

Humphreys College

Newsletter



INSIDE

LIBERAL ARTS DEPARTMENT— NEWS AND ANNOUNCEMENTS	2
SUCCESSFUL ALUMNI SWORN-IN AT LAW SCHOOL CEREMONY	2
FROM THE ECE DEPARTMENT— EXPANDED WINTER PROGRAM: EIGHT COURSES OFFERED, TWO ONLINE	3
FROM THE COURT REPORTING DEPARTMENT—TEST CANDIDATE RECOGNIZED AT RECEPTION	3
LIBRARY AND LEARNING CENTER OPEN WORKSHOPS “HOW TO SUCCEED IN COLLEGE”	3
THE LAW LIBRARY: TEST BANK DIGITIZED	4
EDUCATIONAL EFFECTIVENESS WORKSHOP AND BUSINESS DEPARTMENT NEWS—WHAT IS STRATEGIC PLANNING?	4
CAREER COUNSELING AND JOB PLACEMENT—LISA KOOREN: JOB MARKET LOOKS GOOD FOR ALL HUMPHREYS COLLEGE GRADUATES	5
WHERE THE BUFFALO ROAM: TOURING THE NATIONAL PARKS	6
HE LOVED HUMPHREYS COLLEGE...GEORGE MICHAEL MILLER (1950—2007)	8
LOST WITH NO TRANSLATION	9
POEM—WHY, HERE? CYNTHIA S. BECERRA	10
LANGUAGE LANGUISHES	10
DIARY EXCERPTS FROM A COURT REPORTING STUDENT	11
COMMUNITY HIGHLIGHTS	12
NEW YEAR'S RESOLUTIONS	12

DECEMBER 2007

FALL QUARTER

THE BOARD OF TRUSTEES' RETREAT FOCUSED ON STRATEGIC PLANNING AND ASSESSMENT

The fall 2007 annual retreat of the Humphreys College's Board of Trustees took place in Bodega Bay. Again, the chair Ronald May invited several faculty members and administrators to join the regular members of the board.



In his introductory remarks, Dr. Robert G. Humphreys described in detail the recent stage of the strategic planning process – its methodology, results, and progress. The president outlined eleven planning steps linked to the C-DATA model for scanning of the academic functions of the College (Community – Development – Advise-ment – Teaching – Assessment). He appreciated the long-term systematic effort of Jess Bonds, Dean of Instruction, who heads the Strategic

Planning Committee, to refine the specific planning and assessment techniques, reflecting on the College's specifics.

After the discussion following the president's report, all participants took part in three brainstorming exercises facilitated by the board consultant John Stein. This time, the sessions were focused on the role of the board, its effectiveness, and the leadership assessment. The exercises supplemented the similar discussions led by John Stein during the fall 2005 retreat, which were aimed at the institutional vision, potential challenges, and the update of the overall College's characteristics—including students, academic and administrative personnel, facilities, and the board—as exposed to an increasingly competitive environment.

During its afternoon regular session, the board discussed reports presented by Deans Bonds and Patrick Piggott (the Law School), as well as by the board's committee chairs. The informal evening reception gave Dr. Humphreys an opportunity to recognize Dean Wilma Okamoto-Vaughn, along with Professors Rowena Walker and Cynthia Becerra, for many years of devoted service to the College. He also acknowledged the board member Ort J. Lofthus for his 40 years of dedicated trusteeship.



~Stanislav Perkner



FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Chair

ADVISING

The Fall Quarter is coming to an end along with the year 2007. With Winter 2008 registration upon us, I want to remind liberal arts majors about the importance of meeting with your academic advisor for registration. Not only is it important to touch bases with him or her, it gives you an opportunity to ask questions and to confirm your progress in your degree goal. With Dr. Felix Cano being added to the Liberal Arts faculty, he also is available to advise students and to register you for Winter quarter. So whether you contact Cynthia Becerra at 209.235.2922 or Dr. Felix Cano at 209.235.2936—or stop by the faculty offices, where you can find us at Room 223 or Room 225 respectively, we look forward to meeting with you in planning your program.



ONLINE INSTRUCTION

The Department is offering the following courses online for Winter 2008:

- ◆ HIST 103 *History of the U.S. III* with Dr. Richard Chabot
- ◆ PSYC 101 *Introductory Psychology* with Instructor Patrice Olsen
- ◆ ENGL 102 *Advanced Written Communications* with Instructor Kerry Moquett

If you are interested in any or all of these courses, please contact your advisors as soon as possible. Those virtual seats fill up fast.



Happy Holidays

The Liberal Arts Department sends best wishes to all for a happy holiday season.



