

Humphreys College

Newsletter

June 2007

Spring Quarter



INSIDE

LIBERAL ARTS DEPARTMENT— NEWS AND ANNOUNCEMENTS	2
BUSINESS DEPARTMENT— WHAT'S UP WITH THOSE ONLINE CLASSES?	3
COMMUNITY STUDIES IN SUMMER—RURAL FRAYS	4
WHAT WE CAN LEARN FROM EARLY CHILDHOOD EDUCATION	5
MEET YOUR TEACHER— BOB HUMPHREYS, JR.	5
ACADEMIC COUNCIL WORK- SHOP—THE COLLEGE SECURES YOU THE FIRST JOB, BUT IF YOU KNOW SHAKESPEARE, YOU'LL BE PROMOTED	6
LAW SCHOOL ANNUAL RETREAT	7
LAW SCHOOL GRADUATION— FROM THE COMMENCEMENT SPEECH—THE HON. MICHAEL D. COUGHLIN, JUDGE OF THE SAN JOAQUIN COUNTY SUPERIOR COURT	8
LANGUAGE LANGUISHES	9
BOOK REVIEW—HOW TO TEACH AUTISTIC CHILDREN	9
FILM REVIEW—THE QUEEN	10
POETRY TO PONDER	11
COMMUNITY HIGHLIGHTS	12

THE 2007 ANNUAL MEETING OF WASC A CALL FOR CHANGE: ABOUT THE FUTURE OF HIGHER EDUCATION

More than 200 hundred institutions of higher learning, including Humphreys College, were represented in the 2007 Annual Meeting of the Western Association of Schools and Colleges in San Jose. This time, the Accrediting Commission for Senior Colleges and Universities choose as the main theme **Creative Inquiry and the Future of Higher Education.**

The traditional CEO Forum and Business Meeting, moderated by Ralph Wolff, President and Executive Director of WASC, was titled *Fallout from the Spellings Commission Report: A Call for Change or Cause for Alarm?* Almost a year ago, Secretary of Education Margaret Spellings's Commission for the Future of Higher Education called for the "transformation of accreditation." It issued a number of recommendations that would fundamentally change the accrediting process. At a series of meetings, proposals are under discussion that would lead to significant changes and affect all institutions, if adopted. The presidents had an opportunity to examine draft regulations dealing with transfer credit, public access to institutional data, accreditation, and other topics and provide feedback to the Executive Director.

The Spellings Commission Report dominated also the Chief Academic Officers' Forum titled *Responding to the Secretary's Summit on Negotiated Rulemaking.* The themes included retention and graduation rates and the core learning outcomes of the baccalaureate degree. The participants had an opportunity to talk with the Executive Director about how to measure key indicators in these two areas, how best

to report the results to the public, and how institutions can benefit from the analysis of such data for decision-making.

It was not easy for Humphreys' participants—President Robert G. Humphreys, Deans Jess Bonds and Patrick Piggott, and Librarian Stanislav Perkner—to choose from numerous concurrent sessions. George Lakoff, from UC Berkeley, inspired a substantial debate by his provocative plenary address titled *Reframing the Higher Education Debate, or Making Accountability Accountable.* Lakoff examined four "pillars of current educational policy"—standards, accountability, choice, and jobs—in light of the competing ideologies: conservatism and liberalism. He concluded that the internal contradictions in current educational policy are counterproductive.

Another well-attended session was a workshop on the so-called *Millennial Students: How Should Institutions Respond.* A team of presenters from LaSierra University characterized the youngest generation as very confident and having high expectations. "They are also digital natives, multi-taskers, impatient, and connected to peers and parents." The questions addressed included: How can institutions adapt to capitalize on their strengths and address their generational limitations on three educational levels – course, program, and institution?

As always, WASC will make the main presentations accessible via its Web site: www.wascsenior.org.

S. PERKNER

FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Chair

Spring quarter has provided us with a host of educational opportunities, one of those was in California Literature. Several students of California Literature were introduced to **Catherine Webster**, a poet and editor, from Linden, California. Having taught at Humphreys College, the IBML Charter School, University of Pacific, and the University of Iowa, Ms. Webster read from her collection *The Concept of Bodily Objects* (1997) and gave each student a copy of the book.

