



### THE FIRST 110 YEARS OF HUMPHREYS COLLEGE:

## 1896-2006

### Seven Questions for Dr. Robert G. Humphreys

Please introduce the origins of the college – 110 years ago.

John R. Humphreys, Sr., arrived in Stockton in 1892 and took a job as educational director of the already-existing *Stockton Business College, Normal School, and Telegraphic Institute*. It was established in 1872 by William Ramsey who retired in 1896. My grandfather took over ownership: hence, the dating of Humphreys College at 1896. He served as its president for more than forty years, from 1896 through 1937.

How would you characterize the era – and the personality – of your father, John R. Humphreys, Jr., who led the college as its president between 1937 and 1980, and chaired the Board of Trustees from 1948 through 1992?

My father was a scholar. His undergraduate degree from University of the Pacific (then College of the Pacific) was in ancient languages: Latin and Greek. He supported the idea of a pragmatic education. He believed strongly that everyone should have the opportunity to obtain the skills necessary to get and hold a job, and also to grow and develop in the job—hence the development of the liberal arts foundation in all programs. My father was a strong, independent, and creative thinker who believed that everyone should have the opportunity to go as far as he or she can educationally. During his early years as president, he was focused primarily on entry-level job skill programs, as was his competition; in fact, in the 1920s, he was in partnership for a time with the Heald Colleges. However, he felt that people should grow and develop to their full

potential. He pursued programs beyond the six- and nine-month certificate programs, popular at that time, and developed degree offerings, both at the associate and bachelor levels.

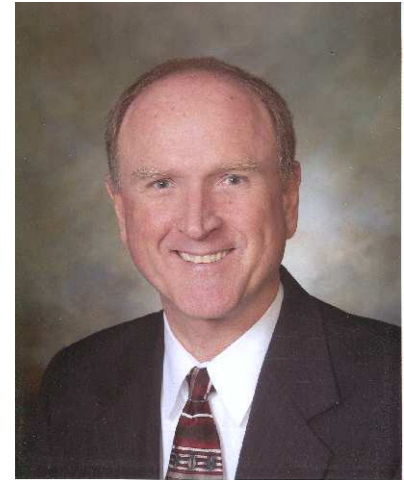
Where was the college located before it reached its current place?

Its first location that I am aware of was above the billiard hall in Hunter Square, downtown. Its first name in 1872 was the Gas City Business College. It occupied various locations in downtown Stockton during the early years, including the top floor of the *Stockton Record* Building, the Exchange Building on the corner of Channel and Weber, and the Elks Building. From approximately 1935 until 1966, it was located at 180 N. California Street, corner of Weber.

Characterize the main stages of the curricular development of the college.

As mentioned above, when John R. Humphreys, Sr., took over control of the school 110 years ago, it was a business college (entry level job skills), a normal school (teacher training), and telegraphic institute. This focus remained until the mid-1930s. From 1930 to 1970, the curriculum grew and matured to include liberal arts, business management, accounting, court reporting, and the beginnings of a paralegal program. Sixty years ago, the college was reorganized as a non-profit educational corporation. Associate and bachelor degree programs (continued on page 17)

# 110 Years of Humphreys History



The three presidents of Humphreys College (from left to right): John R. Humphreys Sr. (1896-1937), John R. Humphreys Jr. (1937-1980), Robert G. Humphreys Sr. (1980-present)



The three center figures are members of the Humphreys family: John Humphreys Jr. (left), Robert Humphreys Sr. (right), and Gladys Humphreys (seated). They are pictured here at an alumni dinner.



Students in the Electronic Technology department of the late sixties studied the new invention called "the computer." At the time, one computer could take up an entire room.



Humphreys students practiced on machines that looked much different from the ones used today. At the time, they were valued for their proficiency in the latest office technology.

Pictured here is the 1907 graduating class of the Normal School, a training program for teachers. The tall figure in the top row, middle, is John Humphreys Sr., who was 6'6" tall. The group sits in front of the original building for Humphreys College, which was located downtown on Channel Street.



Humphreys students have always needed a place to go to relax after a tough day of classes. Students pictured here enjoy sodas and conversation.



Humphreys boat races are the stuff of legends. The quad is filled with water two feet deep. The event was held several times during the 1980's. Dr. Robert Humphreys is pictured here (middle) pushing his team to victory.





# From the Dean's Desk

## A Little Slice of History

by Jess Bonds, Dean of Instruction

**110** years is a long time. Looking back at the history of the college is important to see where we came from and where we might be going. Humphreys College has been in operation for 110 years. Wow! For most of us, a long-view of history does not have the same immediate impact as a short-view. I came to the college in 1990. A lot has happened since that time. Some of you were just finishing potty training. Me? I had all my hair. Despite the important changes in what we've learned or lost, perhaps the biggest changes have been with technology.

When I got here, there were no computers! Now they're everywhere. Internet? What's that? It wasn't even invented then, just ask Al Gore. There were no faculty offices. Students and teachers talked privately in the busy hallways. Now, all full-time faculty members have offices – with computers – connected to the Internet. I remember the faculty and administration arguing over how much memory should be in the computers. The administration wanted two megabytes and the faculty wanted four. Now, my little key-chain memory stick is bigger than that!

The first computers at the college didn't have Windows. Not because it wasn't available but because it was inferior to DOS. Disk Operating System. Ah, DOS 2.1. Those were the days! Who knew we'd be holding mice in our hands while looking through windows? There's something a little psychotic about that.

Ever heard of a 3 ½ inch floppy drive? Well, how

about a 5 ¼ inch floppy? I've ordered pizzas smaller than that. But that's the size of the floppy drives at the time. Back then, we knew a modem was really a modulator-demodulator. Color monitor? Who knew it was possible? We did have a choice, though. Would you

like your monochrome monitor in green or amber? Flat screen? Ha, ha.