SUCCESSFUL ALUMNI SWORN-IN AT LAW SCHOOL CEREMONY

On Wednesday, November 21, Humphreys College Laurence Drivon School of Law celebrated five graduates who passed the summer Bar Examination:



- ◆ Tammy Cummins
- ◆ Jessica Dorn
- ◆ Matthew Wright
- ◆ Patricia Torres
- ◆ Adam Ramirez



They took oaths of admission to the California State Bar. The new attorneys, in the presence of their family and friends, law faculty, and students, were sworn-in by the Hon. Nels Franssen, Dean Emeritus. Law School Dean Patrick Piggott hosted the event followed by a reception on the college premises. Present for the celebration was Matthew Wright's mother, herself a graduate of the Law School, as was Matthew's brother. Additionally, Eric Alford, a 2003 graduate, passed the summer bar exam but was not able to attend.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

EXPANDED WINTER PROGRAM: EIGHT COURSES OFFERED, TWO ONLINE

By Pam Wood, Chair

Exciting things have happened in the department during 2007! Due to the growth of the program, we have expanded our academic offering to eight quarterly courses, including three online subjects. It will be possible to take more courses – and to complete the program sooner. The online offering has also made it easier for students to find a comfortable balance between family and college.

In the winter quarter of 2008, our students will be able to choose from the following courses:

- ◆ ECE 102 *Child Growth and Development II*
- ◆ ECE 140 *Math and Science Experiences*
- ◆ ECE 150 *Adult Supervision, online*
- ◆ ECE 180 *Teaching Children with Autism*
- ◆ ECE 210 *Social/Emotional Development, online*
- ◆ ECE 220 *Community Collaborations*
- ◆ ECE 238 *Supervision of Childcare Programs, online*
- ◆ ECE 245 *Working with Children at Risk*



FROM THE COURT REPORTING DEPARTMENT...

TEST CANDIDATE RECOGNIZED AT RECEPTION

By Kay Reindl

The Court Reporting Department joined together at a luncheon to recognize its October CSR test candidate, Megan Rishwain, and to welcome the new theory students. The luncheon was preceded by the guest speaker **Yvonne Fenner**, a current member on the Court Reporters Board of California. She was able to encourage the students to pursue this highly rewarding career but also gave a true picture of the “real-world” challenges of the job. (See the interview with Yvonne Fenner in this Newsletter’s *Supplement*.)

The Court Reporting luncheons are held on campus two to three times a year. They provide an excellent opportunity for the students to meet reporters and to learn more about court reporting and related careers from practicing professionals. A few encouraging words from a reporter might be just what’s needed to pass that next test.



LIBRARY AND LEARNING CENTER

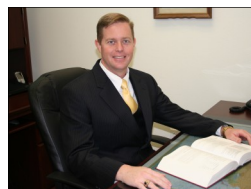
OPEN WORKSHOPS

“HOW TO SUCCEED IN COLLEGE”

The Fall 2007 series “How to Succeed in College” hosted several guest speakers, including educators, administrators, and students. **Linda Rahmoller** shared her skills in MLA formatting of research papers, **Jim DeCosta** and



Kevin Van Dewark hosted the *Cyber-Café* sessions devoted to online learning strategies, **Cynthia Becerra** presented her rules of successful oral presentations, **Dr. Darwin Sarnoff** instructed



students about *PowerPoint* presentations, and **Lisa Sipe-Kooren** reviewed the job market trends in San Joaquin County. At the end of the quarter, students met with **Pam Wood** and **Jason Wolins**, the guests of the regular “conversations” with Humphreys instructors, moderated by **Anne Poggio-Castillou**.

THE LAW LIBRARY: TEST BANK DIGITIZED

By Dr. Darwin Sarnoff, Library Assistant

In his *Idylls of the King*, Lord Tennyson wrote that *the old order changes, yielding place to new...* Upon my arrival at Humphreys College, the library director asked me to work on the old test files that generations of law students copy to prepare for their exams. The technical condition of the three-ring binders holding the archived exams suggested that there had to be a better way of maintaining them.

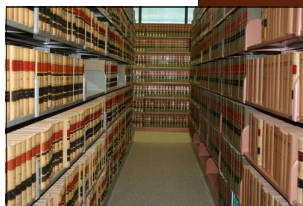
Would digitizing and publishing on CDs improve the efficiency of the archived materials usage? Would digitizing be cost effective to the library? The answer was – definitely yes. The advantages of digitizing are multi-faceted: First, the pages would stay in order; second, they would stay in chronological order; third, law students could have access to them at their convenience.

Additionally, digitizing would help students financially. At the present cost of 15 cents a page, copying old exams could become relatively costly. Only a very small portion of a very inexpensive memory stick would be needed to contain the entire contents of the law library binders.

The digitizing project was not without its concerns, however. How would the exams be distributed? Would they be put on the school's Web site, or would the students have to buy CDs or memory drives? Would the cost of paper in the library's printer rise to the point at which the exams became a burden to the school, while the revenue from the copy machines fell?

A proposal describing our digitizing project was sent to Law School Dean L. Patrick Piggott for his input. His response was enthusiastic: Go for it! Fabian Echevarria helped us learn to use the large copiers around the school, and we produced Adobe© PDF files. After scanning, the files were consigned to a memory stick and placed on the desktops of the Law Library computers.

