



Humphreys College Graduation Class of 2006

The Class of 2006 celebrated its graduation during the College's one hundred and tenth year in the Jerry Medina Courtyard on Friday, June 16, at 7:30 p.m. The 122 graduates were led by Brett Smith, Valedictorian, and Delores Melgar, Salutatorian.

Dr. Robert G. Humphreys welcomed over 1200 guests to the College's largest graduating class with 72 receiving bachelor degrees and 50 earning associate degrees. Ronald May, Chair of the Board of Trustees, conferred the degrees with the assistance of Dr. Humphreys and Professors Kerry Moquett, Jason Wolins, and Cynthia Becerra.

In addition to Dr. Duffett's invocation, the Presentation of Colors was led by the first female Commander of the Karl Ross Post, Jacklyn Reed—a College alumna.

Presenting outstanding student awards were Bruce Bodine and Wilma Okamoto-Vaughn. During the ceremony the following students received this honor in their designated departments:

Cheryl Hill, Court Reporting
Edith Manzo, Paralegal Studies
Raquelle Deyto, Liberal Studies
Donna Pennington-Edwards,
Community Studies
Delores Hastings, Early Childhood
Education
Anne Poggio-Castillou,
Administrative Management
Don Brecher, Accounting
Nayeli Fernandez, Business

Management

Introduced by Dean Jess Bonds, both Valedictorian Brett Smith and Salutatorian Delores Melgar gave inspirational speeches that not only praised their fellow graduates but also thanked the families for their endless support.

Following the Dr. Duffett's Benediction and the recessional, the College held a reception in the College Forum. To enjoy further this exciting event, view a colorful slide show at the Humphreys College website—www.humphreys.edu—by clicking on Gallery, then Graduation, and finally, Undergraduate 2006.

Dean of Instruction
Jess Bonds presents
Valedictorian Brett
Smith.



Humphreys Alumna
Jacklyn Reed (middle)
directs the
Presentation of Colors.

Graduates are excited and proud to celebrate their accomplishments in front of over 1,000 friends and families.



The Academic Community

LAW SCHOOL GRADUATION 2006

The Law School held graduation on Saturday, May 13. The ceremony commenced in the courtyard of the new campus. Seven graduates received their *Juris Doctorate* degrees: Dr. Henry Chan, Paul Christensen, Anthony Johnston, Lisa O'Reilly, Eric Payne, Elena Prucyk, and Nicholas Rishwain. A reception was held afterwards for all attending.

Representing the College Board of Trustees and presenting the degrees was Ron May, outgoing Chairman of the Board of Trustees. Commencement speaker was the Honorable Consuelo Callahan, Judge of the 9th Circuit US Court of Appeals.

Dr. Henry Chan, already a medical doctor with Kaiser Permanente, was Valedictorian. The Salutatorian was Anthony Johnston, a Professor of Humphreys College on the Modesto campus. Elena Prucyk presented the Professor of the Year award to David Baird, Professor of Business Associations.



IBML's First Graduation Celebration Class of 2006

The senior class of the Institute of Business, Management and Law was proud to celebrate the school's first graduation ceremony on June 7. The class of 36 graduates was led by Valedictorian Janie Sem and Salutatorian Haley Navarro. SUSD Interim Superintendent Carl Toliver was the featured guest speaker of the evening. ASB President Sonny Gotos also gave a very poignant speech that was appreciated by all.

Humphreys College President Robert G. Humphreys and Dean Wilma Okamoto-Vaughn proudly announced seven scholarship awards for students who will be attending the college after graduation. The winners of the full four-year scholarships are Phongsavath Bounmivilay, Nancy Galvan, Haley Navarro, and Damone Oler. Phongsavath Bounmivilay and Nancy Galvan were also awarded the Jerry Medina Scholarship of \$500 cash, and Phongsavath Bounmivilay, Nancy Galvan, and Damone

Oler received the Greg Vaughn Memorial Scholarship, which is a \$1,000 award for books and supplies.

Congratulations to all of the graduates, and many thanks to the participants who made this event such a memorable one. IBML looks forward to many graduating classes to come.



Department News

Business

What Is the Most Important Preparation for College? Homework v. Reading

Jason Wolins, Chair

The July 3 editorial page of USA TODAY contained a debate about whether homework is an important ingredient for academic achievement in grades K-12.

The USA TODAY's view: Do more homework! It cites evidence that, presently, homework is not excessive. A 2002 survey of college freshmen by UCLA's Higher Education Institute reflected that 34% of college-bound students spent more than five hours per week on homework, while 66% spent five or fewer hours per week. In addition, Washington, D.C.'s Brookings Institute did a 2003 study which cited surveys showing only one third of 17-year-olds in the United States responded that they had an hour or more of homework per day. It also pointed out that international studies show homework loads of United States students near the bottom. Further, the Asia Society compared K-12 educations in the United States and China. When regular school time and homework are combined, Chinese students spend twice as much time on academics as United States students.

However, the view that more homework is better is not universal. In an opposing editorial (USA TODAY, July 3), Sara Bennett, author of an upcoming book downplaying the importance of homework, summarized this contrary view. She argued that most studies have found there has not been much of a correlation between homework and achievement in school. Many countries with students who have high scores on achievements tests, such as Japan, Denmark, and the Czech Republic,

give less homework than the United States. So what does Ms. Bennett think is the most important preparation for academic achievement? "Experts believe reading to be the most important educational activity." However, she cited a Scholastic/Yankelovich study released in June 2006 which found that reading for fun declines sharply after a child reaches the age of eight years. The top reason: too much homework.

So, what can one make of these two contrary arguments? Homework instead of reading? Reading instead of homework? Well, why not combine homework and reading? It makes sense to reduce the zero sum aspect of homework and reading, where there is only time for one or the other, and increase their complementary nature. How about making reading, even something for fun such as a newspaper, part of homework? Both missions accomplished!



Jason Wolins is chair of the Business Department. If you would like to sign up for business classes or get more information on the new majors available in the business department, you can contact him at (209) 235-2927.

Department News

Court Reporting Department

Court Reporting Luncheon with Betty Atanasu Captioning in the Classroom at UC Berkeley

By Kay Reindl, Court Reporting Department

In August, the Court Reporting Department held a luncheon event featuring guest speaker, Betty Atanasu. She is a former Humphreys College student who left the court reporting program at 180 words per minute. She began using her skills as a captioner for deaf students at local colleges, and realized how personally rewarding it was to be able to provide such a vital service. Realtime captioning for deaf students is one of the methods utilized to give them access to classrooms as required under the Americans with Disabilities Act (ADA).

Captioners use their steno machines to "take down" lectures and discussions and provide realtime translation for the deaf student who is able to read the translation as it appears on a laptop computer.

Now, six years after leaving Humphreys College, Betty is the Realtime Captioning Coordinator at UC Berkeley. She, along with five other captioners, whose titles are translator/interpreter for the deaf, will be providing realtime translation in the classroom covering 100 hours of class time during the upcoming fall semester. With Betty's assistance, the captioners will soon "have their own title code of Realtime Captioner and will be separated from the Sign Language Interpreters with their own pay scale."