I recall getting so pumped up over a 20 megabyte hard drive! With that size, a person could change the world! Now hard drives are measured in gigabytes. I could only dream of gigabytes back in the day. Beneath a shady tree, looking across the empty lot on which now stands the new campus, I would smile broadly when envisioning the day when hard drives would be measured in gigabytes. Oh, yes, those were the days! You want to buy a laptop, plug it into a projector, and show it on the wall? You're fired, mister! What do you think this is, a Fortune 500 company traded on the New York Stock Exchange? Now, it's no big deal. Just plug n' play.

Cell phones were the size of bricks, and the batteries were twice as large. TM? You and your fancy initials. Try this one – WYSIWYG. Wizzy Wig. There, take that. Figure it out yet? Just keep staring because what you see is what you get. In 1990, nobody stuck a blackberry in his ear. Today's youth are out of control. What about licorice pizza? Yeah, baby, figure that one out. IPOD? Ear buds? Napster? Whatever happened to putting the tape recorder close to the radio speakers and pirating songs that way?

Sixteen years ago, "my space" was a place to go where nobody could see you. Now, it's a place where everybody can see you. Back then, there was no such thing as Google. Now, we use Moodle to teach online courses. Today, you can google your Bluetooth. Back then, that type of behavior could get you arrested, or at least dismissed from school on general principle.

I could go on about the history of technology and Humphreys, but my e-mail dinger just sounded, my cell phone beeped, and I've heard there's a cool video on YouTube. Plus, there's some good Emo I want to listen to.



# Department News

## Administrative Management



### REPORT FROM THE CYBER CAFÉ Confessions of an Online Student

by Jim DeCosta, Chair

**W**hat is the “pit”? In my view, it is one of the most important things responsible for our successes and failures. Disregarding the pit is like rolling dice at the crap table in Las Vegas: you might still succeed or just “crap out.” During the past year, I have seen many students succeed in my online courses, but almost as many have withdrawn and/or failed. If I had to focus on the one characteristic that ultimately leads to failure, regardless of the academic capability of the online student, it would be the failure to establish a set of scheduled times to sit down and interact with the course materials. This is the major pitfall of an online course. I’ve seen far too many students fall into the trap and unable to extract themselves from its clutches because they honestly believed that they would perform better next week, make more time, even without making that time commitment real by setting a date, time and place for the work.

#### WHY THE PIT IS INVISIBLE

Students find online study attractive because it removes distance and time as an obstacle to continuing education; it lets them decide when and where the interaction with course materials will take place. They are in control and can fit learning into their lives. The problem is that many who enroll in an online course never take the time to map out just when that time will be. The where is usually not an issue because the student envisions working from home or perhaps even from office and rationalizes that there will be one day or night when he or she will not have to commute to the campus. Their heads fill with monetary savings on gas and timesavings with no commute. “Taking one or two online courses

would allow me to stay home with my family on those nights and save gas,” say some of my students. The students are so wrapped up in the positive aspects of online instruction that they forget that the online course still requires a weekly commitment between eight and twelve hours.

You know what they say about the “squeaky wheel.” The online course is definitely not the squeaky wheel of education. It is much easier to prepare for Ms. Moquett’s class and forget about Mr. DeCosta’s online class because you have to walk into Ms. Moquett’s class and face the consequences for your lack of preparedness. You can e-mail Mr. DeCosta with some excuse, and he may even believe it, but it really does not matter because it is “an online class and I can catch up!” Please keep in mind that less than ten percent of students who fall behind in online or face-to-face classes actually catch up to the rest of the class by the end of the quarter.

#### ESCAPING THE PIT AND THE SUBSEQUENT FALL

The best way to avoid falling into the pit is to have a plan that will map out when and where you will interact with course materials. If you are a Humphreys night student, taking 16 units per quarter and on the fast track to your degree, you are a very busy person. Chances are that you have a part-time job during the day and you may have a family that needs your time and attention also. Perhaps you can get some of your homework done at work, but most likely you are studying every weekend, and that probably includes most Friday nights. When you sign up for that online class to free up your Tuesday nights, you must remember that these nights are not free. You should spend a similar amount of time on  
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# Department News

## Business

### New Major: Business Administration

by Jason Wolins, Chair

**H**ave you noticed the changes in the Business Department programs? We are now focusing on two programs: Accounting and a new major, Business Administration.

#### Accounting Program

The Accounting program is still a separate, independent major offering B.S., A.A., and A.S. degrees. Students get a broad education in basic liberal arts (to enhance communications skills) plus accounting theory, practice, and auditing at all degree levels. In addition, the Accounting B.S. major is for students who desire (1) accounting careers which require in-depth accounting training for making financial and management decisions, (2) mid-level or higher financial positions, or (3) to prepare for the Certified Public Accountant (C.P.A.) examination.

The Accounting A.A. and A.S. programs remain unchanged for Fall 2006. Only one minor change was made to the Accounting B.S. program: Students enrolling now take Accounting Information Systems instead of Management Information Systems.

#### Business Administration

The new Business Administration program grew out of the previous Business Management major. New students now major in Business Administration instead of Business Management and choose either a B.S., A.A., or A.S. degree program. At all degree levels, students receive general education in liberal arts plus practical training in the analytical skills needed to compete in modern business. They can focus on training for many career options, such as planning, accounting, financial management, marketing, management consulting,

entrepreneurship, information systems, and general management.

In addition, B.S. Business Administration majors get a broader-based exposure to the functional areas of business, including operations, marketing, finance, and accounting, and select one of three concentrations: (1) Management, (2) Management Information Systems, or (3) Accounting. Each concentration includes seven specific courses to give students more in-depth exposure to each topic area.

The Management concentration is similar to the previous Business Management major. The Management Information Systems (MIS) concentration is oriented to applying information systems in management settings. The Accounting concentration is a path separate from the above independent Accounting major and designed for students who (1) want a less in-depth and more management-oriented focus on accounting and (2) are not planning to take the C.P.A. examination.