Where are we now? At present, students can copy the exams to their memory sticks or e-mail the copies to their home computers.



EDUCATIONAL EFFECTIVENESS WORKSHOP AND BUSINESS DEPARTMENT NEWS WHAT IS STRATEGIC PLANNING?

By Jason Wolins, Academic Council Secretary and Business Department Chair

You probably have heard the business term, “strategic planning,” but what does it really mean? On November 14, **Dr. Robert Brodnick**, the University of the Pacific's Assistant Provost for Planning, Innovation, and Assessment, gave a presentation at Humphreys College called “Creative Strategic Planning.” Invited by the Academic Council as a speaker for the Education Effectiveness Workshops Series, he focused on how strategic planning can be applied to an educational institution.

Dr. Brodnick defined strategic planning as “intentional action.” He indicated there are two types of the strategic planning models: Traditional and Creative.

Traditional Models come in four types:

- ◆ **The Basic Model.** Start with an overall strategy, then add specific goals, actions you want to take, and supporting resources.
- ◆ **The Hierarchical Model.** The overall strategy and specific goals start at the organizational level; these are then linked to program goals and actions at the individual unit level.
- ◆ **The Outcomes Model.** Focus on the outcomes of strategic planning—feedback is the driver that creates changes in specific goals and actions.
- ◆ **The Higher Education Model.** Overall strategy and strategic goals at the institutional level should be linked to program goals at the department level.



(Continued on page 5)

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Similarly, there are four types of **Creative Models**:

- ◆ **The Open Systems Model** is based on influences from the environment; therefore, environmental scanning is crucial, both internally (within the institution) and externally (outside the institution).

What is scanning? The identification of major data systems around us and turning them into information we can use. An example would be demographics—taking demographic information, such as determining how many 18 year old people are in Stockton, and planning how a college can meet their potential demand for higher education.

- ◆ **The Values Driven Model** runs “from the many to the one”; in other words, it starts with a shared vision (i.e., What are we here to do as a group, together?), and the organization plans its strategy according to that group vision.
- ◆ **The Inspirational Model** goes in the opposite direction from the Values Driven Model: It runs “from the one to the many.” A hallmark of this model is leadership—an organization plans its strategy according to a leader’s vision.
- ◆ **The Transformative Model** is used to re-create and renew. For example, it uses Kurt Lewin’s three phases of change: (1) Unfreezing (breaking down structures), (2) change, and (3) refreezing (building structural changes back in).

Dr. Brodnick also broke **Organizational Values** into two categories:

- ◆ **Core Values.** These reflect an organization’s present competencies (for example, a college may have small classes and give individual attention to students).
- ◆ **Aspirational Values.** This category includes competencies an organization may not presently have but wants to have (for instance, a conservative organization may want to become more innovative).

The end result of strategic planning is to (1) create an action plan, where an organization identifies things that need to be done at the present, and (2) make planning an innovative process which continually yields new ideas.



CAREER COUNSELING AND JOB PLACEMENT LISA KOOREN: JOB MARKET LOOKS GOOD FOR ALL HUMPHREYS COLLEGE GRADUATES

Lisa Kooren is the new career counseling and job placement coordinator of Humphreys College. She serves as a liaison between all Humphreys students and graduates and their potential employers. While Humphreys College does not guarantee students jobs, many employers use Lisa’s services. Similarly as Chiyo Miyai before her, Lisa offers regular workshops for Learning Center’s series How to Succeed in College. Her latest presentation – on Tuesday, November 27 - was titled “Job Market Today and Tomorrow.” It gave us an opportunity to ask several questions about her new job.

Who is eligible for your assistance?

“The student must be enrolled at least one quarter and maintain satisfactory academic progress. My task is not limited to a simple job search. I am also trying to strengthen students’ job-seeking skills, including resume writing, job search planning, and interview preparation and conduct. Any of them may make an appointment and come see me if they need help in any of these areas. The same service is available for our former students – at no charge. It is truly lifetime career and job placement assistance.”

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Let's say that I am a Humphreys student who suddenly needs a job...

"First, send me a current resume via electronic file and come to see me in the main office of Humphreys College to talk about the specifics. It is necessary to update information every quarter. Because I cannot forward the resume to any employers without that student's consent or meeting with the student each quarter, it might happen that I receive interesting job offers without having anything to offer – simply because I do not have the most current resume information. It is also important to frequently check the job placement binders and the Websites that will be provided to students when they come to see me."



How would you characterize the current job market in Stockton and the San Joaquin County?

"The market is positive for the graduates of Humphreys College. According to the Department of Labor and the California Employment Development Department, we can expect growth in jobs related to all Humphreys majors. Additionally, many employers in the area are quite familiar with our academic programs, and often call when they have job openings. Paralegal, Community Studies (Public Relations), and Early Childhood Education majors are expected to have a 20-30% growth over the next few years. Available positions for Administrative Assistants are expected to increase by 15-18%, while Accounting and Business majors will see a growth of 23-25%."