In the Summer quarter, students can continue to take online courses in the department, including the following:

ENGL201 Report Writing*with Professor Jess Bonds***ENGL100 The Study of the English Language***with Professor Cynthia S. Becerra***CS291 Community Health Analysis***with Instructor Patrice Olsen*

In addition to online courses, students might take advantage of classes that encourage field trips such as SOSC290 19th Century American West with Instructor Randy Rahmoller. His class includes trips to the Mother Lode to explore the Gold Rush Era, as well as trips to the Nevada State Museum in Carson City.



Recently, the Department completed an assessment project in communications focusing on three of the lowest variables from a 2005 Communications Assessment Project. All three variables—**Ideas**—combined with the second highest—**Organization**—reflected a significant gain. Even the lowest score—**MLA** documentation—increased significantly.

The Committee—composed of Stanislav Perkner, Richard Chabot, Robert G. Humphreys, Jr., Kerry Moquett, Michael Duffett and myself—recognized that the comparative data analysis indicated “a marked improvement” in the lowest three variables as compared to the 2005 Assessment Report. However, the Committee still recommends that the instructors in the upper-division liberal arts courses, including Early Childhood Education and Community Studies, pay special attention to the following:

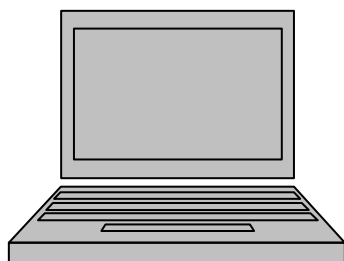
- Each research assignment is introduced to students as an opportunity to find and critically evaluate relevant *facts* and *ideas* and *organize* them in an appropriate manner, while *documenting sources* in accordance with the standards of MLA, APA, or another required style.
- Students are assured that college-level writing requirements serve a broader goal – to cultivate their professional skills beyond academia. (See the Writing Across the Curriculum Policy of Humphreys College.)
- Students are well acquainted with the most current and relevant resources in both printed and electronic formats.
- Students are instructed in the techniques of critical evaluation of electronic resources.
- Students have access to samples of high-quality student papers as benchmarks for their own writing assignments.

Overall, the Committee was impressed with student improvement in written communications. So to all—faculty and students alike—keep up the good work!

FROM THE BUSINESS DEPARTMENT...

WHAT'S UP WITH THOSE ONLINE CLASSES?

By Jason Wolins, Chair



Have you noticed that the Business Department has been offering more online classes? Let's look at why. The results of a recent National Survey of Student Engagement were reported in the USA TODAY, February 9. That study surveyed the top reasons students gave for taking online courses.

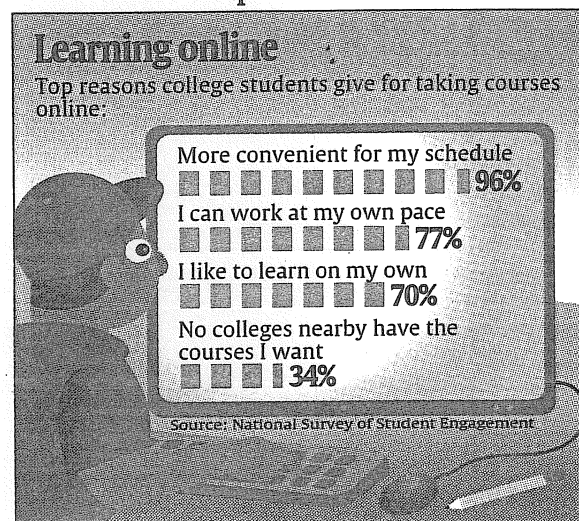
This fits in with what we at Humphreys intuitively thought from speaking to students. Students take online classes mainly for the convenience factor. Many students work, have family obligations, and participate in outside activities. They may want to take three courses during a quarter, but cannot come to campus more than two nights. Well, an online class is ideal for them.

