without a background in the liberal arts, I would be lacking significant qualities that have made me successful. For example, the philosophy courses at Gonzaga forced me to think more logically. My thoughts are more structured and analytically more sound which is very useful in the research environment. English courses tuned my reading and writing abilities, providing a strong foundation for the world of scientific publishing.

The endowment at Gonzaga University was started in early 1928 in response to concern over the University’s irreducible debt. Father Daniel Reidy, president at the time, proposed a campaign to create an endowment fund to help needy students and solve the dilemma of uncollectable tuition. The name of this first endowed fund was the Cataldo Memorial Fund in honor of Father Joseph Cataldo and his jubilee year.

Fast forward 83 years and there are now 444 endowed scholarships and 135 other endowed funds valued at $121,989,000 as of April 30, 2011. Yet, doubling the endowment for the next generation of Zags is truly how the vision of the founding University leaders can be fully realized. Meeting the rising scholarship needs of students and at the same time preventing increases in tuition can be accomplished when a large and strong endowment is in place. Generous donor support and a commitment to our Jesuit, Catholic, and humanistic mission have provided much for the Gonzaga community, but much is still needed to help all students get the education they need.

Three grads take different paths after graduation

Each year after commencement, Gonzaga graduates fan out across the Pacific Northwest, the nation and the world. They embark on further studies, employment or a time of service to others. They also realize, as never before, the true value of their Gonzaga education.

Three students from the Class of 2010 talk about their first experiences in the ‘real world:’

Andy Iarocci (*’10) studies at Creighton University’s School of Medicine. "Two particular aspects of my GU education prepared me for graduate school and the future. First, the size of GU’s student population allowed me to pursue much more from an education perspective. The biology and chemistry departments were fantastic in their abilities to educate at a very high standard, but equally important, the size of the classes allowed me to develop long-lasting relationships with my professors that would not be possible in many other academic environments. I can’t thank those professors enough for what they have done for me and the opportunities they helped create for me. Second, the Jesuit education is structured around a well-rounded education in the liberal arts. My passions are in the scientific field, but without a background in the liberal arts, I would be lacking significant qualities that have made me successful. For example, the philosophy courses at Gonzaga forced me to think more logically. My thoughts are more structured and analytically more sound which is very useful in the research environment. English courses tuned my reading and writing abilities, providing a strong foundation for the world of scientific publishing.”

Development Office, Gonzaga University, 502 E. Boone Ave., Spokane, WA 99258-0098
800.463.6925
www.gonzaga.edu/supportgu

*Total gifts as of March 31, 2011.

Did you know?
You can create a named endowed scholarship with a minimum gift of $5,000 each year for five years? Learn more at gonzaga.edu/scholarshipchallenge.

Total Gifts to the Endowment by Fiscal Year

<table>
<thead>
<tr>
<th>Year</th>
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<td>2011*</td>
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<tr>
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</tbody>
</table>

*Total gifts as of March 31, 2011.
Business administration major Stratton Shook ('10) made a graceful leap from Gonzaga and Washington state to the “other” Washington. In April, Shook had just been awarded a marketing research job at Waverley Research in Arlington, Va. His experience in Gonzaga’s Hogan Entrepreneurial Leadership Program gave him a strong edge in the job market, Shook said.

“My entrepreneurial background allowed me to distinguish myself from many other people who have only business or humanities degrees,” Shook said. “My experience in the Hogan Program enabled me to give real-world examples,” Shook said. “While I may not have a great depth of experience, I am able to succeed across a huge spectrum of job titles and responsibilities.”

His Gonzaga friendships played a role, too. “I was in every job I applied for. I had friends standing behind me assuring me that this was the right thing to do.”

Lindsay Poston ('10) is a member of JVC Northwest whose placement near Portland, Ore., is in the medical field. She is the clinician and referral coordinator at the Wallace Medical Concern, which offers free urgent and acute medical care.

“At Gonzaga, Frederich Buechner’s quote about vocation is so ingrained in our collective thought that it’s true, anywhere else, it’s downright revolutionary—to think of yourself on that scale and to let the needs of others weigh just has heavily as your own desires. And yet, at Gonzaga, that seems to be the norm.”

Poston hopes to spend a second year at the Wallace clinic, to go on to medical school and then “to return in a few years to a free clinic scene with a little more to offer.”

The incredible commitment of faculty and staff to the mission of the University and their willingness to extend themselves on behalf of students is an invaluable asset. Gonzaga has continued to work hard with students, advising, to shared research projects, to internships and other kinds of experiential learning that are community based—everything about the place is permeated with its Jesuit, Catholic, humanist heritage.

What are some needs of the academic sector at Gonzaga?

We need support for equipment and staff to the mission of the University and their willingness to extend themselves on behalf of students is an invaluable asset. Gonzaga has continued to work hard with students, advising, to shared research projects, to internships and other kinds of experiential learning that are community based—everything about the place is permeated with its Jesuit, Catholic, humanist heritage.

What do you want people to think of first when they think about Gonzaga?

I want them to think about a university deeply rooted in its Jesuit, Catholic and humanist values, a university that supports the development of whole persons who fearlessly engage big questions and problems and, with their faculty, bring the richness of all academic disciplines and professions to addressing those problems. I want people to think of Gonzaga as a place that helps students develop the capacities of mind, the imagination and the courage to be the leaders the world needs for the 21st century.

What are current and potential uses of the money raised?

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