What if a student can't find a job?

"Many students give up too quickly. Unfortunately, job searches take time. It is important to stay vigilant and positive. Maybe, the search is too narrow, or there are some coordinates that need to be changed, for example, the hours of availability or the geographical scope of the search. It is also important to send your resume out to more than one employer. Not every contact yields an interview, so it is important to stay on top of your job search."

Last, but not least, many students know you as not only a new career counseling and placement official but as an instructor of Math.

"I really enjoy doing both jobs. The students are wonderful, and I like working with them in both capacities."

~Stanislaw Perkner

WHERE THE BUFFALO ROAM: TOURING THE NATIONAL PARKS

By Dr. Howard Lachtman

Dr. Howard Lachtman, a long-admired adjunct faculty member in the Liberal Arts Department, combines his love of travel with his journalistic know-how that he acquired as a writer for The Record. Like Mark Twain, who said, "... nothing so liberalizes a man and expands the kindly instincts that nature put in him as travel and contact with many kinds of people," Dr. Lachtman takes us on a "peak-filled" tour of our country's national parks, expanding our minds and knowledge.

~Cynthia Becerra



Towering mountains. Snow-clad peaks. Valleys carved by glaciers. Hot pools and steam rising from the earth's core. The cathedral-like hush of wilderness over which an eagle glides. A landscape that

redefines grandeur. Welcome to the American West as you have never seen it before.

It all began when my wife of 42 years expressed the desire to celebrate a milestone birthday with a long-cherished travel fantasy. "I've always wanted to see the National Parks," she explained.

Like most males, I assumed I knew the expectations of my spouse. Even so, I greeted her idea with enthusiasm. Western ramble? Great idea, dear!

"Let's saddle up," I agreed. "Let's get into our cowboy clothes and hit the trail. Let's go where the skies are not cloudy all day, out where the buffalo roam and the deer and the antelope play—and maybe Willie Nelson and Garth."

Yee-haw! Round 'em up and move 'em out! Leaving Las Vegas in late September aboard a coach with two close chums from Stockton and 50 other tourists, we embarked on a 2,400-mile national parks tour

(Continued on page 7)

(Continued from page 6)

through Utah, Idaho, Wyoming, South Dakota, Montana and Colorado.

Our tour package included transport, accommodations, many meals and plenty of hiking and sightseeing. All we needed was for winter to hold off until we were homeward bound. Everything was prepared, all details reckoned, but weather was the unknown element—the X factor over which we had no control. It was the end of the tourist season, but other than thermal shirts, jackets and gloves, we were traveling light. Given the advantages of uncluttered touring and economical packing, we decided to risk the weather. With a bit of global warming, we might just get lucky.

All the early signs were auspicious. Fair skies and bright sun greeted us as we rolled, amid red cliffs and emerald pools, into Utah's Zion National Park (160 miles northeast of Vegas). We got our first taste of the wilderness and liked the flavor. We wanted more. We got it by advancing to nearby Bryce Canyon, where millions of years of wind and rain have carved a wonderland of stone cities, formidable castles and windowed walls.

Every day thereafter brought fresh wonders. The jagged majesty of the Grand Tetons. Yellowstone's incomparable valleys and wildlife. The first-hand feel of history on the site of Custer's debacle at Little Bighorn.

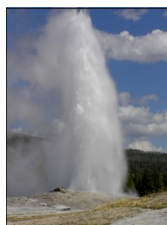


Surrounded as we usually were by dramatic buttes and mesas, geysers and plunging waterfalls, and herds of bison, deer and elk, we found the true West—and something more. The magnifi-

cence of the wilderness can make any ego feel puny, reminding us that we are but passing shadows; but here, too, is the stuff that lifts the spirit and exalts inspiration. We caught the pioneer spirit. On and off the bus, we were the heirs of Lewis and Clark.

The thrill of discovery lay everywhere along our route. We approached many destinations along visible stretches of rivers like the Virgin (one of the last undammed waterways) and the Snake, where rafters were trying their luck on the last of the rapids. We ventured repeatedly into new worlds, but at the end of each day, we bunked comfortably in little towns and trendy resorts (Park City and Jackson Hole). Amid rustic lodges, chic boutiques and gourmet restaurants, the great outdoors ended in cozy indoors. We dined one evening at Yellow-

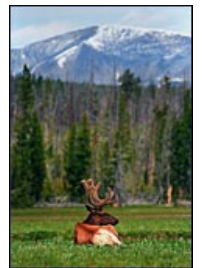
The magnificence of the wilderness can make any ego feel puny, reminding us that we are but passing shadows; but here, too, is the stuff that lifts the spirit and exalts inspiration.



stone's Old Faithful Inn, sometimes called "the world's largest log cabin." Dating from 1904, with four wooden stories and a five-ton rock fireplace, it's a place where history resides. One can easily picture Teddy Roosevelt striding briskly through the lobby and ordering a bull moose steak, rare, in the enormous, beamed dining room.