In fact, a survey was given to Humphreys College online students during the Summer 2006 quarter. Among the responses, here are some highlights:

- The course Web site was always available.
- I could easily navigate the course Web site.
- I participated more in this course than I would have in an in-class course.
- I would like to take another online course.

This last response is very significant: Humphreys students who have taken online courses want to take more of them. As a result, the Business Department has tried to offer at least two, and sometimes three, online courses each quarter from instructors at the Stockton campus. During the Summer 2007 quarter, we will offer five online business classes—three taught by Stockton campus instructors and two by a Modesto campus instructor.

USA TODAY Snapshots®



By David Stuckey and Alejandro Gonzalez, USA TODAY

Students at both campuses can take any online course, regardless of where the instructor is located.

I want to make one thing clear, however. We are *not* becoming an online department. Our degree plans are still live-class majors. We are just selecting certain courses to offer online. Usually, they total about 25-30% of all courses offered in a quarter.

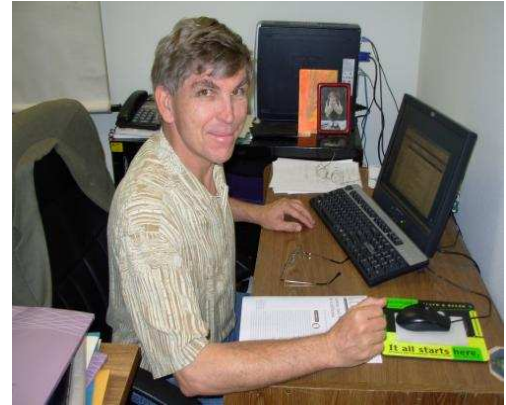
So, how about trying an online class, sometime?



COMMUNITY STUDIES IN SUMMER—RURAL FRAYS

By Richard Chabot, Program Coordinator

No matter what direction you drive in when you leave Stockton, it is obvious that our city is bursting at its seams and is spreading its excess into what used to be quiet rural countryside. The eastern edge of Hammer Boulevard still ends at a cherry orchard, but the eight-lane monster of an overpass that now crosses Highway 99 will soon plow through the orchard and turn south to join Highway 88, to be followed by ever more housing. While there is still a greenbelt separating Stockton and Lodi, the development that follows the widening of Eight Mile Road alerts us all to the temporary nature of what we all used to take for granted.



To paraphrase Ronald Reagan, when you pave over one field, you always have another field to look at. It used to seem that way. After all,

PowerPoint presentation

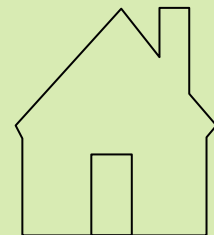
http://www.humphreys.edu/faculty/rchabot/ppt/stockton_interface.ppt

even the land Humphreys College now sits on used to be fields of corn and tomatoes as far as the eye could see, and still there seems to be plenty of land to build houses and grow crops on. To an extent, yes, but we are reaching our outer limits. We can now see the edge of Lodi from the edge of Stockton, two lane roads that have existed for a century are now being widened to four, six or more, and the plentiful water that we all depend upon is being fought over more desperately than any other natural resource in the valley. Whatever your opinion about development, the growth we have been experiencing over the last decade is already having a real impact on our quality of life and our sense of community. The issues I have been studying have included lot size, size of houses, commute requirements, environmental degradation, and even bankruptcy levels.

Believe it or not, Stockton has been on the national radar screen for years, as an example of explosive growth and precipitous decline. Using photographs and information I have gathered on Stockton's urban overlap into its rural periphery,

I gave a PowerPoint presentation (go here if you are interested http://www.humphreys.edu/faculty/rchabot/ppt/stockton_interface.ppt) on these areas of concern to a gathering of sociologists at the 78th annual meeting of the Pacific Sociological Association in Oakland this past March. Many attendees were from the East Coast. They were impressed at what is occurring on our doorstep. Though all were stunned by the size and prices of the homes we are buying, most agreed that the growth we see in Stockton and previously rural areas has been a national pattern, be it New York, Arizona, or Washington.