Betty has captioned a wide variety of courses for deaf students, with subjects in every imaginable field, including Chicano Studies (with half of the

class taught in Spanish), Economics, Statistics, Chemical Engineering, Molecular Cell Biology, Anthropology, Plant and Microbial Biology Seminars, Electrical Engineering, Nutrition and Toxicology, Computer Science, Journalism, Political Science, and Classical Music.

When asked what she loved most about her job, Betty offered the following comments:

"I love working with the students and the other captioners. The satisfaction comes from watching the students learn and grow from the service. I get to watch the captioners grow in their skills as they caption harder and harder classes with no problem."

She also enjoys, "teaming up with the other captioners for big events on campus."

Her presentation provided a unique perspective on a career choice for those who have become proficient with steno machine writing skills. Court reporting students who were interested, encouraged, and motivated by her presentation should consider enrolling in the *CAT 102, Captioning II*, course which will be offered in Fall '06.



Department News

Liberal Arts

LIBERAL STUDIES: ARE YOU READY TO BECOME A TEACHER?

by Cindy Becerra, chair of the Liberal Arts Department

Humphreys College offers a bachelor degree in liberal studies for students who want a broad foundation in the liberal arts, who are planning to enter graduate school, and who are planning to become **teachers**—especially elementary school teachers. The breadth in disciplines—including math, science, communications, history, behavioral sciences, and humanities—provides graduates with a balanced program to enter into a multiple subject teacher preparation program. Because California is growing at a rapid rate, the need for qualified school teachers remains high. According to California State University, Sacramento, the high demand is exacerbated by the retirement of current teachers and the need to replace or advance teachers. But before you decide on spending the time and money to enter a California teacher preparation program and earn a multiple subject credential, you need to consider the following:

- Do you enjoy working with all types of people—including children, parents, administrators, as well as other teachers?
- Are you able to motivate others? Are you essentially able to encourage those who don't want to learn, who don't do their homework, or who don't have home lives where school is encouraged?
- Do you thrive on learning and can you project this zeal to others?
- Do you want to earn a lot of money?

First, in dealing with all kinds of people, the teacher must be able *to defuse an angry parent and channel the negative energy of a disruptive child*. In addition, a teacher has to face those administrators who measure learning solely by test results and parent complaints. Further, after managing all of these difficult situations, the

teacher still needs to sit down, putting all of this aside, and teach 25 six-year-olds the finer points of finger painting.

Second, the teacher must have multiple strategies *to motivate students*. The role of chief motivator is incredibly important. It is the difference between an adequate teacher and the teacher of the century. In this role, the teacher must soar in the face of almost insurmountable odds: poor skills, language problems, inadequate books, no heat or air-conditioning, limited school supplies or lunch programs, and major behavioral issues. Teachers, however, with desire and proper training can solve most of these problems if they don't lose hope—"hope is that thing with feathers," according to poet Emily Dickinson.

Third, teachers need *to be avid learners*. It doesn't necessarily mean that you were always an "A" student; in fact, sometimes having been the poor student who turned it around is more effective than the opposite, one who doesn't know failure. However, a teacher must see learning as one of the biggest highs. Look in the mirror: do your eyes light up when you get the answer right? Do you smile when thinking of the first time you learned—really learned—how to read? Do you still go through your multiplication tables while doing your checkbook—by hand, not computer or calculator—just to stay refreshed on 9 times 8? Do you have dark circles because last night you searched through your books or Internet articles until you found just the right answer to a child's question about the colors of the sky? The teacher must also be able to turn the students on to
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Department News

Library & Learning Center

New Books in the Library College Education: Past, Present, and Future

Humphreys Library acquired three seminal books on higher education – good reading for both college educators and administrators.

In his *History of American Higher Education* (Johns Hopkins 2004), John R. Thelin offers a lively wide-ranging account of the origins and evolution of America's public and private colleges and universities. The author's aim is "to gently upset some conventional notions, especially in such volatile matters as institutional costs and effectiveness; admissions and access; and the character of the curriculum and extra-curriculum."

The second of the three new volumes is titled *What the Best College Teachers Do* (Harvard 2004). Ken Bain, Director of the Center for Teaching Excellence at New York University, attempts to respond to several basic questions: How the best teachers learn; how do they prepare to teach; what do they expect from their students; and how do evaluate them (and themselves).

A look into the future of American higher education provides Derek Bok's *Our Underachieving Colleges: a Candid Look at How Much Students Learn and Why They Should Be Learning More* (Princeton 2005). The President Emeritus and Research Professor at Harvard University shows how to bring institutional practice in line with research on how students learn best. The book focuses on the core functions of undergraduate education: learning to communicate; to think critically; building good character; preparing for citizenship; living with diversity; preparing for a global society, developing breadth of interests; and preparing for a career. (Note: *The Newsletter* summarized some of Bok's ideas in its spring 2006 issue in the report on the latest annual conference of WASC.)

The Teaching Professor

The Library subscribed to *The Teaching Professor*, a newsletter edited by Dr. Maryellen Weimer of Penn State Berks Lehigh, a respected scholar and expert. For two decades, the publication serves as a forum for discussion of the best strategies supported by the latest research for effective teaching in the college classroom. From tips for class discussion to mentoring fellow faculty, the newsletter stretches from the theoretical to the highly specific. Typical topics include assessment and evaluation, engagement of student interest, faculty time

management, and the learner-centered classroom. For example, the latest issue (June/July) explores the correlation between writing and thinking, addresses the question of games in the college classroom, and proposes several in-class writing assignments that promote learning and diagnose misconceptions.



From the Law School

Law School Orientation Week

At the beginning of August, for the first time, the Law School organized an *Orientation Week* for the incoming students. On Monday night, they met in the law library. After Dean Patrick Piggott's presentation, President Robert G. Humphreys welcomed the class to the campus. The participants had a chance to meet with their first-year professors who introduced their courses. They received reading assignments, a calendar, grading policies, and a book list. The President of the Student Bar Association informed the new students about its activities. Additionally, the Law Librarian introduced the library and college-wide services. The bookstore hours were extended.

On Wednesday night, the same group met with the Law School Registrar, who introduced the Student Handbook and explained all the requirements each new student must meet to complete the registration, both with the school and the State Bar Association. Then Professor Bryan Caldwell made a PowerPoint presentation on "Introduction to Law." A new Instructor, Elinor Fox, conducted a writing test—to establish the need for additional writing instruction provided for first- and second-year law students on Tuesday night.