Discipline was required to rise each day at dawn, haul bags to the bus, grab breakfast, mail the post cards and jump on board for the next park and next hike. Last on board paid a 25-cent LOB fine and endured the hoots of the early birds. Our witty and energetic tour guide, a Boston native whose Beantown accent took its share of teasing, led volunteers on hikes that tested our legs, hearts and lungs. Going from desert level to 9,000 feet up caused huffing and puffing. Breathlessness was also a reaction to what we observed.

I approached an antlered elk with my camera because my instincts told me it was safe to do so. The seated buck had already eaten. None of his offspring or harem stood between us. He showed no sign of hostility in either posture or sound. Even so, an irate park ranger berated me for encroachment. That reaction was understandable. Some tourists treat wild animals like Disney characters in a petting zoo; as a consequence, gorings are on the rise. Thereafter, whenever we had a beast in view, someone was sure to remind me to leash my instincts and keep my distance from "poor, defenseless animals"



One day outside Moose, Wyoming, we came upon a little chapel in the middle of nowhere. It was a humble yet inviting sanctuary, built entirely from donations and welcoming wayfarers of every faith. With the Tetons rising in the background like the gates of heaven, it looked like a scene from a classic western—a place where a saddle-sore John Wayne or Robert Duvall would dismount for quiet reflection and a blessing against hostiles. If I ever write a script, I'll have my cowboy hero or reform-minded gunslinger redeem himself right here. Meanwhile, I prayed for continued good weather.

For most of our group, the tour highlight was Mount Rushmore. Standing below those great granite faces, you see more than a quartet of eminent presidents. We came early and left late in the day and were able to observe how the passage of sun and play of light work subtle changes of expression. Impassive in the morning, Washington appeared introspective in afternoon. The sight of the best-known monument in

(Continued on page 8)

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America after Lady Liberty can also sharpen political perspective. A visitor remarked he would not wish to be a White House exec under the scrutiny of “the four aces.” He’d heard the Current

Occupant refer to himself as “George the Second.” Looking up at the Father of Our Country (George the First), he said, “Sorry about that, sir!”

The elaborate Buffalo Bill Museum in Cody, Wyoming led us to a buffalo burger at the Irma Hotel, named for Bill’s daughter. The exquisite cherrywood bar here was a personal gift from Queen Victoria, one of Bill’s biggest fans and, our guide revealed, rumored to be “friendlier than a friend.” Vicky and Billy? You won’t hear that news outside Cody, folks.

I was also surprised by a pal’s admiring reaction to the sight of great stone monoliths rising out of a bottomless canyon. “It reminds me of Egypt,” she said of the natural monuments that excelled the splendors of the pharaohs.

We’d missed the full range of nature’s palette in the wilderness, but the changing colors of autumnal trees illuminated our way home aboard the California Zephyr from Denver to Sacramento. It was a picturesque and perfect conclusion to our journey. So, too, was what drifted by our window shortly after we departed Denver, en route to the Rockies. At first, we mistook the tumbling white stuff for smoke. When it didn’t disperse, we realized it was snow—the first of the season. We had won our gamble with winter. Well,” as one of our travelers summed up, “that’s cutting it close, isn’t it?”



HE LOVED HUMPHREYS COLLEGE...

GEORGE MICHAEL MILLER (1950—2007)

George M. Miller was born on March 3, 1950, in Tokyo, Japan; he passed away in Palo Alto, California after a long battle with cancer. Raised in Columbia, South Carolina in a military family, George had lived in Stockton and Modesto since 1980.

He was a proud Marine and Vietnam War Veteran who dedicated his life to giving back "for all the blessings he received during his lifetime and for all the help he received in times of need." Between 1999 and 2005, he served as a Case Manager for Vietnam Veterans of California, Inc., in Sacramento.

George believed in life-long education. His outstanding academic record at Humphreys College was recognized by the Student of the Year Award in 1995. At Humphreys, George worked as an Accounting Tutor and Library Assistant; he was instrumental in setting up the original computerized system of the College. He loved Humphreys College and was glad to make his full-circle back to teach as an adjunct faculty member.

He received his M.A. in Public Administration from Golden Gate University and an M.A. in Organizational Leadership from Chapman University. George is survived by his wife of six years Maria J. Garcia-Miller, his step-daughter, Michelle Medina (husband, Eduardo Magallanez); grandchildren, Marissa and Michael Magallanez, of Modesto; his father and mother-in-law, Luis and Esther Garcia of Waterford; his brother-in-law, Luis Garcia, Jr. (wife, Patricia Escobedo-Garcia); niece, Elizabeth Garcia of Hughson; his sister, Dawn Ritchie (husband, Edward Allan Ritchie) of Columbia, South Carolina. He was preceded in death by his stepson, Jerry Medina.

Funeral and memorial were held at Lakewood Memorial Park and Funeral Home on November 16. An Honor Guard saluted Sgt. George Michael Miller for his courage in Vietnam.