If you are interested in knowing more about how rural America is being changed by a modernizing (sprawling) urban landscape, you should think about taking my **summer course—Rural Problems and Prospects (CS296)**. It meets Saturday mornings so that we have a chance to take field trips to different parts of San Joaquin County and talk with the farmers and ranchers most affected by our city's growth spurt.



rchabot@humphreys.edu

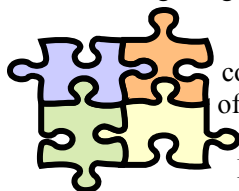
For more information about the class, please give me a call or e-mail me.

WHAT WE CAN LEARN FROM EARLY CHILDHOOD EDUCATION

By Rowena Walker

It seems we are all just too busy these days. I wonder if it is rapidly becoming the American way of life to be too busy to think about the people around us, and how important they are.

I have been thinking lately about Humphreys College and how this wonderful place is filled with people who are not only interesting and friendly, but also whose experiences contribute so much to the quality of our campus life. I am thinking, especially, of the classroom discussions which reveal much about the daily lives—the observations and thoughts—of the great variety of the students. Moreover, because we are blessedly small, we all have a much better chance of getting to know about each other than would be possible in a larger college setting.



For many years, the major courses at Humphreys College centered in business and law and, of course, these majors are still a prominent part of our offerings. However, just a few years ago we began offering courses, certificates, and degrees in Early Childhood Education—which at first seemed a little odd to our tradition, but was, nevertheless, welcomed by us all. It did not take long before Early Childhood Education—thanks to the department chair Pam Wood—became one of our largest departments.

The other evening as I was driving home from class, it suddenly struck me how much the Early Childhood Education majors had contributed that evening to my class. Then I began thinking how much they contribute to all of my classes. What they had offered that evening, and what they have offered so often is a basic understanding of human beings. Because they see human behavior, unfettered, in its very earliest stages and in its most natural state, they are able to see—and then share—patterns of those behaviors that often help us sort out the more complex world. In short, their presence and participation in classes enhances our knowledge and fundamental understanding of human behavior. Certainly, every major here can benefit from that kind of knowledge.

Our college is indeed fortunate to have acquired the Early Childhood Education major and the students that it has brought to us. We are all better for it.



MEET YOUR TEACHER...

DR. BOB HUMPHREYS, ASSOCIATE DEAN **THERE ARE NO STUPID QUESTIONS IN MATH**

He has a Ph.D. in Higher Education from Claremont Graduate University, a Master's in Business Administration in Finance from University of the Pacific, and a Bachelor's in Economics/Mathematics from University of California, Santa Barbara. Prior to coming to Humphreys, he worked for General Dynamics in San Diego as a financial analyst, and before that, for Intel in Santa Clara, in the same position. For obvious reasons, Robert G. Humphreys, Jr., does not protest when his colleagues call him Bob. He is the fourth-generation Humphreys closely associated with the college that was established 111 years ago by his great-grandfather.

Q. At Humphreys College, you started to teach business and math courses. Do you have any advice for those students who suffer from the math anxiety?

“First: study. Math is learned through repetition. I believe that everyone is capable of understanding math, but it takes practice and commitment. Second, ask questions. Your instructors do not expect you to already know the content; it is our job to explain it. By communicating, you let your instructors know where to focus and how best to

convey the information and concepts. Moreover, there are no stupid questions in math.”

Q. Some students, particularly those who are returning to school long after their high school graduation, complain that they feel alienated in math classes: abstract thinking, new concepts, math symbols...

(Continued on page 6)

(Continued from page 5)

“Most likely, you are talking about the so-called fraud syndrome – the feeling that you don’t belong in a particular math class (or any class, for that matter), that it is going to be too hard for you to comprehend, that everyone else gets it and is smarter than you. Please keep in mind that you are not alone. Everyone contends with these feelings, and they are never true.”

Q. Is it a matter of self-confidence?

“I have found that once people get a taste of success in math, they become more confident in their abilities and the anxiety diminishes. It is very rewarding to see a student smile with satisfaction after getting a new concept or overcoming a hardship.”