For Fall 2006, the Business Administration A.A. and A.S. programs remain unchanged from the same degree level programs in the previous Business Management major. The major changes occurred in the Business Management B.S. program. Besides adding the three concentration options, the core requirements for all Business Administration B.S. students have changed: Intermediate Economics and Management Information Systems are no longer required of all students (students already take two other economics courses and an introduction to management information systems course, which will still be required). Instead, all Business Administration B.S. students must now take Operations Management and Business Ethics.



# Department News

## Court Reporting

### Two November Events

by Bruce M. Bodine, Department Chair

Our student **Sean Gumm** traveled to Sacramento to sit for the California Certified Shorthand Reporter Exam. The Friday-Saturday exam is held three times per year. Students from all over the state participate, after they have passed a qualifying exam and numerous other requirements. Instructors Kay Reindl and Pamela Closs also attended to aid students in warming up prior to the exam.

Sean transferred to Humphreys College in 2004, at the beginning of the fall quarter. When he began classes in Stockton, he was in the 60-80 wpm level in speed-building classes. He moved up through all speed levels and eventually passed seven qualifying exams, even though only one is required by the state.

While he was building speed and confidence on his steno machine, Sean participated in numerous school events taking notes on steno – alumni focus groups, the

high school counselor day, etc. – and was employed by the college as the lab aide for the court reporting department for a year. He also completed his internship with court reporters prior to sitting for the school qualifiers, which means he worked directly with reporters in court and depositions for a minimum of 50 hours. Sean now has a waiting period of approximately six weeks before he will learn of his final score on the state exam.

It has been a pleasure having Sean as a student. He has worked very hard. We feel confident that he will, indeed, become an excellent court reporter for the state of California.



Brenda Nottoli, court reporting instructor, and Bruce M. Bodine attended the career day at Galt High School. The gymnasium was used to display approximately 50 presenters, each at an individual table. About 1,000 students filed through the gymnasium for about two hours and were invited to stop at any table and talk to the presenters.

Mrs. Nottoli performed a realtime demonstration on the steno machine, which was cabled to a notebook computer. Her demonstration included writing part of the presentation by Mr. Bodine while he was talking to students. She also wrote students' names in steno; they could see what their names would look like in the shorthand language. A spare steno machine was also

on the table, so students could try typing on the keys and take the steno paper with them once they were done.

This was the second year in a row that we have participated in the Galt High School career day. It is an important method to get the word out about court reporting and Humphreys College to a large group of students, and only one of a number of schools that invite us each year to career days. Our next career day will take place at West High School in Tracy in February. Mrs. Reindl or Mr. Bodine will attend this event, hopefully with a court reporter from the area or one of our students.

# Department News

## Liberal Arts

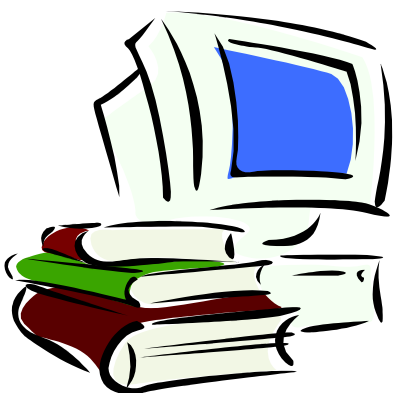
### Your Local Library Database

by Cynthia S. Becerra, Chair

The electronic library is a relatively new term that can be used in many different ways. For the San Joaquin County citizen, however, like most of you, it has earned a special meaning if you possess a Stockton-San Joaquin County Public Library Card. Using this simple little card with your library card number, you, as the cardholder, are entitled to use a huge assortment of databases for free. Yes, for free—no online subscriptions, no additional costs. (Being a taxpayer can be a wonderful thing!) Let me first give special thanks to Pamela Cachu, one of my students who first informed me of this great resource. Second, a high five to Fabian Echevarria, the College's computer administrator, for setting up the college computers so that all who have this card can easily access the county library's databases.

In this electronic age, you and I can enter the library while sitting at our desks, our office work stations, or at home in our warm pajamas with hot chocolate in hand. To use Infotrac or Opposing Viewpoints Resource Center or a host of other databases, you have only to follow a few simple steps:

1. Log on to [www.stockton.lib.ca.us](http://www.stockton.lib.ca.us).
2. Click on databases on the library's main page.
3. The Databases (Electronic Subscriptions) web page will appear. Look over the highlighted links and then click on any resource except those that are described as being "In Library" in bold print.



4. If you click on InfoTrac or even the Opposing Viewpoints Resource Center, it will take you to a page that requires that you type in your library card number without the P. Once you type it in, then click on "proceed" and you will be logged in to the library's databases.
5. You may use a keyword, subject search, or other types of searches as described in the pages of the various databases.
6. When printing, be sure to click on the print icon just above the article, not your browser's icon, so that you will only print the article, not the other "gobbledygook" that just takes up print and paper.
7. When finished using the different resources, be sure to log out.

Sometimes when entering a database, you will be asked to give your library card number and your pin. If this occurs, your pin is the last four digits of your home number.

When using any Internet resource, be sure to take down the necessary website information so that you can cite your source properly, whether using Modern Language Association Style or American Psychological Association Style. Consult your instructor or ask Dr. Perkner for a hand-out produced by the library which provides you with numerous examples to guide you in using MLA Documentation for the "perfect" works cited page.



# From the Law School

## WINTER QUARTER STARTED

- The Laurence Drivon School of Law is proud to announce that four of last year's graduates passed the July 2006 California Bar Examination. The passers were Dr. Henry Chan, Paul Christensen, Anthony Johnston, and Elena Prucyk. The passage rate for all takers was 51.8%. The passage rate for the first-time takers from Humphreys is 57%. Congratulations to these new lawyers. They will be sworn into the Bar in a special event at the Law School on Wednesday, December 6.