LOST WITH NO TRANSLATION

By Dr. Richard Chabot

Editors, pundits, and mouths of the airways have decided that America is in the middle of a(nother) cultural crisis. Census reports show that a growing percentage of Americans speak a language other than English at home. California is the worst offender, with 42% of people 5 years and older speaking something other than the colonial tongue while eating dinner with family. San Joaquin County is equally offensive with 38% of people 5 years and older speaking a language other than English. Worse, recent census data show more than ten percent of the households in California and San Joaquin County are “linguistically isolated,” meaning some members of the family have serious trouble communicating in English.

Many stories have been published about the implications of these statistics, pointing out the problems immigrant adult family members have in communicating with health-care workers or in finding employment. Children also suffer, unable to get help with homework or keep up with their peers in English speaking classrooms. Read the numbers right and it appears that America—and California in particular—is headed for a dysfunctional future filled with a half-educated workforce speaking a confusing mixture of Cambodian, Spanish, and English. A language discarded, a history forgotten, a cultural heritage lost—read the signs and you understand why our economy is in tatters.

This fear is nothing new; our nation’s history is filled with attempts to make newcomers learn English and forget their mother tongue. Usually newcomers were able to form ethnic enclaves and stick with their own, doing menial work that didn’t require English while hoping their children would do better in the new world. War always brought out the worst excesses, World War One leading German-Americans to stop sending their children to German language schools and World War Two forcing Japanese-Americans to think twice about speaking Japanese to their own children. As the push for English-Only laws of the past quarter century has shown, the only place real Americans want a language other than English to be spoken is at the United Nations, and many even want that moved overseas.

Yet when I pick my son up from school or walk around a shopping center in Stockton, I feel a little envious of the families who speak across generations in a language other than English. Many are unaware that Stockton is home to large Filipino and Cambodian communities. If you listen while in line at Safeway or Macy’s, you can hear and feel, if not understand, a part of the world mainstream America prefers to forget. While my wife speaks Tagalog, I’m sad to say my son and I would be considered “functionally illiterate” in the Philippines. My son’s inability to speak Filipino is seen by us as a weakness: an inability

to communicate with family members and weakened in whatever field of study he chooses for college. Unlike most Americans, we consider bilingual abilities a strength and a necessity for our son’s future. I would say the same for the future of America. If we want our American economy to regain its strength in a truly globalized world, we must learn to communicate with peoples and cultures in other countries without demanding the use of English.

Most Americans would be surprised to learn that high school and college students in every other part of the world must read and speak at least two languages and very often more than that. English is usually the second language of choice for people in other countries and we in the U.S. have come to depend on their hard work to keep lines of communication open and our economy strong. But it won’t always be like that. For the United States to grow we must take bilingual education seriously. No, not just bilingual schools for those poor and deprived children in linguistically challenged homes; I mean bilingual schools that teach in Spanish, Chinese, and French in the elementary grades, giving our future workers, our economy, and our American culture a place of strength in the globalized world of tomorrow.

So, yes, I would agree that America is in the middle of a cultural crisis, but not because too many in America cannot speak English. I’m more worried that we have no idea what the rest of the world is saying. Instead of wringing our hands and denigrating those new citizens who cannot speak English well, we should be worried, and perhaps scared stiff, that American school children are barely functional in their native English and have no plans to learn a second language. Students here at Humphreys College are amazingly diverse, including first and second generation representatives of cultures (and languages) from around the globe. For those of you who do speak a language other than English at home, I hope your children also see this as something special, something that ties them to their past and gives them a leg up in college and the working world. For me, I think it’s time I pulled out that old Tagalog Primer and figure out how to properly greet my parents-in-law. Until then, *Paalum!*

Fun Fact! Since Columbus landed in the New World (speaking not a word of English), an estimated half of the world’s languages, from Etruscan to Tasmanian, have become extinct. Roughly 7,000 languages remain, but it is estimated that half of those will be extinct by the end of this century.

If we want our American economy to regain its strength in a truly globalized world, we must learn to communicate with peoples and cultures in other countries...



Why, Here?

To Students whom I have known.

*I close the door to welcome in
our kind of language.
You know, the words, unheard,
silenced, outside the door
To unwelcoming anthologizers
Who must—so others say—
include them.*

*Our dialog trickles forth.
Then the rush, a constant flow
Leaves us almost breathless.
So much to say. So little time.
Their words echo, reverberate,
As we describe them, their stories,
their paths, their dreams—
Cather, Plath, Rich, Tan,
Dickinson, Allende, Chopin.*

And those are the ones we know of.

*Then a knock at the door.
or a telephone rings.
We are not alone in our collective thoughts.*

*The door opens out of necessity
Into the hollowed hall that
resounds of nothingness.*

*Sometimes, even often, I wonder
Why, Here?
Then shadows lead
Me to the clanging sounds of beating, bat-
tering
By systems, by politics, by inhuman care.
I hear shots in the night, tires squealing,
I hear sirens screaming, stealing.
I hear your silent cries for release
In an essay
In a poem
In a question
In a question
not asked*

Because I am not there.

