Enormous Luther Revisited
History, Form and Concept
CLU MAGAZINE
Fall 2007

CLU LIVE AT LINCOLN CENTER

The CLU Choir conducted by Wyant Morton will present a concert in Avery Fisher Hall at the legendary Lincoln Center in New York City in March. After spending four days in New York rehearsing for this special concert with a professional orchestra, the choir will perform at several locations on the East Coast.

Monday, March 17
8 p.m.
Avery Fisher Hall
Lincoln Center
New York, N.Y.

Tuesday, March 18
7 p.m.
Evangelical Lutheran Church
Frederick, Md.

Wednesday, March 19
(morning performance)
Baltimore Lutheran School
Towson, Md.

Wednesday, March 19
7 p.m.
Reedeemer Lutheran Church
Vineland, N.J.

For concert details, please visit www.callutheran.edu/music or call (805) 493-1305.

Buy CLU Choir CDs online
Add glorious music to your collection from CLU’s music program including recordings of the CLU choir and faculty performances at www.callutheran.edu/musicCDs

10 Dean Finds Answers Through Questions
Joan Griffin, Ph.D., finds intriguing solutions to higher education questions through an interdisciplinary process based on questioning and listening.

12 Changing Places
They came from different worlds – law, entertainment and business – but three “second career” teachers found what they were searching for through CLU’s School of Education... fulfillment and a new zest for life.

18 When a Fall Can Kill
In the comfort of their own homes. 40 senior citizens benefited from a scientific study on exercise and well being conducted by two CLU students.

15 Luther Statue Revisited: History, Form and Concept
In this telling of how Enormous Luther came to hold a favored spot in the hearts of generations of CLU students, CLU’s first class president Don DeMars ’64 reminds us that the University is bound to the 16th century reformer.

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Cover photo by Art Miller ’01
CLU Welcomes First Artist-in-Residence

Cyn McCurry, a classical figurative artist from Texas, spent the month of October painting and exhibiting her works in the Hansen Gallery of Art and Culture. To the delight of the campus community, she used the gallery as her studio so visitors could watch her work develop.

Exhibited in galleries in New Mexico, Colorado and Texas, McCurry’s paintings, commissioned portraits and murals also hang in private collections nationwide. Although she has been painting since childhood and sold her first canvas at age 11, McCurry avoided formal training and instead immersed herself in the works of great masters such as Leonardo Da Vinci. Her paintings are intimate, autobiographical and dominated by feminine themes.

“Having Cyn actually painting in the gallery gave our students an opportunity to look beyond the ordinary and to see a professional artist at work,” said Michael Pearce, curator and Assistant Professor of Art. McCurry also conducted art seminars in her “studio” as well as in art classes.

A slideshow narrated by Cyn McCurry about her residency can be viewed online at www.callutheran.edu/cljsx?

KCLU Brings NPR Host, Author to Thousand Oaks

KCLU 88.3 FM Ventura County and 102.3 FM Santa Barbara, are pleased to announce the presence of journalist and author Scott Simon. Simon will host NPR’s Weekend Edition Saturday, on Sunday April 20, 2008 at 8 p.m., in the Fred Kavli Theatre for the Performing Arts in the Thousand Oaks Civic Arts Plaza.

In addition to serving as host of Weekend Edition Saturday, National Public Radio’s Peabody Award-winning correspondent has covered the war in Afghanistan, the siege of Sarajevo and the destruction of Kosovo; and has reported from Ethiopia on the country’s famine and prolonged civil war. He has written for The New York Times Book Review and Op-Ed pages, the Wall Street journal opinion and book page. The Los Angeles Times, Friends Journal and Gourmet Magazine.

Simon is the author of a bestselling nonfiction book about baseball and a novel about teenage girls during the siege of Sarajevo. His second novel is due out next spring.

Tickets are $15-40 plus applicable service charges and are available through Ticketmaster or the Civic Arts Plaza box office. All proceeds go to support KCLU.

‘Morning Glory’ Receives Honor

CLU’s literary arts magazine Morning Glory received the Associated Collegiate Press (ACP) All American Award with marks of distinction in all categories.

The ACP gave the 2007 magazine high marks in all five areas: concept, content, writing/editing, layout/design and photography/art/typography.

One judge called the annual issue “exemplary” and commended the inclusion of a CD featuring original music and audio recordings of some of the magazine’s literary pieces. The glossy publication also features poetry, stories, photographs, paintings and multimedia images contributed by students, faculty and alumni.

English professor emeritus J.T. Ledbetter started Morning Glory in 1971 and still contributes poetry to the magazine, which has received 25 All American Awards and is a member of ACP’s Hall of Fame. It received ACP’s highest award, the Pacemaker, in 1983. English professor Joan Wines succeeded Ledbetter as faculty advisor in 1994 and initiated inclusion of a CD in 2002.

Math/Science Upward Bound Given Grant

The Upward Bound Math and Science Regional Center at CLU has received a $1.19 million grant from the U.S. Department of Education to fund the program for the next four years. The Math/Science Upward Bound Program is designed to prepare low-income students who would be the first generation in their family to go to college to pursue higher education with a strong focus in fields such as engineering and sports medicine.

As the only Math and Science Regional Center in California, CLU’s program draws students from throughout the state and beyond. Participants in the residential summer program have come from as far away as Hawaii, Guam and the Federated States of Micronesia. More than 85 percent of the students who go to the Math/Science program go on to graduate from a four-year college or university, said interim Director Sergio Galvez, a 1999 graduate of CLU’s Traditional Upward Bound Program.