Q. Who are your role models in both personal and professional sense?

“My parents and grandparents, who have made learning fun, taught me the power of knowledge, and given me access to the world. Professionally, I have learned a lot about teaching from my former instructors. I try to em-

pathize with the students in my classes, given my own experiences. Administratively, I take a lot from my prior managers. I have seen the power of treating people right, but—more importantly—I’ve witnessed the detrimental effects of treating people wrong.”

Q. What do you do for fun?

“I have two small children; they are my main leisure-time activity. Otherwise, in the winter, I ski as much as possible. When I have a moment to spare, I can usually be found reading whatever is within reach: a newspaper, magazine, book (science and physics are my favorites), phonebook, map – anything.”

S. PERKNER



ACADEMIC COUNCIL WORKSHOP...

THE COLLEGE SECURES YOU THE FIRST JOB, BUT IF YOU KNOW SHAKESPEARE, YOU’LL BE PROMOTED

The March Academic Council workshop on educational effectiveness was led by Dr. Fred Muskal, Professor of Gladys L. Benerd School of Education, University of the Pacific. The speaker focused on two specific issues: the place of liberal arts in college education and the upward mobility resulting from educational opportunities.

Dr. Muskal stressed his commitment to general education: “I believe in the concept of the liberal arts college.” He pointed out that the one-sided orientation of the West towards vocational education needs to be balanced by liberal arts and humanities. His global-trends studies confirm that, for example, many modern Asian colleges and universities (in India and China) stress the liberal arts component to stimulate students’ creativity, inventiveness, and life-long desire to learn. In this context, the speaker cited John Adams who believed in two complementary types of education: first, *to learn to live*; second, *to live to learn*.

For more than three decades of his UOP career, Dr. Muskal has been studying the issues of mentoring, academic guidance, and social mobility. “The kinds of problems that interest me deal with the ways that people see themselves in a social setting and establish a logic to their lives... Why do some students see themselves as dropouts and other as career-bound? I want to understand how individuals negotiate an identity with the people and institutions in their lives, whether these are family, school, school, peers, or work.”

Dr. Muskal has studied three categories of students: working-class; high-poverty; and middle-class students. The first category often comprises of mature people in their thirties; the educator wants to “find out how smart they are in order to be able to advise them.” The second-category students tend to isolate themselves from their peers since they are considered to engage in “class-jumping.” The middle-class students are often mentored by their parents and peers; the teacher’s position might be less relevant. Dr. Muskal recognizes two groups of peers: the *academic peers*, with whom they study, and the *social ones*, with whom they socialize.

According to Dr. Muskal, successful mentoring process must be based on the simple interpersonal connection. Many students are insecure in their own future prospects. The mentor can play a key role in outlining their social mobility pro-

(Continued on page 7)

(Continued from page 6)

spects. Any tool, including video-game shows, might be helpful in challenging the students by "Aristotelian logic," to appeal to their "innate abilities." Many educators are puzzled by the fact that some adolescents, regardless of their race or gender, lack academic ambitions: "good grades are 'bad' ..., don't show success." In some cases, they try to "camouflage" a natural desire to move up on the social ladder. In Stockton, as elsewhere in the country, educators are challenged by the special conditions of foreign-born students or students born to foreigners.

During the vivid discussion, the speaker shared his views on declining writing skills and the alarming intellectual passivity of some college students; the impact of the No Child Left Behind Act on college education; and the links between liberal-arts and vocational instruction. In this context, Prof. Rowena Walker cited the late Dr. John Humphreys, the father of the current president: "The college secures you the first job, but if you know Shakespeare, you'll be promoted."

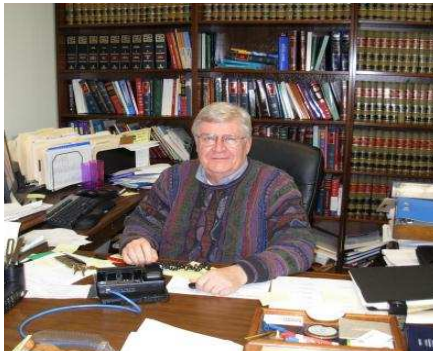
Currently, Dr. Muskal works on a project titled *Mentoring Trajectories from Poverty, Working Class, and Middle Class Neighborhoods*. His latest work, *Mentoring across Social Class Boundaries*, is in print. "Broadly, I view classroom management as a way to teach students how to get ahead in life, whether they are in elementary school or college."