~ Cynthia S. Becerra

LANGUAGE LANGUISHES

By Michael Duffett

Rather than sound my curmudgeonly negative horn about the lamentable state of our language this month, let me end the year not on a dying fall but a hopeful note. Let me present to those of you who have not taken my literature classes, an example of the riches and joys of which our language is capable. Let us hear that great inspiring American, Walt Whitman (1819-1892) who was hardly celebrated in his own lifetime, privately publishing his own work but is now recognized as not only a very great poet but a quintessentially American phenomenon. Here he is celebrating in uplifting language, the great democratic ideal.

A child said, *What is the grass?* fetching it to me with full hands;

How could I answer that child? I do not know what it is, any more than he.

I guess it must be the flag of my disposition, out of hopeful green stuff woven.

Or I guess it is the handkerchief of the Lord,

A scented gift and remembrancer, designedly dropt,

Bearing the owner's name someway in the corners, that we may see and remark, and say,
Whose?

Or I guess the grass is itself a child, the produced babe of the vegetation.

Or I guess it is a uniform hieroglyphic;

And it means, Sprouting alike in broad zones and narrow zones,

Growing among black folks as among white;

Kanuck, Tuckahoe, Congressman, Cuff, I give them the same, I receive them the same.

For anybody who has doubted (and, in view of the curmudgeonly character of some of the comments in this column, I cannot blame them) that I love America, this championing of a great American should be enough to put their doubts to rest! But to return for a moment to my former mode, let me point out that Whitman here is a great model of how the words "any more" (ALWAYS two words) and "stuff" (ubiquitously used vaguely) should be properly used.

Finally, let me invite you to join my upper-level American Literature class next quarter and meet this and other literary giants who honor our language.



**“THE TASK AHEAD OF YOU IS NEVER AS GREAT AS THE POWER BEHIND YOU”
DIARY EXCERPTS FROM A COURT REPORTING STUDENT**

By Carley Gillette



Second grade was for me the time when our class went on more field trips than any other grade (are field trips still allowed?). One of these outings was an overnight adventure at a place called Hidden Villa. Included among the various outdoor activities was the “night walk.” When it was my turn to walk the trail alone, it looked pitch-dark. I had to keep going, blindly surrounded by noises until I reached the counselor at the end of the trail. Needless to say, it was hard for me, a seven-year-old, not to quit and turn around, going back to the known territory, my comfort zone. I still remember how exhilarating it felt to reach the trail end! I did it (so did the rest of the class - haha)!

Seventeen years later, I find myself, once again, on that kind of trail. It is called being a court reporting student. Even though I am getting closer to the writing speed for certification, there are times when I just want to turn around: When I’m getting it all down and then mess up; when I realize I’m getting it; when I miss a pass by one or two errors; when other priorities get in the way.

Then I remember how far I’ve gone. I recall others who strived for their dreams and didn’t quit. Thomas Edison failed hundreds of times in his experiments until inventing the working light bulb—and changing the world. Chris Gardner struggled to establish himself as a stockbroker while managing fatherhood and homelessness, as portrayed in my favorite movie *The Pursuit of Happyness*. The United Farm Workers of America was formed by Dolores Huerta, a woman with a heart and mind directed toward those working in agriculture, who was raised in Stockton.... All of them kept going relentlessly, conquering fear.

Don’t quit! You will pass your speeds with that attitude of perseverance and practice. There is no quick fix, which would mean getting to the end without the effort and without the joy of growth and satisfaction of completing this “trail goal.” If you are looking for growth over the quick fix, the court reporting program will surely add to your search. The one and most motivating thought that reminds me of my court reporting goal is this: “The task ahead of you is never as great as the power behind you”; it pertains to Philippians 4:13 in Biblical scripture. “I can do all things through Christ who gives me strength.” With that in mind, court reporting officially is my attainable dream.

Our theory instructor once said that the court reporting program draws perfectionists. To those of us perfectionists who are a little discouraged about our speed progression, I want to offer this Quinton Howell’s poem!

DON’T QUIT

*When things go wrong, as they sometimes will
When the road you're trudging seems all uphill
When the funds are low and the debts are high
And you want to smile, but you have to sigh*

*When care is pressing you down a bit
Rest, you must—but don't you quit
Life is queer with its twists and turns
As everyone of us sometimes learns*

*And many a failure turns about
When he might have won had he stuck it out
Don't give up, though the pace seems slow
You might succeed with another blow*

*Success is failure turned inside out
The silver tint of the clouds of doubt
And you never can tell how close you are
It may be near when it seems so far
So stick to the fight when you're HARDEST hit
It's when things seem worst
That you MUST NOT QUIT!*