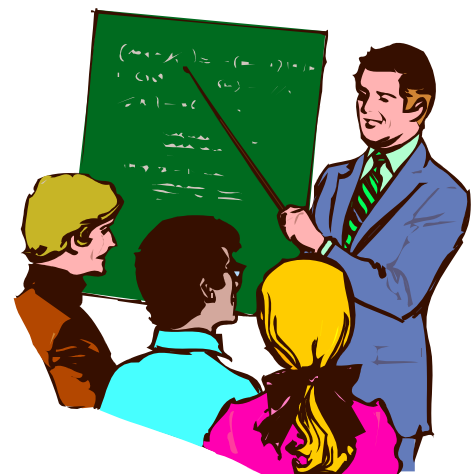
Friday was a social hour held in the Courtroom. All incoming students were encouraged to invite their parents, spouses, and other "support people." Advanced students, along with professors and staff, attended to explain to everyone the extraordinary time commitment their families are going to have to share.

The participants were invited to tour the campus.

This year, the Law School accepted and enrolled 25 students for the first start, fall. It is the interesting group with wide variations: one set of twins, a second set of siblings, brother and sister, two students born overseas, one from Pakistan and one from China. Ages range from 21 to 45 (as is consistent with the country-wide statistics). Sixty-seven percent are female. All but one has a BS or BA degree. There are two incoming students straight from Humphreys College undergraduate school.

The Law School will start another first-year class in November.

For more information on Humphreys College Lawrence Drivon School of Law, contact Santa Lopez-Minatire in the Admission Office or call (209) 478-0800 ext. 202.



The Academic Community

Panel Discussion in Modesto

What Do Employers Expect From Our Graduates?

*The summer Academic Council workshop on educational effectiveness took place in the Modesto Campus. Professor **Ruth Waymire** moderated a vivid discussion involving Humphreys College faculty and three distinguished guest-speakers, representing typical professional fields linked to several Humphreys' academic programs: **Brenda Arnold**, Manager of the Modesto Accountemps Branch; **Tracy Thomas**, Office Manager for the Law Firm Curtis & Arata; and **Jody Hayes**, Senior Management Consultant from the Chief Executive Office of Stanislaus County.*

SOFT SKILLS. The panelists pointed out that the current regional job market is open to the workers at all levels who are not only professionally trained, but also highly motivated. They frequently referred to *the soft skills* such as positive attitude, work ethic, critical thinking, team orientation, multitasking, and willingness to learn. The cultivation of these traits is a part of Humphreys' general learning objectives.

HOW TO COMMUNICATE. The speakers underscored various facets of *communication skills*. In our region, those skills include not only a proficiency in written and spoken language but also cross-cultural aspects pertinent to the highly diverse society. However, in spite of the increasing communication demands of the job marketplace, the overall level of language skills is decreasing. According to the panelists, some employers are even lowering their language testing criteria; they hope that new employees will gain specific communication qualities on the job.

KNOW YOUR COMPUTER. *Computer and information literacy* is another requirement for most of the positions in business, administration, and law. The specific requirements vary but employees willing to learn and apply their knowledge enjoy greater promotion prospects. For example, in county-level positions, the interviewees might be asked to produce a short yet well-documented essay, based on Web resources, and e-mail it to the selection committee within a time limit. Such an assignment reveals a lot not only about the applicants' computer proficiency but also about their

computer literacy, as well as their linguistic, argumentation, and general communications skills.

FROM AN INTERNSHIP TO A FULL-TIME JOB. All three panelists highlighted an applicant's *prior experience* as another important precondition of a successful job search in today's highly competitive world—and a handicap for many fresh college graduates. The speakers pointed out that the students can gain some prior experience through internships, volunteering, and entry-level clerical work. It makes them not only visible for potential employees; it also helps them to recognize and test their own professional abilities and interests.

In the legal field, for example, it is not easy to find a paralegal or secretarial position without previous experience, especially in large and extremely busy law firms. Tracy Thomas, who is in charge of hiring in such an office, recommended that a prospective paralegal worker or legal secretary start with a smaller firm with wider opportunities to gain basic experience.

THE JOB SEARCH IS LIKE A JOB ITSELF. Many questions from Humphreys faculty were aimed at the most current trends in *job search and interviewing*. The value of the traditional letter of recommendation seems to be in decline. It is more important to provide a representative list of references who might be contacted directly. The panelists agreed that the applicants should proactively "research the position—it's like a job assignment itself to find a good job," said Brenda Arnold. (continued on page 14)

There is a character in a play by the once-much-more-popular Restoration playwright Richard Sheridan called Mrs. Malaprop. Her name is a clever adaptation of the French phrase "mal a propos" which can be roughly translated as "inappropriate." Mrs. Malaprop gets words slightly wrong and the humor is in the pretentious way she misuses what she mistakenly believes to be high-sounding intellectual language. Sheridan is gently mocking pretentiousness and the pretentious use of language. Were he alive today (note, by the way, the use of the moribund subjunctive in that dependent clause!) he would not lack for targets. Not only does modern life abound with what have become known as malapropisms (a neologism we owe to Sheridan), pretentiousness is everywhere (I would have said ubiquitous, but I resisted the risk of being thought pretentious!); one of the commonest is that strange malapropism "supposably." There is no such word. Even my computer knows that and has just given it a wavy red line! The word is "supposedly."

Another odd malapropism is

Language Languishes



By Michael Duffett

the repetition of "is." How many time do we hear "The problem is...is that etc..etc.."? It is as if the speaker (the error never occurs in print as far as I am aware) forgets that the first clause has begun before embarking on the second.

So I'm going to kill two birds with one stone this month by concluding with a poem in which I repeat the "is." But in this case it is syntactically necessary so back off, Mrs. Malaprop!

GIANT STEPS?

*Gulliver went from tiny to huge
To the folly of Laputa
Where the question of the day
Is "Is the cucumber male or neuter?"*

*Now in our time we are much more wise;
Our efforts extend to the depths.
The question now on scientists' minds
Is "How do ants count their steps?"*

*You may not think it's important
How ants meander and roam
But scientists firmly*

assure us

It's a way to get robots home.

*I must confess I would rather
They think of the human lot.
How do we get home now we've wandered
To this lonely and desolate spot?*



The Academic Community

Amy's Little Corner of the World

Youth and Environment: In It for the Long Haul

As a Humphreys student, there is a good chance that you are a young adult between the ages of 18 and 25 or have a son or daughter in this age group. Either way, what you are about to read applies to you.

It seems common sense to say that the youth culture of today should be the most concerned about the condition of the environment, because they will be the ones living with the decisions and their impact in the future. However, the younger generation leads the pack worldwide when it comes to consumption of environmental resources. Most of them are not even aware of this.

From a comparison of different studies on the subject, it is obvious that the attitudes toward consumption and environmental awareness vary with culture and social class. However, the dominant theme is that young people are consuming at a rate that has never before been witnessed. With the invention of new technology, along with constantly changing trends, impulse spending has become a much larger issue. Studies show that while cost is still the top determining factor for purchases among young people, other considerations like brand, peer opinion, and the media now play a huge role in the decision-making process. These consumption choices have a direct effect on the environment in the form of industrial pollution, depleted natural resources, growing landfills, and a "disposable" mentality.

Why the relaxed attitude toward a subject that will play such a vital role in the future of this age group? While most young people agree that the environment is a critical issue, they also feel that they do not have the power to change it. Instead, they tend to take the view

that their individual consumption is of little or no consequence to the overall issue.

