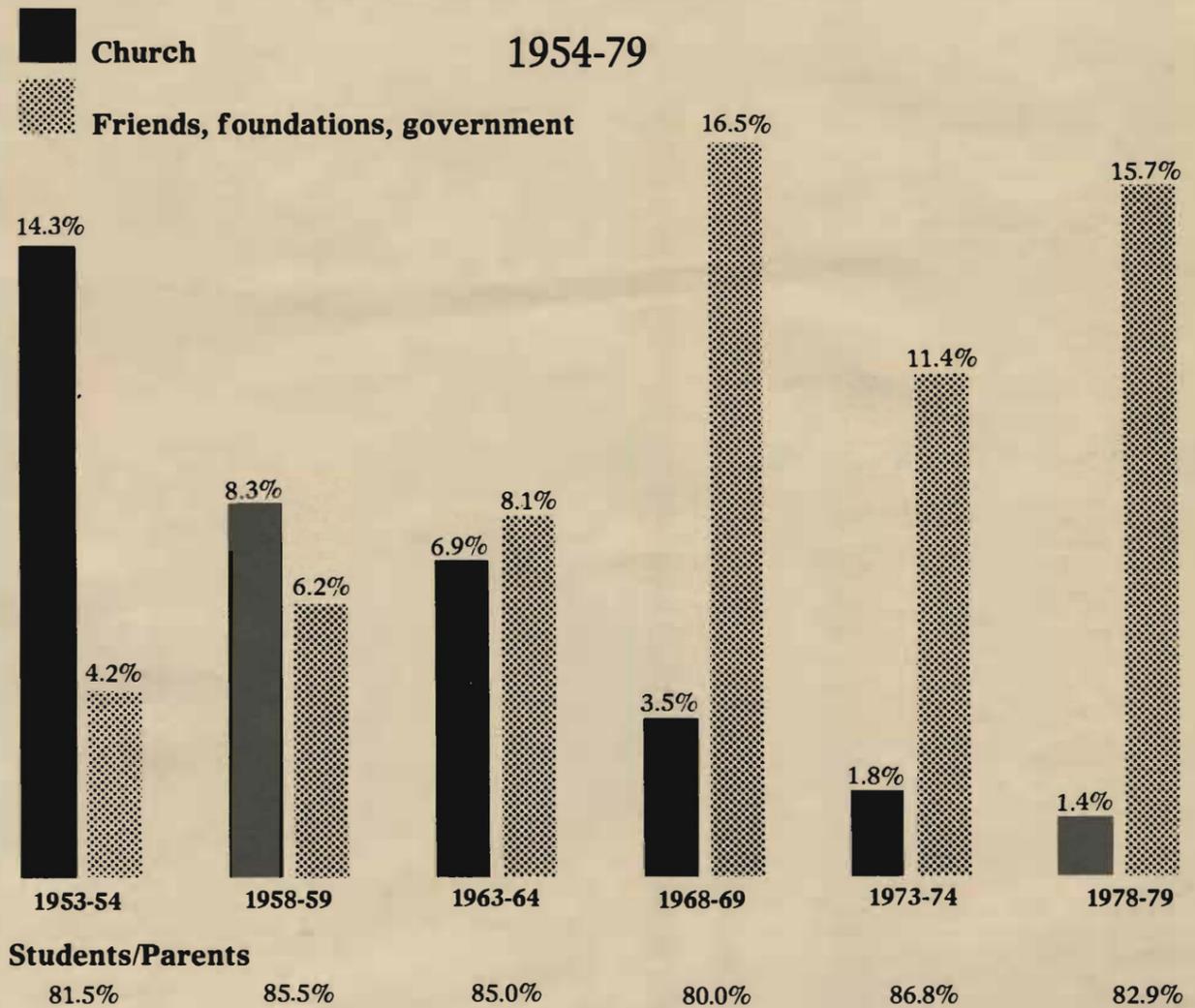
With the Board of Regents approval, and with the sanction of the North Pacific District meeting in Convention last June, Pacific Lutheran University has been given the green light to proceed with the first phase of a campaign that will result in \$16.5 million in building, campus improvements, and endowment. That first phase has

been centered on the Church. This is the first time in its history that PLU has brought a major fund effort with the intent of approaching in an organized fashion every church in the District. PLU has never before presented its case to every member in every pew in order that each individual may consider supporting the only Lutheran senior college west of the Rockies and north of Los Angeles.