In recent years, Upward Bound and other federal TRIO programs established by Congress to help disadvantaged students enter and graduate from college have been targeted for elimination from the federal budget. But advocacy efforts have resulted in a 3 percent increase in funding this year to qualified programs such as those at CLU.
Academic Center to House Social, Behavioral Sciences

Jim and Sue Swenson (pictured) have designated their recent $5 million gift to enhance academic facilities at California Lutheran University. The donation will help fund construction of the Swenson Center for Academic Excellence—a social and behavioral science building with faculty offices and classrooms on the Thousand Oaks campus.

Other donors who stepped forward to bring the $8.5 million building and $2 million endowment to fruition are Mary and Fran Soland, the Ullman Family Foundation (George Ullman ‘76 and Steve Ullman ‘77), Karen (Bormann ’70) Allan, ’70 Spies, Kristen (Bodding ’44) and Karsten ’65 Lundring, and Jack and Carol Gilbert. A gift from the estate of Eleanor (Bornemann ’70) and Allan ’70 Spies, Kirsten (Bodding ’64) and Karsten ’65 Lundring, and Jack and Carol Gilbert. A gift from the estate of Eleanor (Bornemann ’70) and Allan ’70 Spies, Kirsten (Bodding ’64) and Karsten ’65 Lundring, and Jack and Carol Gilbert.

Additionally, he will work to advance the University’s relationship with the ELCA full communion churches of the greater Los Angeles area as well as other denominations with which the ELCA has or is developing relationships. This is a part-time appointment, and Dr. Erwin will continue to teach in the religion and history departments.

Enrollment Records Set

California Lutheran University welcomed its largest freshman class ever this fall along with a record number of graduate students. The Class of 2011 includes 455 first-year students, a 4 percent increase over last year. Since 2003, the number of freshmen has increased by 22 percent.

In total, more than 2,100 undergraduate students began fall semester classes, with nearly 1,200 graduate and credential students at the graduate centers in Oxnard and Woodland Hills, and online.

Graduate enrollments in several areas are higher than ever before. Compared to a year ago, the MBA program, the master’s in Computer Science, and the master’s in Public Policy and Administration have grown by more than 30 percent. The master’s degree programs in Counseling and Guidance, Curriculum and Instruction, and Educational Leadership within the School of Education have also experienced tremendous growth.

It was tougher than ever to get into CLU’s freshman class this year, with a 25 percent increase in the number of applications to 2,500. The class is more diverse in ethnicity and socioeconomic background than in past years, with the biggest gains in Latino and Asian students.

A record number of students from overseas arrived this fall as well. With 80 new international students representing 26 countries, this is the first time international undergraduate enrollment has surpassed the levels experienced before the 9/11 terrorist attacks caused numbers to plummet.

The International MBA (IMBA) program grew to 81 students compared to 49 last fall.

Religion Professor Named Assistant to the President

President Howard Wennes has appointed R. Guy Erwin, Ph.D., to the position of Assistant to the President for University Ministries.

In this capacity Erwin, who also fills the Gerhard and Olga J. Belgium Chair in Lutheran Confessional Theology and directs the Segerhammar Center for Faith and Culture, will coordinate the work of Church Relations, Campus Ministry and the Segerhammar Center.

California Lutheran University's relationship with the ELCA full communion churches of the greater Los Angeles area as well as other denominations with which the ELCA has or is developing relationships.

Pederson Administration Building

The entry to the Pederson Administration Building has been redesigned to project a warm welcome to campus visitors. Attractive landscaping and patio areas now wrap around the south side of the building adjacent to the Admission offices. Comfortable seating enables the campus community and visitors to meet and enjoy the beauty of the campus.

All Nations Plaza

The beautiful area created around the existing water fountain located between the bookstore and Hansen Center has been named All Nations Plaza. The brick and concrete surface, dotted with umbrella-shaded tables, enhances the main entrance to campus and offers an attractive place for conversation or relaxation. The new name reflects California Lutheran University’s commitment to educating leaders for a global society.

Graduate Center Signage

California Lutheran University signs along the 110 Freeway at the Rice Avenue exit directing people to the Oxnard Graduate Center and at the DeSoto Avenue exit direct people to the Woodland Hills Graduate Center. The new signage not only simplifies locating the graduate centers but also gives greater visibility to the University.

Campus Enhancements

Several campus projects that contribute to the association and efficient use of space at CLU have been completed during the past few months.

Creating inviting, attractive outdoor and indoor spaces where people can meet, converse, study and reflect are part and parcel of the CLU experience,” points out Ritch Eidt, Vice President for Marketing and Communications. “We are striving to create a very powerful first impression of the campus.

Students on Fast-Track for Teaching Credential

California Lutheran University started a new program this semester that enables students to earn their degree and primary teaching credential in four years instead of the traditional five.

The 11 students in the first Integrated Liberal Studies cohort began classes in the fall, said Michael McCambridge, Ed.D., an assistant professor in the School of Education.

The aspiring educators will be able to complete their coursework in three years and their student teaching in the fourth year.

California is experiencing a teacher shortage that is expected to get worse over the next 10 years. One of the ways the California Department of Education has suggested addressing this problem is to expand alternative programs that allow students to obtain a bachelor’s degree and a teaching credential in four years.

This fast-track program is not for everyone, though, McCambridge said. Students must be extremely motivated and have high grade point averages and SAT scores to qualify.

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A former football coach and six standout players in baseball, basketball, track and field, football and soccer were selected for the 2007 California Lutheran University Alumni Athletic Hall of Fame. The inductees were honored for their outstanding contributions to intercollegiate athletics during the 5th Annual Induction Ceremony on Homecoming weekend. Gary Trumbauer ’79 served as emcee.