The simple fact is that if young people want to preserve the world for their future and that of generations to come, they will have to accept some ownership of the current condition of the environment. Studies project that young people will deal with major life-changing issues such as the sharp decline of oil availability during their lifetime.

There is hope. Young adults can learn to change their habits, such as buying less and conserving more. The other positive aspect of this problem is that young people are typically energetic and full of ideas, so a little motivation can go a long way with this group to initiate recycling programs, awareness in schools, carpool programs, and other conservation tactics. If you are in this group, or care about someone who is, it may be time to re-evaluate your lifestyle and see what you can do to make a difference. Remember, if *everyone* makes small changes, the impact can be astounding.



Ten Minutes with Professor Anthony Johnston

Every Song Will Be About Skateboarding



Despite his youth, Professor Anthony Johnston, a Modesto faculty member, is as close to my understanding of a renaissance man as one can be: he is a Bachelor of Arts in History, a Master of Business Administration, and a Juris Doctor. The scope of courses he has taught at Humphreys is impressive: from Modern World Issues, History, American Institutions, and English, through Economics and Business Management, to a host of law-related subjects including Business Law, Introduction to the Legal System, Legal Drafting, Research, and Terminology, and Torts for Paralegals. Besides, Anthony Johnston is an avid reader and a passionate skateboarder.

During the last four years, you drove three-times a week to Stockton to study law at Humphreys. In May, you addressed the graduating class as its Salutatorian. How do you feel as a Juris Doctor?

I feel relieved and proud. Law school was an arduous journey. I missed many opportunities to spend time with my wife, family, and friends. However, law school was worth the sacrifice. I enjoyed the intellectual challenge, and I have always wanted to follow my father's path and practice law.

The faculty and staff of Laurence Drivon School of Law are to be commended. I received a solid legal education and feel well prepared to practice law. We are fortunate to have a good law school in our community.

As far as I know, you earned your Baccalaureate of Arts in History at the University of California, Santa Cruz.

I enjoyed studying at Santa Cruz. The campus is unique: while the University of California is a national research university, the Santa Cruz campus emphasizes undergraduate education. Most classes are small and the professors are very approachable. Students are taught to both think critically and creatively. The campus is nestled in redwoods and overlooks Monterey Bay. Every day felt like I was at summer camp.

I assume you might also enjoy Santa Cruz as a

surfer.

No doubt, I had a lot of fun surfing there. Because the waves are usually best in the morning, I always took late morning or afternoon classes so that I could surf in the morning.

However, one day your surfing days were over. You left Santa Cruz to pursue a further education at California State University, Stanislaus, to become a Master of Business Administration.

Yes, I stopped surfing when I moved back to my hometown, Modesto. I have long been interested in business and finance. I made my first stock investment, Pan Am Airlines, when I was about ten. My twin brother, Brad, and I created our first of many successful business ventures, a window washing business, when we were twelve. The MBA was interesting to study for because it is an interdisciplinary degree. I studied accounting, economics, finance, management, marketing, operations, and strategy.

Four years ago, you joined the faculty of Humphreys College.

I have always wanted to teach. On a whim, in early 2002, I sent my unsolicited résumé to Humphreys College. It paid off. I was hired as an adjunct lecturer to teach Modern World Issues. At the time, I was an officer with California Federal Bank, and I was just teaching for fun. In September 2003, I was promoted to full-time faculty status. Thank you, Ruth Waymire and Wilma Okamoto-Vaughn, for all your support.

Since then, you have taught almost fifteen different courses. Which are your most and least favorite?

I prefer to teach courses, such as Modern World Issues, where we explore major issues and big ideas; I force students to confront their preconceived world views in a critical manner.
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The Academic Community

Class Trip to Bodie

by Jesus Albert Becerra, Humphreys College Student

When Mr. Rahmoller's Nineteenth-Century American West course began in July, many of us saw the planned trip to Bodie, California, as ambitious, but, at the same time, we just could not conceive it. It was a trip that you had to see for yourself in order to take it all in.

Saturday, August 19, 4:45 a.m.: Three vans driven by Professors Cynthia Becerra, Leslie Walton, and by Humphreys law student Mike Olson set off from Humphreys College. Destination: Bodie, ghost town, relic of the past, and tourist central. Mr. Rahmoller commanded the vans with walkie-talkies. His energy fascinated all of us. Along the way to Bodie, we drove through Yosemite National Park. Everybody enjoyed the spectacular lake and mountain views. The road to Bodie turned out to be long and a bit rocky, but after braving the endless dirt roads, we finally entered our destination. Once we stepped on Bodie soil, Mr. Rahmoller proved that he is not just a professor of history, but he breathes and lives historical sights.

Bodie is a ghost town with several interesting remains, including a schoolhouse, mill, cemetery, and church. The town's prosperity was due in part to gold and silver mining, but eventually the people abandoned it when the ore ran out. Bodie became a state park in the early 1960s, and to this day, the historians and docents try to preserve its past. The tours are available by appointment only.

On the way home, we made several stops at small towns and the Hunewill Ranch near Bridgeport that dates back to 1861. Topaz Lake was the place to rest and start thinking about our final papers.

We all salute Mr. Rahmoller for his ambition and tireless work to ensure our trip became a unique experience. As Mr. Rahmoller often states, we need to step outside of our paradigms; with this trip, he allowed us to do just that.

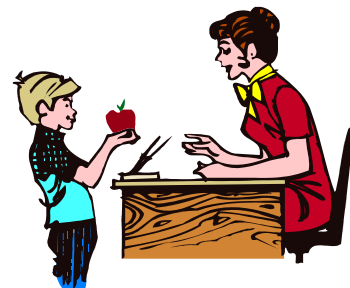
The ECE Program at Humphreys College Could be for You!

by Pam Wood, ECE Department Chair

If you love children and want to make a difference in their lives, the Early Childhood Education program may be for you. However, not everyone who loves children can successfully teach them and not everyone who teaches children loves them. If you begin your career with a love for children, we'll give you the tools to

prepare you to teach them.

*For more information, contact
Pam Wood at
(209) 235-2928.*



Student Station

LoveThemGiants

by Maria Juarez Beam, Liberal Arts student
August 6, 2006



An e-mail address inspired by a baseball team
Baseball & apple pie as American as the Dream
Trivial as a love for athletes eyeing pitches & running bases may seem
Love of them giants reaches beyond the field
& delves into the depths of what the Giants ancient would yield
The Greeks, great thinkers & the grand civilization
Of whose bricks lie our own country's political foundation
A perfect body to these incredible beings, led to a perfect mind's incarnation
The skill, precision of the athlete
The skill, precision of the mind is of intimate relation
Plato, Aristotle, Socrates, Giants indeed, held a sculpted body in high esteem
It is no wonder that one with a fire for knowledge and a passion for a baseball team
Would admire Giants on the field & Giants of an age dynamic, timeless yet still
LoveThemGiants is in homage of perfection of body & skill
In honor of perfection of mind & will.

