

Humphreys College

NEWSLETTER SUPPLEMENT

FALL QUARTER

DECEMBER 2016

HUMPHREYS COLLEGE ACADEMY OF BUSINESS LAW AND EDUCATION: A PARTNERSHIP WITH PURPOSE

By Matthew George, ABLE Superintendent



Humphreys College Academy of Business Law and Education (ABLE) began its sixth year of operation with two major announcements. First was the news from the Western Association of Schools and Colleges (WASC) that ABLE had

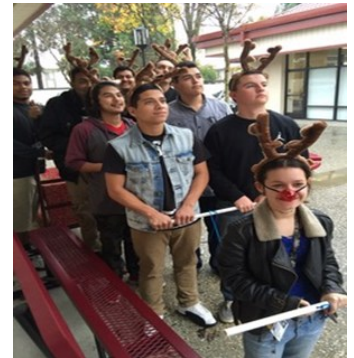
been awarded another five full years of WASC accreditation. When the WASC team visited ABLE last spring, it saw that ABLE had grown dramatically in its first five years and had embodied the educational culture that worked for the students in its care. WASC had many accolades for the ABLE community as well as some suggestions for improvement. This is ABLE's second full five years of WASC accreditation which speaks well of the program design.

The second announcement was the opening of our K-5 grades. ABLE's success was palpable in the ABLE community and our parents were asking to open an elementary program. With some creative expansion of the current campuses, we were able to open six additional classrooms. With over 180 K-5 students on opening day, the elementary section of the school was an immediate success.

Character, Design, and Educational Programs

The school is devoted to providing effective instruction and related learning experiences to students. ABLE views itself primarily as a teaching institution. However, it also considers its role to

serve the families of greater San Joaquin County as an educational partner. Much like the founders of Humphreys College, the founders of ABLE believe that any sound program must be concerned, first, with meeting the educational needs of the individual student and, second, with ensuring the program contains elements of general and occupational education that introduces students to the application of their classroom experiences into the work setting. By experiencing that relevancy and sharing those experiences with their classmates and instructors, the students can emerge from their K-12 experience with a well-rounded and complete education.



(continued on p. 2)

Humphreys College Newsletter Supplement

(continued from p. 1)

Woven into that experience is the understanding that a four year degree is well within the reach of each student of ABLE.

In short, the Mission of ABLE is to provide a variety of structured pathways for the development of graduates who are prepared to enter college or business (with the understanding each of these paths is not exclusive of the other). Students receive specific and advanced course work, which challenge them to be reflective and analytic learners using their knowledge for spirited discourse and applying that same knowledge to the structure of the workplace.

Learning Vision

ABLE's students graduate with career pathway competencies and often make a successful transition into their postsecondary education or possibly entry-level, advanced or professional level careers. One major goal of ABLE is to maintain a student population representative of the demographics and all subgroups of grade K-12 students who are enrolled within the attendance boundaries of San Joaquin County. These demographics has been severely underserved for generations. Much like the goals of its parent, Humphreys College, ABLE students graduate prepared for careers in law, business, and education; they have the academic skills to become productive citizens and to pursue a post-secondary education.

Along with the mission, it was important to articulate objectives that embodied both the ABLE philosophy and the traditions of Humphreys College:

- All students will graduate from high school

- All students will improve their academic competence
- All students will be effective users of technology
- All students will go on to postsecondary education, employment or the military
- All students will become self-motivated, competent, and life-long learners
- All teaching staff will embed technology skills in cross-curricular units
- Through partnerships with the community, business, and post-secondary resources through Humphreys College and its academic partners, all students will be exposed to real life job skills, employment opportunities, and professional development curriculum

ABLE also provides the students with individualized attention for remediation and advanced study. Both are structured to enhance the in-class learning experiences of the students and not to single them out from their classmates.

Educational Program

ABLE's educational program includes the exposure of the students to accredited concurrent credits as part of their secondary education, with a philosophy that strives to instill in each student a sense of self-discipline, self-confidence, and independence. ABLE is dedicated to being an active member of the local business community through work-based and worksite learning related to the individual student's career interest. The school also emphasizes real-life, project-based learning in an innovative educational setting. While the primary focus of ABLE is for all students to earn high school diplomas,

(continued on p. 3)

Humphreys College Newsletter Supplement

(continued from p.2)

ABLE offers the unique opportunity to earn accredited college credits. These credits allow each of them to begin a journey toward post-secondary study often beyond the reach of urban students.

At ABLE, students are initially exposed to a general high school curriculum pathway. It offers them the opportunity to transfer among the three offered pathways in their first year. Once they declare their pathway, their educational program focuses on a career of their choice through relevant instruction aligned towards, or within, that professional career path or skill.