- The Law School continues to be an integral part of the legal community of San Joaquin County. The Superior Court now holds its Focus Group sessions in the Courtroom. The Inns of Court is now fully underway; it meets monthly every third Thursday. This group, which includes fourteen local judges, has brought in Justice Carol Corrigan of the California Supreme Court. Humphreys is the only non-ABA law school in the country to sponsor an Inns of Court.

- The winter quarter for Law School began on Monday, November 6. With that quarter begins the second year the Law School offers a second start for first-year students. Twelve new students joined the program and began classes. Among them is a recent Humphreys graduate, Angela Martin. In the first start, Track One, are two other former Humphreys undergraduates, Patrick Caufield and Mike Olson. Fatima Ibahim is in her second year.

- There are new classes and professors this quarter also. A Legal Writing class for third-year students is being taught by Judge Elizabeth Humphreys and local attorney Joe Fagundes. Judge William Murray has

taken over the Evidence Class.

- Paralegal students have been invited to work with the law students at the Small Claims Clinic. While the law students give advice, the paralegal students assist the public with the forms and procedures. Dean Patrick Piggott hopes for more joint projects in the future. These clinics are open to the public and are held the first Thursday of each month commencing at 6:30 p.m. in the Courtroom.

- On September 1, the Law School honored the U.S. Constitution and our school's Constitution Week by holding an assembly of all students. Professor Phyllis Berger gave a presentation on the Constitution based on the classes taught by Supreme Court Justice Kennedy when he was a Professor at McGeorge School of Law, UOP. She quoted from one of his commencement addresses and gave a summary of the importance of the document and its history.

Then Professor Berger presented a gift from an alumnus, Robert Williams, a treatise on the Supreme Court that includes the biographies of all justices who have served on the Court. The large volume was given to the Librarian and will remain in the stacks of the Law School library.





# The Academic Community

## New Course

### ***The Supreme Court in American Life: Landmark Cases***

In the Winter Quarter, Humphreys students will have a chance to take a new upper division course offered by the Liberal Arts Department. It will cover landmark cases of the Supreme Court and their consequences in the life of the nation. The course will be taught by Dr. Stanislav Perkner:

*The Supreme Court wields a substantial influence in the social history of the United States. Its rulings have had a transformative historic impact. In my opinion, the standard history and political science courses do not provide enough time to deal with the complexities of the landmark cases. According to opinion polls, Americans hold the Supreme Court in greater esteem than either the president or the Congress; yet, it is the least understood branch of government. This course intends to address Humphreys students with an*

*advanced interest in the subject. Since Humphreys College's undergraduate curriculum offers several law-related courses, the proposed course might integrate the social sciences, paralegal, court reporting, and law school curricula. The course will pay special attention to the legacy of prominent justices of the past, as well as to the opinions of current members. To link the subject matter to the other segments of the undergraduate curriculum, the students will have a chance to discuss the current events relevant to the court rulings.*

This course is scheduled for Thursday nights. For more information about the content, prerequisites, and other requirements, contact Dr. Perkner (phone: 235-2933; e-mail: [sperkner@humphreys.edu](mailto:sperkner@humphreys.edu)).

## From the Learning Center In Conversation with Dean Bonds

The third guest of *Conversations* – after Rowena Walker and Patrick Piggott – was **Jess Bonds**, Dean of Instruction. Student hosts Anne Poggio-Castillou and Ahmad Majid led the conversation in an informal tone. The dean responded to numerous questions from the moderators and the public, oscillating between personal and official topics. For example, the dean admitted his passion for Western movies, confirmed the authorship of a book of poetry, and confessed to several embarrassing moments in school.

Students Teresa Burks and Gerald Berger raised questions of the dean's educational philosophy. Referring to the biblical message on the connection among knowledge, understanding, and wisdom, Jess Bonds argued that college education may represent delayed gratification, while providing a balanced

academic and also practical base for a successful life-long career.

Professor Cynthia Becerra asked the dean to summarize his long-term vision for the college's educational development. In response, he stressed further adjustments of course content to the general learning objectives and the value of a continuous assessment of learning outcomes. He linked those expectations to *The Spellings Report*, released recently by the federal government. In his opinion, the college should offer a more balanced menu of traditional and online courses.



# Meet Your Classmate Cheri Hill I am a Second-Generation Driver



In the summer, she received the Court Reporting Department award for the *Outstanding Student of the Year*. She is devoted to her studies and family, as well as to an unusual hobby: car racing. Her name is Cheri Hill.

**Cheri, you do not look like a typical racecar driver...**

Some people say that. My answer is always the same: Well, what is a racecar driver supposed to look like? Then, the car doesn't know the gender of the driver, so what's the deal!

**The dash on your racecar reads: THIS ONE IS FOR YOU, DAD.**

Yes, I am a second-generation driver. My father drove racecars from before I was born. I grew up with the sport, longing to be with him in the pits. However, back then, times were different and women were not even allowed in the pits. Times have certainly changed and more and more women are entering the sport.

**How did you get started?**

My first husband developed an interest in racing through helping my dad. He started, but he broke his back in a racing accident. The crew and my dad encouraged me to get in his car during his recovery. I did so well that we decided to build my own car. Then we started racing together (or against each other, I should say). After our divorce, nine years ago, I kept racing and he quit at that time.

**Why do you enjoy it?**

The challenge and the speed, it is what draws me. Since I have always been around it, it was natural for me to drive. However, my utmost source of enjoyment over the past 14 years of racing has been the friends. It was hard when I first started, being a woman in a man's field, but every beginner has to go through his or her rookie mistakes and earn respect as a driver.