Career Information on the Web

Humphreys students will soon be able to access career resource information on the college Web site. Carrie Castillon and Chiyo Miyai, job placement coordinators at the Modesto and Stockton campuses, are currently putting the final touches on this valuable tool. A wide range of helpful information will be available to current students and alumni including résumé preparation, interviewing tips, and job Web site listings. This tool is designed to assist students as they are preparing for graduation and searching for opportunities

to apply their education to on-the-job experience. Due to a student's personal schedule, he or she may not be able to sit down and chat with a job placement counselor in person. Now information will be available on-line at any time for students to review. Look for this addition to the Humphreys Web site to appear at the beginning of the fall quarter.

College News

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learning through projecting this vitality. If they see it in you, then they have the potential to see it in themselves through your eyes—you are their mirror.

Finally, if you want to *be rich*, then you shouldn't become a teacher. Of course, I know that you've heard "Money isn't everything." This trite expression explains very little. However, it does remind us as we prepare for a profession, that we are doing so, in some part, to earn a living. My answer to this is not as simple as I implied earlier. You can definitely make a living at teaching—much better than many jobs though a lot less than other professions. California teachers make a reasonable salary, according to most standards of living. In addition, there are other ways in education to move up the salary schedule: through additional education and advanced credentials, including specialized and administrative. Teachers can also move into lucrative training careers in business, banking, and industry.

In addressing the preceding questions, if you find that you are ready for the challenges of teaching, then consider majoring in liberal studies. It is a degree program that prepares you not only for teaching but also for many other advanced degree programs.

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They should be aware that the prospective employer could easily check the application documents data. The increasing number of companies, offices, and agencies, including the internationally operating Acountemps, accepts only electronically submitted job applications. All panelists underscored the importance of the proper outfit and professional demeanor during the job search and interviewing. Regarding résumés, Jody Hayes was adamant: "Résumés with typos? I'm putting them aside automatically."

PARALEGALS AND THEIR PROSPECTS. Another set of questions and answers dealt with specific job opportunities for the *paralegal baccalaureate program* graduates. Tracy Thomas complimented the program's long-standing tradition, as producing excellent graduates who are able to succeed in the law administration field. In light of 25 years of office experience, she outlined the differences between a paralegal worker and a legal secretary. Typically, the former tends to be more focused on specific tasks that require rather independent thinking and a great deal of creative initiative. The latter is less specialized, performing less substantial tasks. However,

according to Tracy Thomas, "a paralegal is not a 'higher' position; it is a 'different' position."

In their final remarks, the panelists articulated several messages to Humphreys' students:

- Try to find your professional calling as soon as you can. Look for a life-long career that might become your passion. Do not wait for a second chance.
- Take the study and the job itself seriously.
- Realize that your professional success will be determined not only by your technical skills; it has also its social and ethical dimensions—along with other soft skills.
- Look for a mentor, a role model elsewhere—in school, at home, or at work.
- Know the job you apply for; it should be a perfect fit.
- While being interviewed, "interview" the employer yourself.
- There are many jobs in our area... They are awaiting you!

(continued from page 11)

My least favorite course? Perhaps, Legal Office Procedures because its subject matter focuses on minute details, rather than on global issues.

In your opinion, what makes Humphreys College special?

An institution is only as special as its people, and Humphreys has very special faculty, staff, and students. The college is special because it maintains its open opportunity policy. Any person may matriculate if he or she has the desire to learn, regardless of past academic performance. There is nothing more satisfying than helping a bright, yet heretofore academically challenged student, progress to an intellectually mature person. I enjoy working with my colleagues. They are all talented and bright, and they are all dedicated to their students. And, of course, without the able and friendly support staff, our faculty jobs would be all the more difficult.

What do you do for fun?

My seven-month old son, Finn Carver, is extremely fun to play with. There's nothing cuter than his toothless grin. Next month my wife, Amy, and I will celebrate our fifth wedding anniversary. We enjoy traveling, the beach, good food, gardening, and bike rides together. I truly love reading. I read everything from classic literature to *Thrasher Magazine* to *Forbes*. My favorite book is *The*

College News

Catcher in the Rye, the 55-year old classic by J. D. Salinger, because Holden Caulfield reminds me of myself at his age. I'm glad to be done with law school because now I'll have more time to read for pleasure.

How about your music tastes?

My favorite music is late 1970s and early 1980s punk rock, such as Stiff Little Fingers, Sex Pistols, Faction, Avengers, Youth Brigade, and Ramones. The music is real, raw, and rebellious. While AC/DC is not an early punk band, it's my favorite group because no other group hypes me, or a skateboard session, as much as AC/DC.

I have heard about your passion for skateboarding.

Skateboarding, primarily in empty pools, is in my blood. I've skated for 20 years, and I'll skate for another 20 years. I am a proud member of the Local 209 Skaters Union, which is a small crew of pool skaters. We're always on the lookout for pools, so if you know of any, just let me know for extra credit. Right now, I'm forming a band with my friends called the No Complies. Every song will be about skateboarding. We have limited talent (to be generous), so we're going to keep it simple and fun. Please come to our first show and join the crowd in booing us.

What is your life credo?

There is nothing worse than wasted talent or wasted opportunity. Make the most of your life.

College Community Highlights

- ◆ Admission Counselor **Chiyo Miyai** and Mary Kay Beauty Consultant and Humphreys' student **Pamela Cachu** hosted an afternoon seminar entitled "Making A Great First Impression On Your Job Interview" on Tuesday, August 29. Chiyo and Pamela offered information on proper interview attire for both men and women and appropriate make-up application suitable for the professional environment.
- ◆ In August, Prof. **Phyllis Berger** joined the faculty and staff of the Laurence Drivon School of Law. She is returning as a full-time educator after several years of legal practice. Currently, Prof. Berger teaches Civil Procedure classes.

- ◆ In May, Dr. **Michael Duffett** was invited by the California State University system to deliver the Keynote Address at a conference entitled "Ancient Paths Modern Journeys." It was his second presentation there. His 2004 paper dealt with "A New Approach to Greek"; it was based on his new book "Back to Basics: the Sources of the New Testament" (McGraw-Hill).

- ◆ In August, the participants of the open seminars *How to Succeed in College* had an opportunity to learn about the formatting of their research papers. During a special hands-on session in the Computer Lab, **Linda Rahmoller** led the participants through the whole process – from the page setting to the works-cited list organization and the final proofreading.

- ◆ During the spring and summer quarters, the Dean of Instruction **Jess Bonds** organized a series of special faculty sessions on Statistics. The open seminars were led by Dr. **Robert G. Humphreys**, who focused on the basic statistical concepts, their applications for planning and assessment of educational activities, as well as on institutional data collection, analysis, and interpretation.

- ◆ After a short break, purchasing clerk **Angela Martin** has returned to the Humphreys Fiscal Office.

- ◆ In August, a Learning Center series *How to Succeed in College* hosted Prof. **Cynthia Becerra** who advised the participants how to take control of public speaking fear.