ABLE and Humphreys College

The students are exposed to a post-secondary experience at Humphreys College and have the opportunity to gain high school credits through accredited coursework. In their junior and senior years, they are enrolled in courses that offer concurrent course credit fulfilling their high school elective credits as well as embarking them on a path of post-secondary study; it prepares them to realize a four year degree. In all cases, ABLE's secondary curriculum meets the California UC/CSU system entrance requirements, cultivating a student with the potential of an outstanding post-secondary candidate.

The vision and commitment of Dr. Robert Humphreys, Sr., Wilma Okamoto-Vaughn, and Dr. Robert Humphreys, Jr. in creating the ABLE program was to serve the students and families of Stockton. These students have traditionally been underserved, especially in the pursuit of higher education. ABLE has set a goal of 100% of its graduating seniors selecting a post-secondary education.

In designing the partnership between the College and ABLE, the founders had certain goals in mind:

- That the ABLE students would realize a college education was well within their grasp
- That ABLE students were capable of pursuing and attaining a four year degree
- That in allowing ABLE students to gain credits at Humphreys College during their high school years, they would begin to feel a part of the Humphreys family
- That in making their choices for a four year post-secondary institution, Humphreys College would be a welcome and natural consideration
- That ABLE students would become a generation of learners at Humphreys College, capable of excellence in their studies and academic production
- That ABLE students would create a legacy of learners that would enhance the Humphreys College legacy in San Joaquin County and in the academic world
- That the Humphreys College credential students and graduates would have the opportunity to learn and potentially work in the ABLE community (currently there are eight Humphreys graduates employed at ABLE in a variety of positions)

(continued on p. 4)

Humphreys College Newsletter Supplement

(continued from p. 3)

- That Humphreys faculty would have the chance to engage in original research at ABLE and use the K-12 program as foundation for the creation of best practices and other scholarly works

This concept was not new in the field of education. Many of the great academic institutions (Boston College, Yale, Harvard, Stanford, Michigan State, USC, and others) have partnerships with secondary and K-12 institutions that embrace the student from day one and create in students an identity that makes their transition to the post-secondary partner seamless and natural. Students from the early grades are seen wearing the partner college clothing and emblazoning their cars, books and other paraphernalia with pride and high expectations that they will someday be allowed to be part of that post-secondary legacy.

We at ABLE feel that same pride in introducing our students to our partner, Humphreys College. While ABLE's main goal is to crush and eliminate any barriers for our students that would dissuade them from seeking a college education, it would fulfill many of our hopes if Humphreys College was the students' choice for that education.

Beyond the Horizon

Having started six short years ago with 17 students and hopes for success, ABLE and Humphreys College are clearly on the right path.

There is a need for a gymnasium and athletic facilities for our eleven (and growing) varsity sports. There is a need for additional classroom space on the current property

and the potential of opening another Humphreys College K-8 campus in the Stockton area to accommodate the growing number of students. Please come and visit the ABLE campus. We hope you will become part of it—either by joining the credential program at Humphreys College and eventually teaching at ABLE, volunteering your time, or bringing and entrusting your children's education to the ABLE community.



Humphreys College Newsletter Supplement

Beyond the Classroom Experience *TO READ, OR NOT TO READ: THAT IS THE QUESTION*

By Lorraine Doria



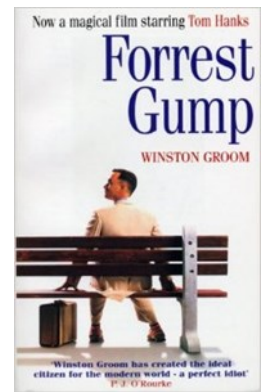
As someone who has had the pleasure of teaching California Literature, Introduction to Literature, and Literature of the Ancient World, I have had many run-ins with my Humphreys students who look a bit askance at a novel, book or play I have assigned. Instead, they ask in a truculent manner, "Why can't I just watch the movie?"

I am sure that my fellow bibliophiles cringe at hearing such a question. However, I can see the appeal of wanting to watch rather than read. For example, watching a movie, especially at a theater with friends, might be a more engaging experience than reading a book alone (especially if there is popcorn involved!). Moreover, a movie plot is usually more streamlined and easier to follow.