**How about danger?**

I get asked that question a lot -- but like my dad told me, *Never let them see it*. I probably feel the same way as every driver does; you do not think about it. During the

years of growing up and racing myself, I have seen numerous severe accidents resulting in injury and death. I guess my standard answer is the best I can think of: I am more afraid of driving on the freeway than I am on the racetrack. When I get in the racecar, I am prepared for an accident. I am tightly belted, I wear a three-layer fire suit, helmet, fireproof gloves, socks, and shoes, as well as arm restraints that would keep my arms inside the car in the event of a severe flip. This equipment has kept me safe several times. Yes, I have had accidents that are still talked about at the racetrack today. I think I hold the record on flipping out of the track and landing outside the track next to the parking lot. I walked away unhurt, just very sore for a few days. I have received two concussions, one lasting for about two months, though, I continued to attend school on that one. Just as an emergency room doctor told me one time, *They only gave Steve Young three*. My answer was, *Cool, I got one more to go*.

**What kind of car do you drive?**

My particular class is a "360 sprint car," which refers to the cubic inches of the motor. I run a Chevy motor; however, there is nothing stock about this engine. It is fuel injected with aluminum heads, special racing pistons, rods, crank, etc. It produces approximately 750 horsepower. The car is very light, roughly 1400 lbs. The result is head-jerking, instant and extreme power. During racing, these cars often do wheelies. The fans love that. Depending on the size of the track, we run about 110 miles an hour in the straights, and then slide through the corners with extreme G-force. After a night of racing, I often have a very sore neck just from holding my head up through the corners.

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# The Academic Community

## Effective Assessment Solutions for Accreditation

by Cynthia S. Becerra

Hosted and presented by Sonoma State University and LiveText, a software company promoting educational tools, this learning seminar, entitled "Effective Assessment Solutions for Accreditation," provided a group of Humphreys College faculty and department chairs with an opportunity to add to their knowledge about assessment tools, methodology, and current practices.

Attended by Linda Rahmoller, Jim DeCosta, Richard Chabot, Bruce Bodine, Ruth Waymire, and Cynthia Becerra, the speakers, addressing about 60 participants, included Barbara Wright, Associate Director of Western Association of Schools and Colleges (WASC); Dr. Mary Ann Nickel and Dr. Paula Lane, both associate professors in education from Sonoma State; and Dr. Tim Martin, Director of Institutional Effectiveness, from the University of Arkansas. At the conclusion of the

presentations, Katherine Kalmus, a consultant for LiveText, highlighted the resources available to LiveText customers.

Ms. Wright, a dynamic speaker, focused on the future of higher education and the recommendations made by the Secretary of Education's Commission report. Both Drs. Lane and Nickel provided us with examples of student-teacher portfolios to measure assessment using LiveText. Dr. Martin endorsed the use of LiveText as a method for ensuring institution-wide assessment of all programs and operations.

Ultimately, Humphreys College attendees acquired more knowledge about assessment tools and the ways in which other colleges are utilizing various methods to measure educational effectiveness.

## High-School Counselors Toured the New Campus

by Candace Blue, Director of Public Relations

Thirty-two high-school counselors from San Joaquin County attended a *Counselors' Luncheon and Tour* on Thursday, November 2. They were invited to become familiar with academic programs and to see the new college campus. They were treated to fall decorations, a raffle of lovely baskets, and a catered lunch by Café Luna.

Five groups toured the campus stopping at designated locations to hear department chairs give information about the programs. The tours were conducted by students from the Court Reporting, Early

Childhood Education, and Business departments. Other tour leaders were from the administration and admissions departments.

Upon returning to the starting point, the counselors received Humphreys College mouse pads and filled out evaluations. The remarks in the evaluations included numerous positive statements: for example, "I was very impressed with the programs available, small class sizes, and what appears to be a very supportive staff..." "It was great. I hope you'll offer it again next year."



# Student Station

## MATH ANXIETY – HOW TO COPE WITH IT

by Tatiana B. Walker-Raigoza, Library Assistant

Like many other students, I experience a fear of math, math classes, math books, and math teachers. I decided to try to overcome my fear this quarter by not only taking a math class but also reading a book about my anxiety, which just arrived to the library: Conquering Math Anxiety: A Self-Help Workbook was written by Dr. Cynthia A. Arem, a counselor from Pima Community College in Tucson, Arizona. She addresses two important questions I have always wondered about: Why is math such a problem for so many? What can be done? Her “treatment approach” includes anxiety management, reduction of internal psychological blocks, confidence building, problem-solving strategies, and effective study and test-taking skills. The author uses the analogy of a road map detailing the route to math success.

In Chapter 1, Arem identifies the symptoms of math anxiety: negative emotional, mental, and/or physical reactions to mathematical thought processes and problem solving. She points out that experiencing symptoms of math anxiety does not prove the presence of it. She argues that “Math acts like a fine magnifying lens, bringing into sharp focus a host of other academic deficiencies, like poor study skills, knowledge gaps, or inadequate test preparations, or test-taking skills.” We may think we suffer from math anxiety, but we could just be anxious about testing in general.

Chapter 2 identifies the main reasons why so many of us have to cope with math anxiety. They include embarrassing moments related to math, poor curriculum in school, negative life experiences associated with learning math, and poor teaching methods. The author pays attention to the so-called negative self-talk, stemming from our experiences.

From Chapter 3, I learned that “managing anxiety is like tuning the strings of a violin. When the tension is perfectly adjusted, the resulting music is sweet and melodic.” The author offers several methods to harness the physiological changes that both the body and the mind experience under the stress. In short, the body “reacts as if it were in danger and prepares for possible fight or flight.” I found out, for example, that to change the rate and pattern of my breathing could produce calming effects.

In Chapter 4 the author gives several exercises for the reader to review that can help anyone overcome his/her fear of math.

Chapter 5 is titled “Positive Thinking is a Plus Sign.” I learned that a positive attitude is as important as my innate ability, competence, or the determination to learn. The author offers eleven exercises encouraging those attitudes.