Steve Gross ’65 – Basketball

Steve Gross came to California Lutheran College in its inaugural year and averaged 21.4 points per game on the basketball court as a freshman. He played all four seasons, maintaining an average of 15.1 points per game in his career and scoring a career high 33 points in his final collegiate game in 1965. He was voted Most Valuable Player for three years along with being named Team Captain. Cal Lutheran did not have a gym for its first two years, and Gross was one of the athletes who helped build the original gym and lay the floor. He also ran cross country his freshman year. He went on to coach in Briggs School District in Santa Paula, Calif. Now retired and living in Santa Paula, Calif., he still substitutes teaches and is a planning a motor trip to Mexico.

Michael Hagen ’80 – Football

Having developed a love for football as he tag along while his father maintained Cal Lutheran’s athletic facilities when the campus hosted the Dallas Cowboys’ training camps, Michael Hagen ended up making a name for himself at the University at the wide receiver position. He was a Division II All-American as a junior and senior, and a First Team AllSCIAC member for four years; named to the SCIAC Player of the Year in 1995 and 1996, and a member of two SCIAC Championship teams. He made Third Team NSCAA (National Soccer Coaches Association of America) All-American and First Team NSCAA All-West Region in his junior and senior years. Okokhere lives in Menomonee Falls, Wis., and is Assistant Controller for Renewed Industries in Milwaukee.

LaVannes Rose ’77 – Track and Field

LaVannes Rose didn’t begin competing in track until his first year at Cal Lutheran as a transfer student. By his final two years, he had become an outstanding sprinter, breaking five school records his junior year and six more in his senior campaign. He earned All-American status in the 400-meter relay during Cal Lutheran’s 400-meter relay team at the NCAA Division III National Track and Field Championships. The following year at the NCAC championships, Rose was named All-American in 100- and 200-meter sprints and the 400-meter relay now a resident of Palmdale, Calif., Rose works for Northrop Grumman, Inc. as a computer systems specialist.

Steve Trumbauer ’77 – Football/Baseball

Steve Trumbauer started for the varsity football and baseball teams all four years at Cal Lutheran, and was named Most Valuable Lineman and Most Valuable Player by the respective teams. He was selected for National Association of Intercollegiate Athletics All-District honors three times each for baseball and football. As a pitcher he was named SCIAC All-American in 1976 and, as a tight end, he made the All-Lutheran First Team in 1977. After graduating, he spent two years with the California Angels. He lives in Placeville, Calif., where he started and owns Trumbauer Motion Group, Inc. (CLU Magazine)

Notables:

FOOTBALL: SCIAC Co-Champions

For the second time in school history and the first time since 1997, the Kingsmen earned a share of the SCIAC title. Sophomore quarterback Jericho Toholo was named SCIAC Athlete of the Week twice, and he and senior defensive lineman Josh Richards earned spots on the Weekly Gazette National Players of the Week. Senior kick/punter Connor Pearce was named to the AFCA All-American Team.

MEN'S SOCCER: SCIAC Co-Champions

The 2007 Kingsmen had the most wins (15) since 1997, most SCIAC wins (12) since 1997, and earned a piece of the conference title for the first time since 1998. Seven players were selected All-SCIAC.

MEN'S WATER POLO

In their fifth season of competition, the Kingsmen had the most wins (12) and most SCIAC wins (6) in their short history and finished fourth in SCIAC. Sophomore two-meter player Matt Heagy was named SCIAC Athlete of the Week.

WOMEN’S WATER POLO

After finishing fourth in regular season competition, the Regals won the SCIAC tournament to earn their first NCAA appearance since the 2000 season. Freshman forward Aubrie Smith was the only women’s soccer player in the conference to earn a SCIAC Athlete of the Week from the Week of Selection in 2007.

Senior goalkeeper Quinten Beckmann set a CLU school record with 193 saves in just over 20 games this season.

Schedule Season at a Glance

For up-to-date Regals and Kingsmen news and scores, please visit www.clusports.com

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Post-Season SCIAC and Region Recognition

ALL-SCIAC First Team

Lindsey Benson, Volleyball

Brittany Clark, Women’s Soccer

Lauren Hess, Women’s Soccer

Lauren Mcguigan, Women’s Soccer

Jade Moskowitz, Men’s Soccer

Summer Plante-Newman, Volleyball

Alex Tragos, Men’s Soccer

ALL-SCIAC Second Team

Quinton Beckmann, Men’s Water Polo

Brittany Clark, Women’s Soccer

Chris Estes, Men’s Soccer

Nicole Flanary, Women’s Cross Country

Pedro Gonzalez, Men’s Soccer

Mike Hawks, Men’s Soccer

Brandon Higa, Men’s Soccer

All-Region Honorable Mention

Lindsey Benson, Volleyball

Freshman of the Year

Jordan Kirkman, Women’s Soccer

Jessica Schroeder, Women’s Cross Country

Brett Siddle, Men’s Cross Country

Chris Thompson, Men’s Soccer

Maria Zambetti, Women’s Soccer

All-Region First Team

Sooner Plants-Newman, Volleyball

Senior goalkeeper Quinten Beckmann set a CLU school record with 193 saves in just over 20 games this season.

Volleyball

The Regals posted 18 wins for the third consecutive season, earning second place in SCIAC. Junior outside hitter Summer Plante-Newman earned First Team All-SCIAC and All-West Region, and All-American Honorable Mention.

Cross Country

At the conference meet at La Mirada Park, junior Jessica Schroeder posted the fastest CLU time in women’s cross country history, and Nicole Flanary posted the second fastest all-time freshman mark.