- ◆ **Jacklyn Reed**, who received her A.A. in Liberal Studies in 2004, was elected this year to the position of Commander of the Karl Ross Post #16 in Stockton. A former Marine, she is the first female commander of the post.

- ◆ **Tammy Ernest**, formerly Tammy Parker, recently earned her Master's in Education from National University. A Humphreys College alumna, she graduated with her B.S. in Administrative Management in 2003.

College News

Tutoring services are available in the Library & Learning Center

English, Math, Accounting--Richard Hunt

Monday and Friday: 2 - 6 p.m.

Tuesday and Thursday: 12 - 6 p.m.

Basic Math, Intermediate Algebra--Eric Sandoval

Monday, Tuesday, and Thursday: 4:30 - 8 p.m.

Friday: 10 a.m. - 3 p.m.

General Reference--Dr. Stanislav Perkner

Monday, Tuesday, and Friday: 8 a.m. - 5 p.m.

Wednesday and Thursday: 8 a.m. - noon

Registration

**is now open for the
Fall 2006 quarter.**

**Contact your faculty advisor
to sign up for classes**

ASAP!

Humphreys College Newsletter September 2006

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HUMPHREYS COLLEGE NEWSLETTER *SUPPLEMENT*

Stockton, California

September 2006

HOW TO SUCCEED IN COLLEGE

THE FIRST FIVE YEARS

by Stanislav Perkner, Director of the Library and Learning Center

***F**ive years ago, Humphreys College established its Learning Center, a new unit linked to the Library. Originally, the core service of the center was tutoring. Soon, however, this offer was extended to a quarterly series of open seminars under the umbrella title How to Succeed in College. It was expected that the weekly seminars would address small groups of students in need of extra developmental education.*

WHO, WHEN, WHERE, AND WHY

As expected, among the center's first patrons were students with minimal academic experience and skills, those who experience study-time constraints because of job and family conditions, as well as returning students who wished to find a better job or to pursue their higher education further. Surprisingly, the seminars also started to attract the students with above-average study skills and great academic prospects.

During the course of five years, the average session attendance oscillated around twelve students. A few of them attended the whole quarterly cycle. The majority seemed to be motivated by the instructors who have understood that their course assignments could be effectively linked to the seminars, particularly the college-level research and writing assignments. Some instructors even allowed extra credit, particularly as they saw that their students academically benefited and that the seminar topics correlated to their course objectives. Almost always, seminar participants approached the speaker with specific questions after the session. Sometimes it established frequent contacts between the student and the Learning Center. The participants were also interested in the seminar handouts—especially in MLA documentation rules, book and online reference lists, and PowerPoint presentations.

Occasionally, individual instructors invited me to address their classes during their regular courses. Several times, I drove to the Modesto Campus or walked across the street to the Institute of Business, Management, and Law.

Gradually, many Humphreys students learned that the seminars are regularly presented on Tuesdays "at two in the classroom of two-o-two," next to Greg's Place. Two years ago, the center extended the original early afternoon offer of 2:00 p.m. – 2:50 p.m. to include a late afternoon session between 5:15 p.m. and 6:05 p.m. accommodating the evening students. This extension also enabled the center to offer a greater variety of seminar topics.

FROM NOTE-TAKING TECHNIQUES TO A BLOG SEARCH

In response to students' and instructors' proposals, the seminar content has been evolving in two parallel directions: "Nuts-and-Bolts" and "Beyond."

The former includes standard presentations on note-taking, time management, research, writing, oral presentations, documentation, print and online study resources, textbook thinking, test anxiety, critical and creative thinking, and classroom etiquette. The latter category of the seminar topics attempts to explore a

frontier of academia, for example, the trends in information literacy (blogs as study sources, or a Web search – beyond Google), online learning strategies, and mass media educational contents.

Beyond the thirty-five topics presented during the last twenty quarters, the Learning Center has sponsored four “specials”:

- o **Saturday and Other Extra Sessions:** Volunteering her time, Professor Rowena Walker helped several groups of students during her Saturday Math Study Sessions. (Similarly, students benefited from Human Biology Sessions with Professor Ann Bauermeister.) Lately, the Lead Tutor Richard Hunt frequently instructs small groups beyond his assigned hours.
- o **Self-Help Sessions:** Originally offered by Professors Cynthia Becerra and Linda Rahmoller, these sessions dealt with job interview skills and résumé writing. Leslie Walton, Humphreys graduate and adjunct faculty member, talked about student financial planning and security. – During the last year, this type of instruction has been offered by Chiyo Miyai, the college's Job Search and Placement Officer.
- o **In Conversation With...** is the latest experiment aimed at a more personal dialog between students and distinguished faculty members, college alumni and friends. Last quarter's dialog with Professor Rowena Walker was the best-attended seminar ever. It attracted not only current students but also some alumni, instructors, and administrators. The Conversations will be moderated by volunteering Humphreys' students. Undoubtedly, the first session's success partly resulted from the enthusiastic contribution of Anne Poggio-Castillou and Ahmad Majid.
- o **New Student Orientation:** To contribute to the latest retention efforts orchestrated by Dean Jess Bonds, the Learning Center, in cooperation with Santa Lopez-Minatré and her Admission Office team, is experimenting with a new student orientation format that would serve the students' practical needs as well as strengthen the student / faculty / administration relations.

THE TEAM

The latest workload policy encourages full-time

instructors to participate in the Learning Center's seminars and workshops. However, actual participation goes beyond the formal requirements. With a few exceptions, the teachers who have been approached to make a presentation never refused; to the contrary, they often took an extra step to extend the original idea or offered multiple presentations. Among those whose direct assistance needs to be commended are Cynthia Becerra, Linda Rahmoller, Rowena Walker, Holly Nash, Ruth Waymire, Jim DeCosta, Anthony Johnston, Patrick Piggott, Kevin Van Dewark, and Jason Wolins. Another positive experience is the proactive participation of several adjunct faculty members, who are not required to work beyond their assigned load: Leslie Walton, Samantha Yem, Michael Duffett, Raymond Harter, and Randy Rahmoller.

WHAT'S NEXT?

The prospects of the *How to Succeed in College* project depend on the students' interest, which is sometimes hard to predict, and on faculty support. The seminars are not a part of the regular student load. Many students are extremely busy with their jobs and families.

In the future, along with the strengthening of ties between Humphreys and its charter school, the seminars might attract more prospective college students. Once attendance is predictable, it would be possible to engage a broader circle of presenters from among the distinguished alumni and college-board members. Why not plan selected sessions as public relations events – to publish their schedule in *The Record* and the college Web site and invite outside participants?

New ideas are always welcome.