I really enjoyed the reading of Chapter 6. Arem starts by saying, “Your imagination is the creative expression of your mind.” Whether it is reality of the day-to-day life or fantasy, we picture everything in our mind first. If we can picture a success, it is easier to achieve it. The book offers several exercises leading to a “programmed positive visualization.”

Chapters 7 and 8 contain numerous tips on how to enhance our math skills and learning styles. I learned about the differences among visual, auditory, and kinesthetic/tactile learners. From there, the author’s road map leads directly to the explanation of math-study skills, including reading math (continued on page 18)



# The Academic Community

## Amy's Little Corner of the World

### The Times, They are A-Changin'

**A**s you have probably gathered from the theme of this newsletter, this year Humphreys College celebrates its 110th year. It is easy to think, in numeric terms, that the college has been around since 1896, but what was the world like for Humphreys' students 110 years ago? In what type of environment did they live? How much different was their world from yours?

For starters, let's look at the laws. The Clean Air and Water Acts, as well as the Endangered Species Act, would not be passed for roughly another 70 years. The U.S. Food and Drug Administration (FDA) had not yet been created, and the act to regulate the processing, sale, and distribution of food (the Federal Food and Drugs Act) would not be passed for another ten years. That same year, 1906, Upton Sinclair published his famous novel, The Jungle, to expose the terrible conditions of the food industry. This means that for the students of Humphreys' first graduating classes, there were no governmental regulations on the late night study snacks they ate. Scary!

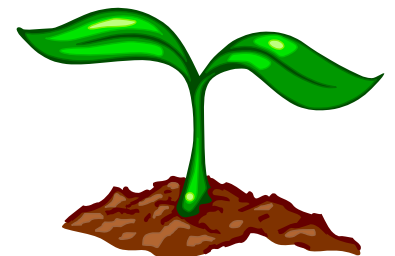
But more than just that, how has our world changed from the world known by the first Humphreys students? Since 1896, the average temperature has risen two degrees. The rate of increase in temperature has also risen. This change in temperature, known as the Greenhouse Effect, has had an impact on things like cycles of plant and animal life, the melting of polar ice caps and the subsequent rise in ocean levels, and many other ramifications, some of which are not yet known.

In 1896 Henry Becquerel, a French physicist, discovered the natural radioactive decay of uranium. This allowed other scientists in the next few years to invent a system using radioactivity to accurately measure

geologic time. Over the next 40 years, new atomic research would expand and its implications would change the course of history. Imagine how science and history courses for Humphreys' first students were so much different from yours!

And what about the land itself? Since 1896, the world population has almost quadrupled. With this increase has come more demands on natural resources, meaning deforestation, decrease of available fresh water, and higher concentrations of greenhouse gasses in the atmosphere. Carbon dioxide levels have risen, creating danger for the ozone layer. Although students today can breathe easily after successfully completing a difficult midterm or final, Humphreys' first students could breathe much easier.

This may seem like a bunch of useless knowledge, but remember that as a Humphreys student, you are connected through time and space to those who have matriculated before you. It is important to know the lives of your counterparts of the past. Wear this special connection like a badge of honor, and you will never be alone through the trials of your academic career here at Humphreys College.



# Language Languishes



Eighty years ago, English poet Robert Graves (1895-1985) published a little book with the Latin title Lars Porsena or The Future of Swearing and Improper Language.

I have to rely on my memory to introduce its theme because, although I own the book, it has doubtless gravitated to the bottom of one of the many piles of books that litter my house and, during term, I do not have the time necessary for the archeological excavation.

If memory serves, what Graves is saying is that the use of expletives (and he had served in the army in World War I – an experience he recounts in vivid and terrifying detail in his 1927 autobiography Goodbye to All That – and was well acquainted with such use) is, albeit lamentable, justified if done sparingly. The use of an ugly epithet has the power to draw attention to one's point, especially if one is not in the constant habit of swearing. I confess I am occasionally, very occasionally (!) guilty, if that is the right word, of such usage. People do not expect one in the high-profile position of academic

**by Michael Duffett**

and minister (two roles I perform) to use bad language. So when I do, they sit up and notice.

In today's world (a long way from the time in which Graves was writing) we have become inundated with foul language. It is everywhere; it makes the extremely occasional use of it I have mentioned that much more difficult to have the desired effect.

In earlier ages the art of invective reached great heights of creativity. Consider this wonderful stream of epithets directed against Oswald in Shakespeare's King Lear:

A knave, a rascal, an eater of broken meats; a base, proud, shallow, beggarly, three-suited, hundred-pound, filthy, worsted-stocking knave; a lily-livered, action-taking whoreson, glass-gazing, superserviceable, finical rogue; one-trunk-inheriting slave; one that wouldst be a bawd, in way of good service, and art nothing but the composition of a knave, beggar, coward, pander, and the son and heir of a mongrel bitch: one whom I will beat into a clamorous whining, if thou denyest the least syllable of thy addition.

Now **that** is the art of swearing. Compared to that, the ubiquitous vulgarity of our times pales.





# The Academic Community

## Poetry of Wallace F. Caldwell: The Art of Understatement

by Dr. Stanislav Perkner

In his third collection, *Impressions* (2006), Professor Emeritus Wallace F. Caldwell offers fifty poems ranging from the word play to life-balancing confessions. Those who know the author as a respected constitutional scholar, academic administrator, and lawyer might be surprised while reading his formally simple poems celebrating a rainy day turning sunny (Today; Tomorrow) or profiling a gallery of silly characters (Mental Case; Blabber; Charlie; Grumpy; Despair). His numerous students and legal clients will be amused by Caldwell's miniature courtroom stories (Duped; Investments; Burglar). A few of the pieces are just entertaining wordplay (Salty Sea or Bud Light).