Flanary, Schroeder and junior Brett Siddle all qualified for the NCAA West Regional in Portland, Ore.

New SID Is Sports Enthusiast

S ports Information Director Scott Chisholm comes to CLU from University of La Verne where he served as an assistant Sports Information Director while pursuing his MBA. He oversees game management for 17 athletic teams at La Verne, a member of the Southern California Intercollegiate Athletic Conference.

He received his bachelor’s degree in film and television with a broadcast journalism emphasis at Chapman University, where he also worked as an intern in the Sports Information Office. An avid athlete who excelled in swimming and water polo at the collegiate level, he is well versed in covering all sports.

Chisholm has experience in writing, broadcasting, statistics, Web development and media relations. In 2006, he worked for the Rancho Cucamonga Quakes as an announcer for the Los Angeles Angels affiliate baseball team.

S S S

Kingsmen Overall SCIAC Conference Standing Fifth

Football 5-4 5-1 First (tie)

Soccer 15-5 12-2 Third

Water Polo 12-16 4-3 Fourth

Overall SCIAC Conference Standing Third

Soccer 8-1-1 4-2-1 Fourth (SCIAC Tournament Champions; NCAA First Round)

Volleyball 11-3 Second
Growing up with a Lutheran minister father, Joan Griffin was always involved in conversations about philosophy, theology, history and culture. Although the discussions were thought provoking and helped to form her interdisciplinary approach to learning, it wasn’t the dogma or assertions shared that most caught her interest. It was the questions that these sessions stimulated.

So, it’s not surprising, especially in light of the strong Lutheran tradition of questioning, that CLU’s new Dean of the College of Arts and Sciences has started her term by interviewing and asking questions of faculty members.

Committed to an interdisciplinary approach in higher education, Griffin has been encouraged by the faculty’s ideas and hopes. “I have found that the faculty here has wonderful energy especially in interdisciplinary endeavors – more so than other places. They have lots of ideas of what they want to do.”

Griffin’s initial challenge is to determine how all these ideas fit into the University’s strategic plan. “Given limited resources,” she states, “you can’t do everything. But the added challenge here is that CLU faculty appear to want to do everything and to do it well.”

By listening and querying, the new dean hopes to find consensus on important questions that affect academics at the University such as: What should a liberal arts education accomplish? How should Lutheran intellectual traditions shape that education? What do we mean by interdisciplinary and what paradigms should give methodological or philosophical coherence to our interdisciplinary programs? How do we determine which new majors we should add to the curriculum?

Interdisciplinary approach

Approaching academic programs with an interdisciplinary perspective seems to be deeply ingrained in the new dean. Fascinated since childhood by history, history and philosophy and how they intersect, Griffin pursued a master’s and Ph.D. in Celtic Languages and Literature at Harvard University after earning a bachelor’s degree in English and American literature from Washington University (St. Louis). Her graduate study allowed her to explore several academic areas and to dip into the fascinations of the medieval world.

“I find the Middle Ages and early Renaissance a very interesting period of history,” she says, “and well suited to interdisciplinary investigation.”

Through such study, the scholar has looked at cultural collisions in the medieval world and how various systems of thought modified one another. While an earlier generation mourned “the fall of Rome,” Griffin found the “dark ages” a dynamic era in which cultural upheaval led to a medieval synthesis. She has found consolation in the past by remembering that historically “good things come out of troubled times.”

Listening and learning

An English professor for nearly 20 years at Augsburg College in Minneapolis, Griffin served as Associate Dean for General Education for two years before coming to CLU. In her years of teaching, she found that her students had not changed as much as she had. She learned that the classroom belongs to the students and that they learn much more readily when they have more say in the class agenda. And, she learned to listen.

“Initially, I thought I was going to convert all my students to medievalists. I soon realized that they have different needs.” Griffin then began to emphasize building skills and helping students learn to think on their feet in addition to mastering content. “I learned to listen to what the students’ interests are and became more willing to let go.”

Just as she listened to students, Griffin plans to listen to faculty and explore with them topics such as: “What is CLU to you?” and “What is the ethos?”

“I’m very interested in exploring what it means to be a Lutheran university – not in the Midwest, where there are some pretty good models of Lutheran colleges – but in California, where so many things are freshly imagined.”

While investigating these identity questions, Griffin is also exploring the relationship between the College of Arts and Sciences and the Schools of Business and Education and how to expand their collaborative relationships.

“We must be a really good liberal arts college to support graduate education. I don’t know of many good graduate programs that aren’t based on strong undergraduate programs.”

Griffin is approaching her new position with a keen interest in discovering and setting a new direction. Although her feet are scholastically planted in the Middle Ages, her eyes are definitely focused on the future.
The passion was gone for Steven Rice. After nearly 30 enjoyable years as a lawyer, something changed. “It just was not satisfying anymore,” recalls Rice, 58. “It was the same arguments every day. It was repetitive [and] just didn’t hold my interest anymore... I wanted to do something else before I retired.”

So five years ago, Rice shifted gears. The Thousand Oaks resident left his job litigating insurance and worker’s compensation cases and went back to school at night to earn his teaching credential from California Lutheran University.

Rice’s night classes were filled with aspiring second-career teachers like him. There are no statistics on how many of the 105 CLU students who earned a teaching credential last year are pursuing a second profession. But Michael McCambridge, Ed.D., an assistant professor in the School of Education, estimates that up to 20 percent of the students studying to become teachers are on their second, or in some cases third, careers.