The Academic Council discussed the workshop's educational effectiveness outcomes and their relevance to Humphreys College during its May session.

S. PERKNER

LAW SCHOOL ANNUAL RETREAT

The 2007 retreat of the Law School faculty took place in Napa. As always, it was well attended. The retreat tradition reflects the fact that almost all Humphreys law professors are adjuncts; the annual sessions hosted by the college offer an opportunity to debate about the issues of instruction and curricular planning.



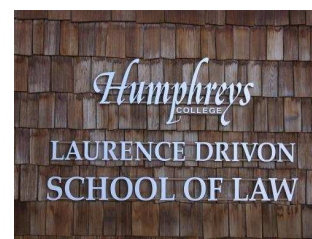
Dean Patrick Piggott opened the weekend session with his "State of the Law School Address." He paid special attention to the rising number of law students due to an orchestrated effort between the Law School personnel and the Admission Office of the college. The dean outlined his view of the two-track arrangement of the first year of study and summarized the latest measures and proposals concerning student retention – complementing the positive trend in recruiting. He paid special attention to the school's contacts with the other law-related agencies and the public.

In his address, the college President Dr. Robert G. Humphreys summarized the major

trends in higher education, as reflected in the WASC standards, in the latest governmental documents, and in an ongoing national discussion about higher education. The president underscored the growing expectations of all education stakeholders regarding the assessment of student learning outcomes.

Professor Phyllis Berger informed her colleagues about the progress of the Law School's work on the self-evaluation required by WASC. She encouraged the faculty to participate not only in the teaching process, but also in its assessment.

The college's Librarian Stanislav Perkner summarized the school's effort to supplement its traditional resources with the latest electronic databases – WestLaw, LexisNexis, LoisLaw, and CCH Tax Service.



LAW SCHOOL GRADUATION FROM THE COMMENCEMENT ADDRESS

The Hon. Michael D. Coughlan
Judge of the San Joaquin County Superior Court

I have been to three of my own graduations: [McGeorge Law School] in Sacramento; high school, where I was an undistinguished member of a cast of a thousand or so baking in the Stockton heat; and University of the Pacific, where my graduation ceremony consisted of going to the Registrar's Office and paying the balance of my tuition in the Winter of 1977, and in turn being handed my diploma along with a receipt. I have witnessed graduations of my own children, but have never been asked to deliver a commencement speech. [. . .]

Well, my memory of graduations past does recall that a common theme for commencement speeches is to include a discussion about the impending entry [of the graduates] into the real world [. . .]. Dean Patrick Piggott has described [their] unique backgrounds [. . .]. They have, to put it simply, "lived a little," and it is that combined experience of surviving a tough four-year course of studies, while balancing the equally demanding responsibilities of their full time jobs, raising children, and paying the bills, that will help them [. . .] thrive as real world practitioners of

the law. These graduates, having sacrificed so much to be here today, require no lecture on life in the real world. To the contrary, for their common accomplishment [. . .] they are entitled to both our admiration and congratulations. [. . .]

***"Always remember that
as lawyers, we do not
make the facts."***

Make a pledge to yourselves that, despite the conduct which you will witness on the part of other lawyers (happily a rarity in this legal community), you will strive to conduct yourself with civility and collegiality. That you will treat everyone [. . .] as you would want to be treated. That you model yourselves after the so-called old school lawyers, whom Alexis de Tocqueville labeled our nation's aristocracy, and who operated on trust and handshakes, and although serving as strong advocates for the causes of their clients, managed to do so as civilized members of a respected profession.