Dr. Stanislav Perkner

HOW TO SUCCEED IN COLLEGE, 2001-2006: LIST OF HANDOUTS

COPIES AVAILABLE AT THE LIBRARY AND LEARNING CENTER

- Argument: The Common Fallacies
- Assigning the Dreaded Term Paper (Cynthia Becerra)
- Assignment Calculator
- Basic Database Searching Techniques
- Basic Manuals of Style
- Classroom Etiquette—and Beyond (Stanislav Perkner)
- Critical Thinkers Make Good Professionals (Linda Rahmoller)
- How to Succeed in College: Selected Bibliography
- Humphreys College Students and Their Writing Skills
- Mathematics a Problem? (Rowena Walker)
- MLA at Midnight (Richard Hunt)
- MLA Guidelines for Home Written Assignments
- MLA Style: Basic Resources

- Online Learning at Humphreys: Before You Enroll (Jim DeCosta)
- Online Study Resources: Books, Periodicals, and Publishing
- Preparing the List of Works Cited (MLA)
- Reviewing Your Study Techniques
- Terms or Directives for Essays, Reports, and Answering Questions
- Tips on Taking an Essay Exam
- Transitional Words and Phrases to Link Details in Paragraphs
- Why We Study Shakespeare at Humphreys: General Education Component of Your Curriculum (Cynthia Becerra)
- Writing a Book Review
- Writing an Essay: Typical Essay Questions
- Your Online Resources: Daily Newspapers

Thirty Years of Paralegal Studies at Humphreys College

by Rowena Walker, Department Chair

The Paralegal Studies Department at Humphreys College has a distinguished and exciting history. It is now celebrating over thirty years of preparing students for important work in the legal field. In fact, this department is one of the oldest paralegal departments in California, if not in the nation, and is recognized in the Central Valley as the place to turn when legal assistants or paralegals are needed.

Humphreys College has been the perfect setting for paralegal studies. With business and administrative management (formerly called secretarial) being a significant part of the college for so long—110 years—and a law school whose own strong history covers over fifty years, there have been a made-to-order combination of ideas and programs that have provided just the right base for a paralegal curriculum. Coincidentally, the past thirty years has seen a tremendous call for legal assistants or paralegals; this

has been the result of an increase in the numbers of legal professionals both in the state and in the nation. In short, several factors converged at the same time to provide the ingredients for a successful program.

Gladys Humphreys and the U.S. Senate

Our paralegal program was given respect in its very earliest days. This can be seen in a July 23, 1974, copy of *The Congressional Record* containing a transcript of a hearing held by the Committee on the Judiciary of the United States Senate regarding the use of “paralegal assistants,” “paraprofessionals,” or “paralegals.” *The Record* published a response written by Mrs. Gladys Humphreys (current president’s mother) to a request from Senator John V. Tunney asking her for an appraisal of the prospects of the general use of paralegals and their effect on the legal profession. It

It reveals an early understanding on the part of Humphreys College—especially Mrs. Humphreys—of the future role of paralegals and the nature of the education they must receive.

At the Beginning

The Certificate of Completion of Paralegal Studies was what students first came to the college to obtain. After taking just six classes in specific fields of law, they could apply for positions—or continue in the positions they were in—and be able to say that they were taught by lawyers or other legal professionals and could take over many duties from overworked attorneys. It is the Certificate that students still seek; however, it is nine paralegal classes that are now required. (The State of California has made that number a requirement for anyone calling himself or herself a paralegal.) In addition, many of the certificate students take several paralegal electives. All together, the department offers sixteen courses.

In the early days, students could take paralegal classes right out of high school. They could work directly and only for the Certificate. Only later were the requirements changed as it became clear that the legal business is “high powered”—so much is at stake in the law and in the courts—so that we now require that students already have at least two years of general education or have worked at least three years in a law office before they can work toward and earn the Certificate.

In the Real World

Before long—over 15 years ago—the Bachelor of Science Degree (now the Bachelor of Arts) in Paralegal Studies became part of the curriculum. Again, this once more acknowledged that working in the field of law is serious business and often requires paralegals to be educated and knowledgeable in areas they could hardly imagine. They receive a degree that is well balanced in the liberal arts, business, and technology.

And then there is the real world. . . While we have been busy seeing to it that our paralegal students are receiving a strong academic education, we are also

mindful that there is a real world—and they are in it or are about to go into it. While the academic world continues to do what it has always done—we are still happily teaching about the Founding Fathers—the work world can change in a minute or two. And so, every once in a while, we are putting the two worlds together for our students as we are keeping up with the changes in a paralegal's world. Is her/his nose buried in law books doing research and collecting evidence, or is most of the day spent behind a computer with forms on the screen all ready to go? I, as department chair, make it a point to visit law offices to find out quite specifically what they do.

The Three Bears

Fortunately, the paralegal faculty is made up of practicing attorneys and working paralegals who tell us about this real world. Michael Rishwain, for example, has been teaching in the department for twenty-five years and shares that longevity with me, who has been department chair for that length of time. I must make it clear I am not a practicing legal professional, but when paralegal departments were getting started around the country's colleges and universities, it was common for paralegal studies to be part of political science departments, and it was on that basis—my degrees are in Political Science—that President John Humphreys, current president's father, believed that I could take over the program from Mrs. Humphreys. And so I did. I guess one could say that I came from a part of the real world.

I soon discovered that my part of the real world was not quite enough. I made a decision, therefore, that I would ask three of our paralegal teachers (lawyers) to assist me in curriculum matters. That was the best decision I ever made. The three of them formed what we called the Curriculum Committee—I always referred to them as the Three Bears—and they helped me put in place the requirements and objectives that have made the department strong and have provided for its growth. It soon grew from a handful of students to over 100, where it has been this

year. I am still grateful to Dave Wellenbrock, Judge George Abdallah, and Philip Urie who served this program so faithfully.

Stockton – Modesto – Merced

Eventually, we found ourselves in a real growth spurt. In 1985, a representative from Modesto Junior College asked if we would offer paralegal classes in Modesto. MJC kindly gave me a little office on its campus, where I held hours once a week. We had use of its classrooms as well. Our research and drafting courses took place in the Stanislaus County Law Library. The program was successful. Later, we were able to move into new quarters in downtown Modesto. As everyone knows, Humphreys' campus in Modesto now offers more than just paralegal studies; it is possible to take most of our majors there for at least two years, after which many take classes on the Stockton campus to complete the bachelor's degree. It all started

with a few paralegal classes.

And from Modesto we went to Merced. We were able to offer classes on the Merced College campus for several years. To this day, many of the paralegals in Merced—a rather small community—are products of our program. Later, we discontinued the Merced classes because it was inconvenient to give the students there the close attention that is the Humphreys College style. Fortunately, Merced College picked up where we left off and now has its own program.

It has been a complete joy to watch the paralegal program grow over the years. It has become part of the rich history of Humphreys College, and it certainly will continue.



Steps into the Future: Building Acceptance and Assurance as a Certified Shorthand Reporter

by Tara Lohman

The following essay was written by court reporting student Tara Lohman. She was chosen to be the recipient of this year's George and Maria Stahl Annual Scholarship. The essay topic was "What important steps can be taken in the future to ensure that certified shorthand reporters remain the preferred and most accurate method for producing the record." Congratulations, Tara!