Urgent need for teachers

The California Department of Education has made a big push to get professionals from other fields, particularly the military and high-tech industries, into teaching to address the state’s severe teacher shortage. According to McCambridge, they are coming to CLU from a wide variety of backgrounds, including entertainment, science and self-owned businesses.

“Most of them do very, very well,” McCambridge says. “They get hired because of their life experience, and then they do very well at the schools based on that experience and the education that they get here.”

The fact that many second-career students have raised children also makes them strong teachers, he adds. They understand child development and have developed patience.

Teaching adds up

After graduating from CLU with a degree in accounting in 1992, Lisa Amenta worked in the field for five years before deciding to become a teacher. “Working as an accountant was financially rewarding, but not professionally rewarding,” explains Amenta, 37.

She returned to CLU, earning a credential in 1998 and a master’s three years later. Once she had her credential, Amenta began teaching, first at Sunkist Elementary in Port Hueneme; then at Providencia Elementary in Burbank and eventually at Sequoia Middle School in Newbury Park.

The Northridge resident is in her sixth year at Sequoia teaching math and science to sixth and seventh graders. Last year she served on a panel for the California State Textbook Adoption Committee for Mathematics.

She’s glad that the business world toughened her skin a bit even if it didn’t totally prepare her for the criticism she would receive as a teacher.

Changing Places

By Karin Grennan
The greatest need is for teachers qualified to teach English learners. The number of students entering teacher preparation programs has been declining and about one-third of California’s 300,000 teachers are projected to retire within the next 10 years, according to a 2005 study commissioned by the Center for the Future of Teaching and Learning. In areas where enrollments are declining and districts are closing schools, cases of a teacher shortage don’t seem to make sense. But populations are shifting, not evaporating, explained Deborah Erickson, E.D., Assistant Dean of the School of Education and Interim Chair for the Teacher Preparation Program. Families are leaving Ventura County and other areas of the state that have high property values and moving to less expensive cities. Even in expensive areas, school closures sometimes don’t result in teacher layoffs because of the high number of retirements, Erickson says.

Teacher quality remains an important issue in the shortage. The class-size reduction programs of the mid-1990s resulted in a large number of teachers without full credentials, but the No Child Left Behind Act of 2001 put schools under tremendous pressure to hire qualified teachers. Although teachers without full credentials, but the No Child Left Behind Act of 2001 put schools under tremendous pressure to hire qualified teachers. Although the number of under-prepared teachers has been reduced significantly, the center still identified about 20,000 in 2004-2005 in California.

In his seventh- and eighth-grade classrooms, it’s difficult to be there to help me achieve my artistic vision. It’s there to help them see the light.”

Making a difference
Once Rice decided to leave law, education seemed the obvious choice. The son of a teacher, he had taught business law classes at CLU and California State University, Northridge, and enjoyed it.

Now in his third year of teaching U.S. and world history at Sinoloa Middle School in Simi Valley, Rice still finds the classroom invigorating. Those moments when he can see something happening in his students’ minds drive home the fact that changing careers was the right move. Although his family took a financial hit when he quit his job to do his student teaching and his new profession pays a lot less than his old one, it’s worth it because he’s found his passion. While he had great co-workers at his law firm, nobody really cared if he was there or not, says Rice. In his seventh- and eighth-grade classrooms, it’s different.

“I really empathized with those kids,” says Laidman, who has a 28-year-old son. “After all those years of working with difficult actors, bullies and ego monsters, reaching these kids would be a reward and a pleasure.”

Many second-career students go into special education, says McCambridge. “They fall in love with the skills he honed as a director, such as thinking on his feet, will come in handy. He also sees a connection between the way he used language and finesse to extract performances from actors and getting students to put forth their best efforts. “I will need to be much more attuned to the needs of my students,” Laidman says. “After all, they’re not going to be there to help me achieve my artistic vision. It’s there to help them see the light.”

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“After working all day and teaching for three hours, I was ready to do three hours more,” recalls Rice, who has two adult daughters.

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In my second year at Pacific Lutheran Theological Seminary, I took a course on Luther from the noted scholar Dr. Robert Goeser. The opportunity came in 1984 when I received a call from President Jerry Miller. The new campus library had been announced and designed with a firm budget of $3.5 million. However, the construction bids had come in roughly $3 million over budget. I was asked to analyze the situation and report my findings and recommendations to the Board of Regents. I presented a new design to the Board, rezoned and realigned the placement of the Library to its present location, and created a North/South campus axis and promenade leading to a small plaza in front of the Library. At last we had found a place for the statue.

After graduation our class moved on toward pursuing “life after Cal Lu,” all the time vowing to complete the statue at some time in the future. A promise fulfilled

A plaster impression of the 5,000-pound statue was cast then shipped in pieces to the foundry to be poured in bronze and welded together. Donald DeMars ‘64, left, Sir Bernardus Weber and David McMurry ‘74 at the dedication of “Enormous Luther” on Oct. 17, 1986.

Donald DeMars traveled to Wittenberg, Germany, where he took this photo of the Martin Luther statue.

The accepted definition of symbolism is one thing standing for another; tacitly understood to mean not by exact resemblance. Thus this statue is a symbol, a symbolic expression by which Luther the man and his moment are recreated and reenacted. Why this sculpture took the form it did is indeed complex and hidden in the personality of Ben Weber.

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Weber at Cal Lutheran, was commissioned to transform the small 6-inch model and concept into its present size and form. A plaster impression was made, and this casting was shipped in massive pieces out to the bronze foundry in Sun City, Calif. The individual parts were poured in bronze and welded together. David then deburred, ground and burnished the finished statue. It was shipped 80 campus on a large flatbed truck completely wrapped in the drapes that would keep it hidden until its unveiling. Finally, a large crane hoisted the 5,000-pound statue onto the pedestal where it sat until its unveiling and dedication in October 1986.