Are we really free? Is it really worth it? The answers are so clearly affirmative. But the price of freedom is dear.

What we need are not just buildings, not just a Science Building, or just a Performing Arts Center, or just an Endowment. What we really need in order to secure our freedom is for every person to become acquainted with PLU and after seriously considering its contribution ask the question, "Is the University which we own worth supporting? It is worth working for? In the face of many legitimate and worthy causes the critical question becomes "Is PLU important enough to deserve a rank somewhere in the personal giving of those who own it?" A lifetime of endeavor as educator, scientist, administrator, and churchman persuades me that an affirmative answer is pivotal in preserving not only freedom, but freedom in the institution which continues to contribute uniquely through its graduates to church and society.

Pacific Lutheran University Sources of Revenue



Commentary

PLU Belongs To You! Will You Respond To The Challenge?

You own Pacific Lutheran University!

PLU is corporately owned by the North Pacific District of the American Lutheran Church and that portion of the Rocky Mountain District west of the Continental Divide.

Pastors and congregational delegates, your representatives at the annual district convention, also function officially as the PLU Corporation at the special corporation meeting held during each convention.

The corporation deals with broad university policies. It also elects, as its representatives, members of the PLU Board of Regents, who in turn direct the operations of PLU through their elected executive, the university president.

Thus, in both a real and a philosophical sense, PLU is not just a Lutheran school that happens to be conveniently located in the

Pacific Northwest. It belongs to you.

It became one of your personal assets when you became a member of one of the ALC's 280 northwest congregations.

PLU was founded nearly 90 years ago by virtually the same nucleus of dedicated Scandinavian pioneers who organized the Norwegian Lutheran church in the Northwest. PLU's founder, Rev. Bjug Harstad, was sent out by the Norwegian Lutheran Synod in America specifically to found a school.

The saga of the relationship between the church and its university is rich with stories of individual dedication and sacrifice. The strong personal commitment to both religion and education which motivated the pioneers has continued through nine decades and is still characteristic of Northwest Lutherans.



heritage

PLU alumni records show illustrations of three, even four generations of Lutheran families who have attended PLU.

Due in great measure to this long heritage of commitment, PLU not only survived through many years of struggle, but, primarily since World War II, has evolved rapidly to become one of the more highly respected private universities in the country. By virtually any academic measure it can be ranked among the top two or three independent schools in the northwest, and in some areas is comparable to the major state universities.

Proven academic quality. Plus — an intangible quality, the definition of which is always elusive, but touches, in some degree, virtually everyone who steps onto the PLU campus. This quality has to do with faith, with values, with commitment to service, with a caring for people, with personal integrity, with a generally positive and friendly attitude — and even, in this age of strikes, demands, and labor negotiations, some personal sacrifice.

To a large extent, those who serve at PLU strive for excellence, for achievement, for productivity. They do it out of a sense of personal pride and dedication to a worthy cause in spite of less than adequate equipment and often crowded and outdated facilities, and even though many could earn higher salaries elsewhere.

Many of PLU's constituents: alumni, parents, donors, friends of all kinds, have also sacrificed, personally and financially, on behalf of the university. PLU's president, Dr. William O. Rieke, has called these supporters PLU's "People Endowment." It means much more than donations of money. For instance, PLU continues to count on the church for half of its annual student enrollment.

In many ways, perhaps primarily through individual and small group relationships, university and church have remained remarkably close and faithful to one another through the years. But perhaps also in a broader sense, each has come to take the other too much for granted.

The PLU "Sharing in Strength" capital fund campaign is the university's first comprehensive, organized appeal for funds to its owners, the district membership, in its 89-year history! The appeal is made now because PLU must dramatically broaden its base of support to maintain not only its present high level of quality but to remain competitive and a source of pride to its owners into the '80's and beyond.

But the campaign is also something more. It is an opportunity to renew acquaintance and interest, solidify support, build new bridges of communication and understanding, and share common concerns.

It is an exciting challenge. PLU is reaching out to you. Will you respond?

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