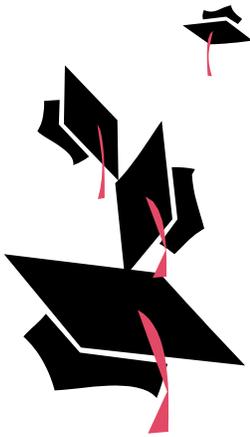


# The Growl -- June 2000

## The Growl

The Monthly Newsletter For The Humphreys College Huskies, Stockton Campus



## Grow!

**Dr. Chabot, Associate Professor of Sociology**

I am the teacher of athletes,  
He that by me spreads a wider breast than my own proves the width of my own,  
He most honors my style who learns under it to destroy the teacher.

-- Walt Whitman, *Leaves of Grass*

As Walt Whitman says, the student goes forth and proves his or her own worth not through derived power, overseen or controlled by the teacher, but in his or her own right. This is a common graduation message: we send you out into the world, expecting that you may someday remember us as now being too small and narrow, too limited in scope for the giant you have become. This will not be an affront to us; rather, as your mentors we will expect you to look beyond us into horizons we cannot envision -- definitely a good uplifting message to the new graduate. But this is also meant for the continuing student, however new to the college campus.

It may have taken you, the student, many quarters of hard study before noticing your instructors want something more than rote memorization. You get a better grade for using your imagination and critical thinking, but you also find yourself growing from within, stretching your mental boundaries with every stress-laden exam and paper you complete. The graduating class is no doubt relieved at being able to escape this college after many years of toil. Yet graduates will, given a bit of time, look back on these years as times of intense growth; not for the specific information given in class, but for the new powerhouse they were becoming.

So you, the student stuck here for another year or two or three before graduation, know that we, your teachers, expect great things from you -- not after graduation, but on a weekly basis. While I demand respect of all students, of me and all others in the classroom, yet too I am happiest when students take a concept or idea or fact and weave it into a larger pattern, growing in dimensions from what was before small and simple. Do not wait for graduation to test your strength or measure your stride, but give voice to your larger self now, and know we can only be proud of the questions and new answers you bring forth.

## ***Court Reporting Update***

Bruce Bodine, Coordinator of Court Reporting

On Friday, May 12, one of our students traveled to San Francisco to take the Certified Shorthand Reporter (CSR) Examination offered by the State of California. The exam is a two-day affair that includes a written exam and a machine exam. The machine exam consists of a 10-minute test dictated by four people at a speed of 200 wpm. The steno notes from the exam are then transcribed into English.

Vickie Martin started theory in the fall quarter of 1992. After two quarters, she quit school; however, she returned about three years later and started over. This time, though, she was determined to attain her goal of completing the program and taking the state examination to become a licensed court reporter. She completed the exam last month and will learn the results sometime during the middle of June.



Court reporting has become a more exciting profession with the advent of realtime technology. Court reporters are much better equipped to handle information processing than ever before. Realtime translation provides instantaneous translation of steno notes into English on a computer screen. In a computer integrated courtroom, this provides English translation to officers of the court and members of the jury that are hearing impaired. Court reporters also use realtime technology for captioning on television and at conventions where large screens are required.

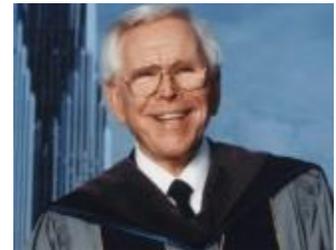
Thanks to realtime translation, the court reporter is in greater demand than ever before. And the profession is stronger than ever. So, Vickie, we all wish you the best of luck in passing the CSR Examination and becoming a court reporter. And to our current students, keep working and striving for the ultimate goal of becoming a court reporter. Your hard work and practice will pay off for you and prepare you for a most exciting profession.

### ***Faith, Focus, and Follow-Through***

*Journal of Court Reporting*, Reprinted with permission.

**By Loren Sawyer**

May 1999



The Reverend Robert Schuller once said that the three most important virtues in life are *faith*, *focus*, and *follow-through*.

An education at most court reporting schools instills these same virtues into its students. Those virtues not only aid in encouraging students to finish school, but they also help them become successful court reporters.

### ***Faith***

Students must have *faith* that they selected the right career. Looming before them are an unfamiliar shorthand machine and a completely foreign, new language.

As doubts creep in, students must hold fast to their faith -- faith in themselves and in their chosen career.

They must trust that through dedication and sacrifice, they will succeed in becoming court reporters. They must realize that court reporters always will be in demand and respected as professionals.

### ***Focus***

As with any educational program, reporting students must learn to *focus*. They must focus on what's important in acquiring their education. At the school I attended, time management was a part of that focus. Students learned time management from their very first day. They were encouraged to set aside time from each busy day to practice their skills on their steno machines and to study their academic courses.

They also were encouraged to set goals. Those students focused enough to achieve their personal goals will be the ones who excel. The art of focusing will remain with them throughout their careers. They will be dedicated to finishing accurate transcripts, completing those transcripts on time and displaying a professional demeanor with clients at all times.

### ***Follow-Through***

Students have a specific goal when starting a court-reporting program – to finish the program. To *follow through* with this goal, they must not get discouraged.

Ask court-reporting students who have been stuck on a speed plateau if they felt like throwing in the towel, and, most likely, they will answer in the affirmative. But students are taught not only to follow through to complete required courses, but to follow through in becoming involved in the profession. They are encouraged to attend seminars, to gain knowledge of available software, to visit agencies, and to join clubs and professional organizations. These activities will enhance their education by giving them knowledge about their chosen profession.

By the time students have become reporters, they will know the importance of involvement and following through with their ambitions. Court reporters do not just “hang in there.” They go the extra mile to follow through.

### ***The Final “F”***

After the three “Fs” of *faith*, *focus*, and *follow-through* are successfully instilled and coursework is completed, students will acquire a final “F.” That “F” is *fulfillment*, which will sustain graduates throughout their careers and in all aspects of their lives.

## *Alternative Search Engines for the Adventurousome*



Here are some search engines from Mr. Modem's Desktop's article titled, "The Little Search Engines that Can." Try these on for size.

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Journal of Court Reporting  
**By Richard A. Sherman**  
February 2000

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[www.Beaucoup.com/](http://www.Beaucoup.com/)  
[www.curryguide.com/](http://www.curryguide.com/)  
[www.cyberfiber.com/](http://www.cyberfiber.com/)  
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[www.gohip.com](http://www.gohip.com)  
<http://ciir2.cs.unmass.edu/Govbot/> (Search U.S. government Web sites)  
[www.highway61.com](http://www.highway61.com) (A search engine with a sense of humor)  
[www.hotsheet.com](http://www.hotsheet.com)  
[www.macinstein.com](http://www.macinstein.com)  
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[www.searchopolis.com](http://www.searchopolis.com) (A search engine mainly for Elementary and High School students)