On the other hand, his latest book reflects the author's experiences as one of the Silent Generation. Caldwell served in post-War Japan – a country he visits still – and in the Korean War. His Hero “was buried with due honors,” yet “He will surely be forgotten/Like the turning of a page.” Wars as an ultimate test of the limits of humanity inspired at least four of Caldwell's poems. As a political scientist and historian, he poetically comments on the Greeks' anti-Persian struggle (Thermopylae), the American Civil War (To the Sea), 20th-century conflicts involving the U.S. (Enemies), and the threat of future global confrontations (Rockets). This theme is the only one that lacks the sunny, understating features characterizing Caldwell's overall poetic outlook.

A special place in his heart belongs to the mysteries of gender relations. To address them, he chooses a rather sarcastic tone (The Boss; The Player). In his longing for the secure aspects of life in its rather unpredictable course, the author praises the power of kindred spiritedness as well as the majesty of Nature (Correspondent; Birdhouse; Show; Surprise).

As a life-long student of history and law, as well as a commentator on current events, Caldwell also shares his political sentiments, especially his compassion for an underdog (Living Wage; Tested; In the 'Hood).

Philosophically most powerful, however, seem to be Caldwell's mature reflections on the darker side of life. Some of his poems remind us how short it is (Calls; Differences; Double Speak; Perfect Wave; Luckless). Still others remind us that the life course is limited (The Star; Disappeared; Want to Be; Hurried; Burial). Yet Caldwell is not teary; his art of the bittersweet understatement can well be illustrated by the following poem:

### RETURN

*I heard the phone ring.  
My wife said it was for me.  
The person on the line,  
Wished to tell me his story.*

*He said that he had died,  
Some score years before.  
He was immediately sent to Hell,  
But wouldn't say what for.*

*He said his life in Hell,  
Was not as bad as people think.  
The work was not that taxing.  
One was provided food and drink.*

*Rules of social conduct, he said,  
Were harsh but sensible.  
One could live there safely.  
Life was never dull.*

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# Student Station

## Court Reporting Student is Recipient of Lions Scholarship

Jennifer Serpa recently received a \$1,000 scholarship awarded by the Lions International organization. The scholarship was presented to Jennifer at a luncheon meeting of the Lions Club. The Lions International Club serves communities worldwide and provides services and products to those in need. Jennifer received the award based upon financial need and her gpa of 3.3.

Jennifer enrolled in the court reporting program in the spring of 2005 and is currently at the 150-170 level.

Prior to enrolling at Humphreys College, Jennifer attended CSU, Sacramento, and San Joaquin Delta College. Jennifer will be receiving her BS in Court Reporting upon completion of her machine speed building courses.

Congratulations, Jennifer!



## Penny Serenade

by Michelle D. Dillard, Liberal Arts Student

Where are the days when the state and county fair  
Was what you looked forward to all year long.  
When eating cotton candy and riding the Ferris wheel  
Was something we never thought would be long gone.

And for a penny could you go round and round  
On what we know now as the merry-go-round.  
And on display for you to try  
Was peach cobbler and apple pie  
And three-layer cakes piled a mile high.

When buttons and bows and parading around  
Was courting and painting the town.  
Where children laughed and were sure to be found  
And only the clown could be seen with a frown.

So now we have remnants of the past  
And for a penny it did not last,  
But for a moment and for a time  
It was all there, which once was the serenade fair.



# College News

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were developed during these years. The focus always remained on career/vocational-oriented education. In the 1960s, we began the push for academic recognition, i.e., accreditation. WASC accreditation was achieved at the two-year level in 1972. The law school became accredited by the California Committee of Bar Examiners in 1982, and the entire college became accredited by WASC Senior Commission in 1992.

**When and under what circumstances did the college establish its law program?**

The law school started in 1947 or 1948 as a small collection of courses in law, primarily business law, corporations, real estate law, and the like, at the request of a number of people in the business community who felt the need to have a better knowledge of the specific law subject areas. Local attorneys who specialized in the specific legal areas were hired to teach the classes as adjuncts. This continued for about five years until my father, John R. Humphreys, Jr., realized that the students taking these classes were accruing a lot of units in legal education, and with just a few additional classes, such as criminal and constitutional law, they would qualify to take the bar exam. The students expressed an interest and so the needed classes were offered. In accordance with his educational philosophy, my father developed the law academic program on the theory that rather than excluding students from the outset, like the Ivy League schools, everyone who met the qualifications to become a law student, and had the desire, should have the opportunity to try. He was convinced that the students learn something valuable regardless if they succeed or not. That is why the law school operated as a non-accredited law school for its first thirty years. In 1955, the first class, two students who graduated with a bachelor of laws degree passed the bar exam. Richard W. Dickenson was hired to be the dean on a part-time basis, and the law school was born. It has operated continuously since then, graduating over 700 attorneys who practice in all areas of the legal profession in the Central Valley.

**What would you say about the achievements of the most outstanding academic leaders, educators,**

**and administrators in the college's history?**

Over the years, the students have had the good fortune to learn from many excellent educators, too many to list and comment on. If I had to comment on *the* educator of the past 110 years, it would have to be Maude Genocchio, (1895? - 1975). She was the chief teacher in the college. Actually, during the Depression of the 1930s, she was the only full-time employee. Everyone from approximately 1920 until 1975 learned pretty much everything from her, including shorthand, typewriting, penmanship, rapid calculation, English, and accounting. She was known around town as the premier educator of the times. As far as administrators, my grandfather was a "people" person. He cultivated the dream and vision of a college where people could learn practical job skills and become effective members of society. My father pursued the vision to extend this concept to academic achievement, degrees, and accreditation, not to mention the courage to move the college from its long-time downtown location to its current campus in north Stockton.

**How would you define Humphreys College's mission and philosophy in the context of the current, highly competitive educational environment?**

There is, of course, a mission statement, that answers your question. To paraphrase that statement, Humphreys College provides an opportunity for students to learn, achieve, and succeed in their chosen career or profession in the atmosphere of a small, personal-oriented environment. Many of the elite colleges and universities measure their quality by how many of the students who apply are *not* accepted. Humphreys College should measure its success by the proportion of students admitted on our open-admission policy, who *get through and complete* their programs. Our answer to the competition should be that we are a vocational, career-oriented college where you can get a liberal arts education and an accredited degree, while, at the same time, we are a degree-granting institution where you can learn and major in practical, career-oriented areas. Not many do both!