The form as symbol

The one thing that everyone agrees on when discussing art is that everyone has an opinion. Creativity seems to engage our “aesthetic sensibilities” and often challenges our accustomed ways of looking at things. Our instinct for order and our need to understand can be challenged by conceptual or abstract art; it pushes the boundaries of what we count as art.

Conceptual or abstract art can nevertheless communicate something underneath appearances perhaps more significant of reality than any exact resemblance of reality might be. As Cézanne said of his own work, “I have not tried to reproduce nature, I have simply represented it.”

Observing the statue’s shape and posture on site, the “enormous” block-like form is reminiscent of a barrier or barricade. The form is narrower at the shoulders and cascades down to a wider base, as in a monk’s robe. The arms are truncated, suggesting abruptness, and raised in defiance as if saying “Stop!” The form is leaning back, as if pushed by the force that is standing against it. The face and head appear to represent something inside that is trying to push up, out and through the outer surface containing it.
When a Fall Can Kill
School project helping elderly live safer lives

Twice a week for six weeks this summer, Dick and Ginger Power of Ventura welcomed California Lutheran University senior Tiffany Linville into their home for coffee, cookies and a little exercise.

With Linville’s help and guidance, Dick, 82, and Ginger, 83, used stretchy latex Thera-Bands to build strength in their legs and hips for 20 to 30 minutes per visit, then ended the session with a treat and some conversation with Linville, a 21-year-old senior from Ventura who is majoring in exercise science and sports medicine with a minor in communication.

A third of elderly affected

More than a third of adults over age 65 fall each year, according to the Centers for Disease Control and Prevention, and falls are the leading cause of injury deaths and hospital admissions. Up to a third of fall victims suffer moderate to severe injuries such as hip fractures or head trauma, including traumatic brain injuries, that lead to a reduction in the dangerous falls that lead to thousands of serious injuries and deaths among older adults.

“With the growth of the elderly population, our research has shown the more active a senior is, the better the person’s overall health,” said Calkins, a 22-year-old senior from Aloha, Ore., majoring in exercise science and sports medicine. "There’s so many benefits of it, not only to the [research] subjects, but also to the field of gerontology and the study of aging,” said Calkins, a 22-year-old senior from Aloha, Ore., majoring in exercise science and sports medicine.

People using walkers

“‘There’s too many of these people that just want to use walkers,’” said Pat Atkins, an 81-year-old study participant from Thousand Oaks who stays active despite breathing difficulty as a result of lung damage from cancer and pulmonary fibrosis. “I think why don’t you just move? Sitting is something I do not like to do.”

Calkins, who is considering a career in sports management, and Linville, who is interested in physical therapy, earned $8,000 in grants to conduct the research during their summer vacation.

The competitive Swenson Summer Fellowship grants, provided through a donation to the University by the Swenson family, were awarded to 11 CLU students this year. The fellowships provide a rare opportunity for undergraduate students to conduct scientific research, says Michele LeBlanc, Chair of the CLU Department of Exercise Science and Sports Medicine.

“‘There’s so many benefits of it, for both personal and professional development,’ LeBlanc said of the research opportunity. ‘The growth, maturity and knowledge the students have gained will be immeasurable.’”

Under LeBlanc’s supervision, Linville and Calkins researched the topic, developed a study proposal, recruited seniors to participate and worked with their training subjects each week. Then, over the last two weeks, they put their subjects through a set of tests to measure their progress.

40 seniors participated

About 30 seniors, with an average age of 81, participated in the study. Half were a control group, participating only in the initial assessment of their strength, balance and stability and a follow-up assessment six weeks later. The other half of the participants, including the Powers, also participated in the six-week, at-home exercise regimen.

“It’s been fun. We’ve really enjoyed having her,” Ginger Power said. “Everybody can do it in their own house. You don’t need equipment except a simple, little light Thera-Band, and you can do them all on your own. And they’re pretty quick and easy, no more than 25 minutes.”

The testing was conducted in CLU’s new human performance lab, which opened a year ago in the University’s new Gilbert Sports and Fitness Center. The lab includes a force plate mounted in the flooring that was used in this study to record postural sway — the minimal movements people make when they are standing in one spot.

It also features an isokinetic machine that was used to measure participants’ leg strength by isolating specific muscles.

At the end of the study, the Powers said they can feel the difference.

“I probably a little more sure of myself on steps and with balance,” Dick Power said. He and his wife plan to continue with the exercises they learned.

Linville and Calkins, with help from LeBlanc, still must analyze the data they gathered during their study.

They hope to bring all their research subjects back next month to review the changes they saw in the individuals who participated, as well as what they learned overall. Even without the science to back them up, the researchers already believe the work they’ve done has had an impact.

“It’s amazing what can happen in six weeks,” LeBlanc said. “Even when they walked in, most of our subjects, we could see a difference.”

Reprinted with permission from Ventura County Star, Sept. 9, 2007.

By Michelle L. Klampe
Falk Family Scholarship Established

Howard Falk (MBA) ’93 (TC ’94) and daughter Vanessa Nguyen ’07, Simi Valley, Calif., felt so strongly about lifelong learning and their college experience at Cal Lutheran that they created the Falk Family Scholarship. Their initial gift of $50,000 has endowed a scholarship that will benefit nontraditional students who are returning to college as adults or transferring to CLU. Howard, a former vice president with Farmers Insurance, is retired; Jerry teaches fifth grade at Good Shepherd Lutheran School; and Vanessa is taking postgraduate courses in the School of Education and doing student teaching. According to Steve Whealy ’77, Vice President for Advancement, the Falks have made a commitment to ultimately provide $250,000 for the endowed scholarship.