COMMUNITY HIGHLIGHTS

- ◆ Congratulations to Humphreys College students—**Francine Aynaga**, a liberal studies major, and **Brianna Rudd**, a court reporting major—who each received a \$1,500 scholarship from the Stockton Host Lions Club. They were recognized for their academic achievement and educational goals.
- ◆ **Sasha D. Sloup**, a Humphreys College alumna who now attends the Laurence Drivon School of Law, was awarded the 2007 Law Student Scholarship by the Barristers' Section of the San Joaquin County Bar Association.
- ◆ Congratulations to Admissions Counselor **Lisa Kooren**, the former Lisa Sipe, for her marriage to **James Kooren**. They were married on October 13 at the Grace United Methodist Church.
- ◆ **Mary Sanchez**, paralegal student from Modesto, won a \$5,000 contest at her workplace. Allstate Insurance rewarded the office that wrote the most policies and Mary came in second. The prize was \$10,000, but she shared it with her boss.
- ◆ In September, our Modesto business management student **Caleb Maher** married his high school sweetheart of five years. **Denniz** just completed her bachelor's degree at California State University, Stanislaus and is planning to start a master's program. Caleb works at Washington Mutual.
- ◆ The participants of Professor Becerra's Oral Communications class made their final symposium presentations before a group of Humphreys instructors. This time, the teams led by **Damone Oler** and **Tanya Bennett** covered two student-related topics: *Personal Finance* and *Healthful Tips for College Students*. The presentations led to a vivid exchange of ideas between the students and their audience.



NEW YEAR'S RESOLUTIONS...

- ◆ *I promise in 2008 I will take off the 30 pounds I put on in 2007!!! I will, I will, I will. . .* ~**Linda Mottison**
- ◆ *Every year I am going to lose weight and not eat candy. Every year I break the candy part on New Year's Day, and every year I gain weight. I always decide to be a nicer person the next year than I was the year before. I try very hard to keep this one, and hopefully, I have succeeded.* ~**Jan Smith**
- ◆ *My annual resolution is to start working out beginning January 1—I usually take Thanksgiving to New Year's Day off and just eat what I want!* ~**Jason Wolins**
- ◆ *I resolve to be much stricter with myself with regard to my hitherto-profligate use of the copy machine!* ~**Dr. Michael Duffett**
- ◆ *I'm a court reporting student, so my New Year's resolution is to spend more time practicing on my machine.* ~**Candyce Bradbury**
- ◆ *Actually, I don't agree with the concept of New Year's resolutions. Life is too short to add more demands on oneself for the sole purpose of doing just that. When I see the need to make a change in my life, I try to trick myself into thinking that it's something that I WANT to do, not something I must do. I particularly like to apply this principle when it is time to shed a few pounds (which is something I really want to do next year!). Merry Christmas to you and your family!* ~**Kay Reindl**
- ◆ *My New Year's resolutions are to read more and watch television less, exercise more and eat less, consume more fruits and vegetables and less junk food—and finally, to laugh more and cry less!!!* ~**Cynthia Becerra**
- ◆ *In 1968 I made a New Year's resolution that went something like this . . . I will never make another promise that I may not be able to keep. I have kept that promise to this day, largely by not making promises or resolutions.* ~**Jim DeCosta**

(Continued on page 13)

(Continued from page 12)

- ◆ *My New Year's resolutions are to read more, to learn to say "no" when necessary, and to spend more time with my friends. ~Leslie Walton*
- ◆ *I usually don't make New Year's resolutions, but I think that in 2008 I'll try to limit myself to having chocolate only once a day!!! ~Pam Wood*
- ◆ *To pursue, improve, and associate with things "positive" and avoid, delete, and eliminate things "negative." ~Dr. Felix Cano*
- ◆ *One of my resolutions for the coming year is not to get angry or frustrated with the crazy drivers on I-5. (I am a commuter, as you know.) I will try my best to stay calm when aggressive drivers cut in front of me. Another resolution is to be thankful for the many wonderful people I encounter every day, both at work and at home. Happy Holidays! ~Patrice Olsen*
- ◆ *When he was twenty, my favorite American, Benjamin Franklin, decided to "cultivate his character" by a plan of virtues. Lately, around New Year's Day, I'd recall some of them: "Let all your things have their places; let each part of your business have its time... Cut off all unnecessary actions... Avoid extremes... Be not disturbed at trifles, or at accidents common or unavoidable." ~Dr. Stanislav Perkner*
- ◆ *My resolution is to make the coming year better than the last year and to make fewer mistakes. On the other hand, maybe I should wish for more mistakes so that I learn more. ~Candace Blue*
- ◆ *Eat more vegetables and procrastinate less. ~Lisa Kooren*



Humphreys
COLLEGE

www.humphreys.edu

Main Campus

6650 Inglewood Avenue

Stockton, CA 95207

209.478.0800

Fax 209.478.8721

Branch Campus

3600 Sisk Road, Suite 3-A

Modesto, CA 95356

209.543.9411

Fax 209.543.9413

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Cynthia Becerra, Editor, cbecerra@humphreys.edu

Stanislav Perkner, Co-Editor, sperkner@humphreys.edu

Leslie Walton, Executive Editor, lwalton@humphreys.edu