# College News

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Tuesday or whatever night you have free as you normally would have in your traditional class. If you do not plan to study for your online class on Tuesday, then you will have to swap some time from another day. You still have 16 credit hours of curriculum even though only 12 credit hours take place here at Humphreys. Schedule two hours a day, four days a week for that online class. It should allow you enough time to read/view/listen to the course materials, communicate with your classmates, and finish any weekly assignments. The only time freed up by taking the online class is the commute time to campus and home, not the whole four-hour class.

Treat you online courses with the same respect that you do your face-to-face courses. You will be as or more successful as in your traditional classes. Good luck to all of you planning to take an online course, those who have yet to experience one, those who have come to enjoy and succeeded, as well as those of you who have fallen into the pit but have learned from your mistakes and will endeavor to avoid the procrastination syndrome!

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We drive on dirt ovals that are watered down, but they typically dry out as the night's racing goes on.

**How do you manage your studies, family, and hobby?**

That is totally attributed to my husband, Joe Hill. He maintains my car, along with my kids: Christina (27), Jennifer (24), and Shawn (20). They all help with the car. My current engine was built by Joe and Christina. It is the fastest motor I have ever had. I am often in the house doing homework while they are in the garage getting it ready for Saturday. Also, my mom and other crewmembers help at the track. Besides, I am working part-time, along with school. I could not continue to race without their involvement. It's a family sport.

**As far as I know, your son Shawn joined you on the racetrack.**

I am very proud that he started. We are now racing against each other on Saturdays. It is very exciting to see him when he is running side-by-side and I cannot shake him. He is a natural, just as my dad told me. I think he will be beating me soon. Of course, I do feel a

fear when I see him race. He has experienced two flips this season. I was in the same races. I could barely race those first few nights with him because I was worried. My lack of concentration showed on those nights with lousy finishes. We park next to each other in the pits, along with our friends, and we have a lot of fun.

**Do you ever think about quitting?**

Whenever I talk about it, I hear nothing but groans. I have enjoyed my years of racing and hope to continue as long as I can.

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textbooks.

I found Chapter 9 very important because it deals with the anxiety before and during math exams. Author summarizes test preparation and test-taking strategies; it is very helpful to use the accompanying CD featuring the testing-related exercises. The chapter offers an invaluable math anxiety reduction checklist.

In Chapters 10 and 11, Arem focuses on several broader issues: How to think as a mathematician? How to integrate left- and right-brain thinking? Why study math? What is its future?

If you are like me, terrified by math, stop by in the library and check this book out or visit its publisher's Web site at [www.brookscole.com/mathematics](http://www.brookscole.com/mathematics).

(continued from page 15)

*He accommodated to the lifestyle,  
That prevailed everywhere.  
He was satisfied with himself,  
Said that he was treated fair.*

*He had to leave suddenly.  
Too many people came there.  
They simply could not be handled,  
Given security and due care.*

*He was sent back to his origin,  
To live again his old life.  
He found this world unhappy,  
Filled with hate, danger, strife.*

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*He had been told by his sources,  
That I was soon to die.  
He asked if I would trade him places.  
He awaits my reply.*

Note: All three poetic collections written by Wallace F. Caldwell—*Happenings*, *Meditations*, and *Impressions*—are available at Humphreys College Library.

## College Community Highlights

- ♦ A fall quarter series of “How to Succeed in College” hosted several faculty members. Linda Rahmoller made two presentations on the formatting of research papers, Rowena Walker advised students how to improve their scores in math, and Kevin Van Dewark shared his online learning experiences. Maria Beam, Humphreys Liberal Arts student, made a presentation on new trends in academic research titled *Wikipedia or Britannica?* Job Placement Counselor Chiyo Miyai summarized employers’ expectations from Humphreys graduates.
- ♦ The College hosted a distinguished speaker, representing the *Accuracy in Media* think tank, Charles Wiley. The distinguished television and radio reporter and commentator addressed Mrs. Walker’s American Institutions class with a lecture on media ethics, Academic Council’s assembly (“How to Talk *With* the Students Rather Than *At* the Students”), and the late afternoon Learning Center seminar on the art of conversation.
- ♦ Vit is the name of the third grandchild of the Humphreys College librarian Stanislav Perkner. Vit was born in Prague, the Czech Republic, to Radim and Barbora Perkner. He joined the company of Anna (19) and Nela (1).

## Registration

is now open for the  
Winter 2007 quarter.

Contact your faculty advisor  
to sign up for classes

**ASAP!**

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## The Library & Learning Center

### Library Hours:

Monday - Thursday	8 a.m. - 9:30 p.m.
Friday	8 a.m. - 7 p.m.
Saturday	8:30 a.m. - 2:30 p.m.

### Tutoring Services Available:

Richard Hunt -- English, Accounting, Math  
Eric Sandoval -- Math  
Dr. Stanislav Perkner -- General Reference

For more information contact  
**Humphreys College Library  
& Learning Center**

Phone: (209) 235-2907  
Email: [AskYourLibrarian@humphreys.edu](mailto:AskYourLibrarian@humphreys.edu)  
[www.humphreys.edu/library](http://www.humphreys.edu/library)

# College News

*Merry Christmas*



*and Happy New Year*

*from the editorial staff of the  
Humphreys College Newsletter*

**Become a member of the**

**Humphreys College  
Alumni Association  
(HCAA)**

If you are interested in learning about the  
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Director of Public Relations, at  
(209) 235-2915, or via e-mail at  
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[www.humphreys.edu/alumni](http://www.humphreys.edu/alumni)

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