Class Representative

Elizabeth Proctor
zelinvo@cmtcast.net

Mark Sutton, Fresno, Calif., was named Superintendent of the Selma Unified School District in June after serving as interim Superintendent since March. He previously served as assistant superintendent and middle school principal in the Selma district and as a teacher and administrator in the Clovis Unified School District.

Class Representative

Tony Whitelap2@verizon.net

Dave LaBella, Sacramento, Calif., is owner of Labella Appraisals, specializing in eminent domain and estate valuation.

Penn Yost (MBA ’06), Woodland Hills, Calif., is Web Design Director for NBC.com. She guides NBC.com’s look and feel for all day, primetime, latenight shows and specials plus many online-exclusive features. Under Penny’s leadership, the NBC.com site’s “Heroes” received an Emmy and the site for “The Office” was recognized with a Webbby award.

Class Representative

Ginny Green
honmee-re-o@yoho.net

Sandy Jacobson, Culver City, Calif., played a wrench in Pirates of the Caribbean II and has worked in eight feature films in the past two and a half years. However, her biggest passion is BackStage Los Angeles, “L.A.’s REAL Interview-Movie Show,” a project she created and produces. Her guests have included music legends as well as up-and-coming artists. She is co-author of a petition to help get The Monkies in The Rock & Roll Hall of Fame on their 40th anniversary. For more information about the show and the petition, go to www.backstageatlosangeles.net. Sandy’s life story was published in October in an international entrepreneur magazine and is being considered for a feature film.

Christine (Parsons) Hein
Fruita, Colo., is currently working on a book which chronicles her mother’s journey with terminal cancer from a Christian perspective.
Making Music to Feed the Poor

“Sapne means dreams in Hindi – dreams of children,” says Tushar Desai, M.D. FACP, MBA ’90, founder of Sapne Records, a company that produces and sells music to raise funds for children’s charities around the world.

By producing high quality music using Indian classical musicians of national and international fame, Sapne is reintroducing the sounds of classical Indian music to future generations. Based on the recordings are the sitar, santoor, sarod, sarangi, flute, tabla, paljawha and other unique instruments.

With three CDs already on the market, Sapne’s newest release just in time for the holidays is a collection of Christmas carols titled “Christmas in Calcutta.” The Children’s Hunger Fund (CHF) has been selected as a beneficiary of the CHF, a 501(c)(3) charitable organization, has distributed more than $100 million in aid to children since 1991.

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When Kelly Tiller ’06 was an undergrad, she took every advantage of CLU’s Study Abroad opportunities. And that has made all the difference in her future, according to the alumna who selected her as a Rotary Ambassadorial Scholar earlier this fall.

Sponsored by the Thousand Oaks Rotary Club and Rotary International Foundation, Tiller will move to South America in 2009 to establish adolescent work programs for some of the many youths living on the streets of Ecuadorian cities. While working to help these young people find jobs to improve their lives, she will also attend an Ecuadorian university to earn a master’s degree in educational administration.

While majoring in political science and international studies at CLU, the Arizona native spent a semester in Australia at Southern Cross University. She also completed an internship at the U.S. Mission to the European Union in Belgium, and studied Spanish in Costa Rica.

Through her study abroad experiences, she found that learning to absorb her surroundings and the stories of local people truly changed the way she approaches life. The common bond that she has established with people from all over the globe has made her more determined to help those in need.

Since graduating from CLU and taking the LSAT, Tiller has taught special education at Environmental Charter High School in Lawndale and worked at a law firm in West Los Angeles. Prior to her departure for Ecuador, she plans to participate in service projects sponsored by Thousand Oaks Rotary at an orphanage and a children’s cancer center in Tijuana, Mexico.

The Rotary Ambassadorial Scholarship is one of the most prestigious and internationally known scholastic service awards. The Rotary Foundation selects fewer than 800 people to study and work abroad each year in an effort to further international understanding and friendly relations among people of different countries.

When Tiller heads off to Ecuador, she will join the ranks of other CLU alumni who have served as Rotary Ambassadorial Scholars: Paula Avery ’88, Loit Downes ’94, Jim Williams ’95 and Kristina Medic ’96.

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CRIBNOTES
Chinchilla, Elizabeth Jade was born on July 12, 2007, to Erin (Madina ’10) and Cheena Chinchilla.

Geoliar, Madison Grace was born on Dec. 13, 2006, to Courtney (Gongola ’10) and Ryan ’01 Geolier.

Holmes, Judon Torrey was born on Aug. 21, 2007, to Sarah (Lavik ’09) and Rich ’06 Holmes.

Lev, Mikayla Maryann was born on Aug. 13, 2007, to Kari (Romero ’02) and Adam Lev.

Moyer, Maya Elizabeth was born on Feb. 22, 2007, to Irene (Tyrrell ’10) and Sylvia Moyer.

Niebolt, Linsey Rebecca was born on Jan. 5, 2007, to Debra (Andersen ’91) and Roger Niebolt.

O’Berg, Mariisa Karolyn was born on July 18, 2007, to Michelle (Maurolo ’95) and Michael O’Berg.

Schroeder, Robert Jerome was born on Nov. 10, 2006, to Kelly (Gregor ’76) and Jeff Schroeder.

Seward, Kaitlynn Elizabeth was born on Dec. 26, 2006, to Abby Seward ’04 and Justin Villela.