It is easy to name some truly horrific movie adaptations of novels. One of the most famous (or infamous) is the movie *Queen of the Damned* (2002), an adaptation of two of Anne Rice's *The Vampire Chronicles* series: *The Queen of the Damned* (1988) and *The Vampire Lestat* (1985). The 2002 movie was so awful that Anne Rice herself once announced to her fans that the entire *Vampire Chronicles* series was officially dead for adaptation.¹ Another lackluster adaptation is Nathaniel Hawthorne's *The Scarlet Letter* with Demi Moore and Gary Oldman (1995). Not only did the director and the actors claim that it was a "free adaptation" but there is a tacked on happy ending that

completely upended the plot. *The New York Times* argued that the movie veers from comic hilarity to a dull plod to comedy once again². With these two examples, it is easy to see why so many people who love the written word dread some screen adaptations.

To be fair, there are several good examples. Robert Zemeckis' 1994 version of Winston Groom's 1986 novel *Forrest Gump*, which won the Academy Award for Best Picture along with Best Actor and Best Director, is one of them. Another



movie that is equal in enjoyment to the printed word is Steven Spielberg's *Jurassic Park* (1993). Based on the 1990 novel by Michael Crichton, its story moves beyond the plot points of the novel: there is more action packed for the audience, translating the book for a different medium. However, since Crichton also shares a movie adaptation credit, the changes are negligible.³

Of course, there is also the most seminal movie adaptation of a novel: Francis Ford Coppola's *The Godfather* (1972), based on the 1969 book by Mario Puzo. It is important to note that once again the author did work closely with the director.⁴

While it is easy to point out the bad films and to pick out the good ones,

(continued on p. 6)

Humphreys College Newsletter Supplement

(continued from p. 5)

there are movies that lie somewhere in the middle; the books are simply more fun and offer much more. One of the strengths of silver screen adaptations is that the story is often told in a straightforward manner. This streamlining serves the mode of storytelling for a movie which runs for about ninety minutes; however, it often requires sacrifices.

Here are three examples when—in my opinion—the book was still better than its screen adaptation:

Orson Scott Card's *Ender's Game* (1985)



This movie came out in 2013.

While it is quite engaging, certain elements of the novel simply

were impossible to be carried out—for example, the age of main character Ender Wiggin and the other children in Battle School. In the book, Ender is about six years old; in the film, he and the other children are portrayed to be almost fourteen years old. The years the book spans are shortened. The secondary plotlines that give the book so much depth are abandoned.

Lewis Carroll's *Alice's Adventures in Wonderland* (1865)

This childhood classic has been adapted many times. However, the most popular is the Walt Disney version that came out in 1951 under the title *Alice in Wonderland*. Oddly enough, not a single adaptation incorporates all 12 chapters of the book completely. Rather, they often borrow from the sequel *Through the Looking-Glass, and What Alice Found*

There (1871)—for example, the twins Tweedledum and Tweedledee or the concept of an “unbirthday.” The character of Alice herself is changed: throughout the novel, Alice gives interesting narration and insights to her situation that are missing from the movie.

Isaac Asimov's *I, Robot* (1950)

In this instance, the only similarity between the movie and Asimov's collection of short stories is the title. The Will

Smith movie *I, Robot* came out in 2004. In this version, robots

are trying to take over the world. However, this plot does not appear anywhere in the printed stories. According to his introduction to the book, Asimov wanted to write a robot story that did not contain robots at-

tacking humans or even rebelling.⁵ Instead, he depicted the interaction between humans and robots as an allegory for race relations.⁶



The overall trend seen in these three examples is that while the movies can be enjoyable and engaging, the close reading offers much more. As I often advise my students, after watching the captivating film, try to pick up a printed copy and find out what was left out.

(1) Rick Schindler, “Lestat is Back: Anne Rice Announces New ‘Vampire Chronicles’ Sequel,” *Today*, March 10, 2014.

(2) Caryn James, “Film Review: Passion, Nudity, Puritans and, Oh, Yes, That (3) Scarlet Letter ‘A,’” *The New York Times*, October 13, 1995.

(4) Roger Ebert, “Jurassic Park,” *Movie Reviews and Ratings by Film Critic Roger Ebert*, June 11, 1993.

(5) Philip Horne, “The Godfather: ‘Nobody Enjoyed One Day of It,’” *The Telegraph*, September 22, 2009.

(6) Isaac Asimov, *I, Robot* (New York: Random House, 1950), xxxiii.

*happy
holidays*

From Humphreys College Faculty and Staff



Humphreys
COLLEGE

www.humphreys.edu



Humphreys College Newsletter *Supplement*, December 2016

Stanislav Perkner, Editor, sperkner@humphreys.edu

Julie Walker, Co-Editor, julie.walker@humphreys.edu

Martin Valladares, Executive Editor, martin.valladares@humphreys.edu