MY BIGGEST DECISION

When students arrive at facing their future, they are challenged with many big questions: whether to attend college, get specific training to be in a special field, or find a job directly out of high school in order to pay for any expenses they may not be able to avoid. These questions, along with life, are life-changing events. My biggest decision, so far, was the choice to attend Humphreys and leave many of the other things behind in order to become a court reporter. Since, I have learned so many wonderful things about this career that not only help secure a life for myself, but ensure a

quality of life in the work I produce. I believe this profession stays strong even hundreds of years after I am a retired court reporter. I also believe that we, students and licensed certified shorthand reporters, can take certain steps, in order to keep this profession the most important and desired one in obtaining the record.

Looking at any beautiful flower, one always assumes it started as a small seedling. Although flowers and human beings are different entities, a court reporting student is very similar to a tiny flower seed. It is small, weak, needs support and encouragement,

and eventually has the ability to push itself into growth. That is why one of the biggest steps in guaranteeing that certified shorthand reporters stay dominant in being able to produce the record is starting with the student, the seedling.

OUR VOICE SHOULD BE HEARD

If our occupation as court reporters, deposition reporters, and even captioners will continue to grow, there needs to be core strength in where it begins: as students, speaking as students. Although a student may not feel that he or she would have anything to offer to strengthen the profession, it is a misconception. Just as an 18-year-old may not feel his or her voice is important in an upcoming presidential election, it is up to the "little guy" to come out with a strong voice. As students, we have an obligation to be a part of the associations (NCRA, DRA, CCRA, USCRA, etc.) that support our jobs, and are in the process of trying to make a difference in our careers. If we begin to have a voice in how our field is viewed and what rights we have as professionals during our educational years, our voice will be louder and stronger during the vocational ones.

Being a part of the organizations, national and local, it (1) supports them: they do so much in the way of lobbying and educating; (2) enables us to meet and develop relationships with other reporters; and (3) increases our knowledge regarding the profession, laws, trends in the industry, technology, and everything else that we should know about.

EDUCATING THE CLIENTS

Accompanying student support, a vital part in keeping strength as a certified shorthand reporter, is education. It spans anywhere from education to the students, to educating the consumers of the record by a reporter. We have a duty to protect reporter jobs and the reporting professions. Educating all individuals involved with our field will only strengthen the support behind us.

It is an ongoing process of educating the bar as well as the bench on the importance of using live reporters over electronic reporting. They will learn how

electronic recording takes four to five times longer to produce a transcript than a live reporter (the National Court Reporters Association states that while a typical court reporter produces about 25-30 pages or more per hour, an electronic recording transcriber can produce no more than 8-10 pages). Emphasize to the court systems and law firms that as certified shorthand reporters we provide our own equipment, while court *must* pay for the electronic recording equipment, maintenance, and supplies. By educating ourselves with new technology and supplies to create a more efficient way to produce the record, we can turn around and educate our consumers, business partners, and co-workers by promoting qualified reporting excellence and establishing professional standards of practice, so no one would even consider another outlet of obtaining a record. This will create a broader understanding and acceptance of who reporters are in the business world.

Certified shorthand reporters possess valuable skills and knowledge and provide a valuable service to the public and to attorneys. The best way to encourage the use of reporters is with realtime work. Judges love it and get accustomed to it, usually not wanting to hear a proceeding without it, and attorneys like to have access as well. Technology that is available to a court reporter creates an opportunity to personalize our service, which then enables our skills to be unparalleled to others out there.

REPORTING: A MULTIFACETED PROFESSION

The reporters have evolved into a profession with multiple skills and a variety of opportunities. There are many arenas in which court reporting has progressed, such as court reporting, captioning, Communication Access Real-time (CART) reporting, and reporting over the Internet. Finally, with this versatility, it is important through organizations and associations that we continue to push bills into the legislature; this includes higher pay and requirements on funds pertaining to transcripts. Not only is this securing the profession, but it also brings light on the

field to people in government who may never have known of the occupation in the first place. It is important to contact any fellow local legislator, attorney, or consumer, to get them involved in acquiring a better understanding and respect of the court reporting field.

Although choosing a career is a big decision to make, creating outlets for your future are even bigger stones to cross. Starting as a seedling, I hope to become a strong flower. With knowledge, confidence, and surrounding people who believe in what you provide, these are ultimately the steps to take in order to

establish that we will be around for a long time in order to be the primary method of producing the record. While court reporting has always been a profession under scrutiny and questions, it is also a profession that has continually fought to stay in its spot. I am proud to be growing into a hopeful certified shorthand reporter because with fight comes pride, and with these steps, we will succeed.



Humphreys College Newsletter *Supplement*, September 2006

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Humphreys College Library and Learning Center
HOW TO SUCCEED IN COLLEGE, FALL 2006

WELCOME TO HUMPHREYS: NEW STUDENT ORIENTATION

Tuesday, October 3, Day Students 12:45 p.m.; Evening Students 5:15 p.m., The Library

THE ART OF CONVERSATION

John Wiley, Tuesday, October 10, 5:15 –6:05 p.m., #202

**HOW TO WRITE A PERFECT RESEARCH PAPER I:
KNOW YOUR LIBRARY AND ONLINE RESOURCES**

Stanislav Perkner, Tuesday, October 17, 2:00 –2:50 p.m. or 5:15 –6:05 p.m., #202

**HOW TO WRITE A PERFECT RESEARCH PAPER II:
DRAFTING, REVISING, AND DOCUMENTING**

Stanislav Perkner, Tuesday, October 31, 2:00 –2:50 p.m. or 5:15 –6:05 p.m., #202

**HOW TO WRITE A PERFECT RESEARCH PAPER III:
FORMATTING, MLA STYLE**

Linda Rahmoller, Tuesday, November 7, 2:00 –2:50 p.m. or 5:15 –6:05 p.m., #6

HOW TO BECOME A BETTER MATH STUDENT

Leslie Walton, Tuesday, November 14, 2:00 –2:50 p.m., #202

WIKIPEDIA OR BRITANNICA? NEW TRENDS IN ACADEMIC RESEARCH

Maria Beam, Tuesday, November 14, 5:15 –6:05 p.m., #202

**JOB MARKET TODAY AND TOMORROW:
WHAT DO EMPLOYERS EXPECT FROM OUR GRADUATES?**

Chiyo Miyai, Tuesday, November 21, 2:00 –2:50 p.m., #202

CYBER CAFÉ: ONLINE LEARNING STRATEGIES

Kevin Van Dewark, Tuesday, November 21, 5:15 –6:05 p.m., #202

HOW TO STUDY FOR COMPLEX EXAMS

Panel Discussion, Tuesday, November 28, 2:00 –2:50 p.m., #202

IN CONVERSATION WITH . . . DEAN JESS BONDS

Hosted by Anne Poggio-Castillou and Ahmad Majid, Tuesday, November 28, 5:15 –6:05 p.m., #202

THE LAST CALL: WRITING CLINIC (INDIVIDUAL CONSULTATIONS)