MARRIAGES
Scott Sebbee ’95 and Jessica DeSanita on April 21, 2007.

Amy Beuthel ’97, MA ’05, and Michal Hastings on June 30, 2007.

Michael Davis ’97 and Denise Ricks ’98 on April 22, 2006.


Undis Fjeld ’00 and Jadisheep Singh on April 14, 2006.

Andrea Gurling ’01 and Juan Carlos Acosta in September.

Dawn Melton ’02 and Joshua Kennedy on Oct. 21, 2006.


Josh Murray ’03, MS ’07, and Lindsay Elliott ’05, MPPA ’07 on Sept. 9, 2007.


Kim Allen ’05 and Timothy Harvey on June 2, 2006.


IN MEMORIAM
Arthur Green ’75, TC ’76 passed away on July 28, 2007.

In celebration of the 2007 Homecoming & Family Weekend, more than 685 alumni, parents and friends turned out for CLU’s first ever Alumni & Family Festival. After a victorious homecoming football game, fans packed the Gilbert Sports and Fitness Center Courtyard and enjoyed a medley of barbequed food, snacks and refreshments.

The gathered alumni spanned the decades as the festival also incorporated CLU’s annual Class Reunions. Children took turns playing in the bounce house and introducing themselves to some new reptile friends, while parents of children young and old grooved to the live band.

Take in more sites and sounds from the Alumni & Family Festival by visiting CLU Homecoming headquarters at www.callutheran.edu/homecoming.

See you next year!

As interim president of California Lutheran University, one of my highest priorities is to encourage people to join the Fellows Circle, a group of supporters who give $1,000 or more to the CLU Annual Fund each year. First, let me expose three common myths that confuse many people. The truth may surprise you.

Myth 1: Tuition covers the cost of a CLU education.

The reality is tuition only covers 85 percent of the actual cost of a CLU education. Like many private universities, we rely on the generous support of our alumni, parents and friends like you to help bridge the gap between tuition and the cost of education.

Myth 2: Government money offsets costs.

People often confuse financial aid with institutional government funding. Financial aid is not given to colleges; rather, it’s given to students in the form of grants or loans.

Myth 3: There is enough scholarship money for all who need it.

I wish this were true, but it is not. In order to serve a diverse student population, CLU contributes to the student scholarship fund so that deserving and high-need students may also have the privilege of a CLU education. The Fellows Circle was created to help address financial gaps associated with a CLU education and to encourage CLU’s ability to serve students in need.

Maybe some of these myths have kept you from joining the Fellows Circle. Or maybe this information has caused you to see the CLU Annual Fund in a new light. Either way, I encourage you to join Mary and me today as a member of the Fellows Circle by visiting www.callutheran.edu or calling (805) 493-3157. With your support, we can together strengthen CLU for generations to come. Thank you.

– Howard E. Wennes, Interim President

FELLOWS CIRCLE

Three Common Myths

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– Howard E. Wennes, Interim President
On Liberal Learning
By Thomas R. McCambridge, Ph.D.

Liberal education is opposed to indoctrination into either religious belief or political ideology and to mere training for the sake of performing a function. The goal of a liberal education is to free persons from the prisons of their ignorance and prejudice, not to confine them in new and better prisons of our design. Or, to put it negatively, liberal education is opposed to ideology and to mere training for the sake of performing a function. The goal of a liberal education is to free persons from the prisons of their ignorance and prejudice, not to confine them in new and better prisons of our design. Or, to put it negatively, liberal education is opposed to mere training for the sake of performing a function.

The third reason is that it is a preparation against manipulation. The only way to protect ourselves against the incredibly powerful and effective economic and political propaganda machines is to be able to deconstruct, to analyze and interpret, to understand human stupidity and the temptations of wealth and power.

The fourth reason, and I think the most important, is that it is the best preparation for freedom. Human beings were created to be free, and freedom requires making informed, principled decisions; that is, freedom requires taking on the burden of making one’s own moral decisions, based on knowledge and understanding, and using the tools of honest, logical thought. We were not meant to be mere performers of functions or mere political or religious toadies; we were meant to be free. And only a rich, complex, mental Inferno gives us the wherewithal to embrace freedom despite its terrors.

And the fifth reason is that CLU is a Christian university, committed to both faith and reason, and the education we give here should be the best possible preparation for both. If we are authentically devoted to faith—that is not just a mindless adherence to religious belief, not to confine them in new and better prisons of our design. Or, to put it negatively, liberal education is opposed to mere training for the sake of performing a function.

The best preparation for this kind of life is not a narrow technical training (much less an indoctrination into a particular belief system) but rather an immersion in the best that has been written, composed and created over the course of human history, with nearly unlimited opportunities to think and appreciate, not to confine them in new and better prisons of our design. Or, to put it negatively, liberal education is opposed to mere training for the sake of performing a function.

The best preparation for the intelligent, principled interaction with people different and yet the same is knowledge, thoughtfulness and an understanding of the nearly infinite variety of human experience.

The second reason is that it is the politically expedient thing to do. If things continue the way they are going, our graduates will live in a world that is ever more democratic—in the definition of popular culture, in how the news and the commentary on the news are disseminated, in how political candidates and office holders are known and judged. In this kind of hyper-democracy, it is unimaginably important for the participants to be able and willing to read, write, listen and speak with clarity, honesty, insight and effect. The development of skills may get one a job, but it does not provide these abilities. Liberal education does.
Let the light of the holiday season fill your heart with Joy

PARENTS If this magazine is addressed to a daughter or son who has established a new address, please notify us at the CLU Magazine Web site: www.callutheran.edu/magazine. Thank you!