How do you go about building this positive reputation [. . .]? With due credit to Mr. David Letterman, consider this *Top Ten* list from an old guy who has also lived a little:

10. Get involved. Join the local bar association and volunteer to serve on a committee - you will get a free sandwich and meet other lawyers interested in doing things the right way. Join the Inn of Court. Call senior lawyers and judges by their first names and watch them make fools of themselves in the name of collegiality. It is pretty hard to get mad at someone when you have witnessed him or her singing off key while cavorting about as one of the seven dwarfs or even a middle-aged angel.

9. Give back to the community like the local guy made good, Humphreys grad, and nationally known trial lawyer whose father's name graces this law school; like one of my colleagues on the bench in San Joaquin County renowned as the consummate public servant and respected throughout the state for his tireless efforts to improve the courts for all Californians; and like another alumnus of this school, who gives his time assisting deploying National Guard soldiers and their families as a volunteer JAG officer in the state military reserve.

8. Take care of your clients. Return their phone calls, even the ones that drive you nuts. Remember, what may be just another file to you, it may be their life. Communicate with them honestly, even when the news you have may not be what they want to hear.

7. Don't take a case today that you will regret having next year, but having done so, have the integrity not to abandon the client on the eve of trial.

6. Always remember that as lawyers, we do not make the facts.

5. Take your work more seriously than you take yourself.

4. Have the courage to admit your mistakes, and never blame them on your legal assistants. You as the lawyer are ultimately responsible.

3. Share your knowledge with others. Serve as a mentor to a new lawyer. Teach a Mandatory Continuing Legal Education class or even a law school course. It will amaze you how much you learn.

2. Don't be afraid to admit that you do not and never will know it all - but endeavor to learn something new every day.

1. Shine your shoes before trial (a juror once told me that she believed me because I had taken the time to polish them) and do not ever catch yourself telling an opponent: I'LL SEE YOU IN COURT.

(Continued from page 8)



And the reward for this behavior? Well, you probably will not be offered any television shows. You may from time to time lose out on the occasional client who finds you not mean spirited enough to suit his needs (and who would eventually refuse to pay your bill and/or sue you for some perceived wrong). I guarantee you will receive the invaluable respect of your colleagues, judges, your clients, and the community as a whole, along with a much more fulfilling, less stressed, and happier practice of the law. You will also earn the right to wear the royal purple that adorns your graduation hoods and that elusive intangible and enduring: good reputation. [. . .]

LANGUAGE LANGUISHES

By Michael Duffett

When I suggested to a colleague on the faculty that I intended to write about what I see as the over-use of sports metaphors in current political discourse, his response was, quite rightly, I think, that the subject has been done to death.

What I had in mind, however, was the most recent, and widely-celebrated (or perhaps I should say, notorious) basketball metaphor about the much-discussed run-up to the Iraq war: “slam-dunk.” What the former CIA Director was reputed to have in mind (and what, in my opinion, he undoubtedly did have in mind) was the reality of Saddam Hussein’s possession of weapons of mass destruction.

His Jesuitical rebuttal of this, that what he meant was that it would be a slam-dunk to convince the American people of such possession (which did not, in fact, exist) seems to me to involve a very strange ethic.

What George Tenet is saying in his own defense is that he is capable of lying better than presenting the truth. Maybe this is, indeed, a quality we should look for in a spy, but the innocent world of

the only original American sport is sullied by providing a metaphor for such a sinister purpose.

This degeneration of language when used for political purposes is precisely what George Orwell in an essay now termed “classic” (itself a degeneration of that noble term!) laments. “Politics and the English Language” has a number of examples of language degeneration, but they pale into insignificance compared to what we hear nowadays. On National Public Radio one morning I heard a man say, “I worked in the White House where matters of policy have become political.” In a previous age, we might retort that this is not only redundant but meaningless. I am sure, in the current climate of the degenerated meaning of “political” as “a matter of partisan bickering” rather than its proper meaning as representing one of a number of possible methods of organizing our society, we all know what he means.

But to make sense of such a statement, language has undergone a sea-change. I’m not sure whether that metaphor comes from fishing or sailing, only that it is from the Shakespearean classic (no doubt about nobility here!) “The Tempest.”

BOOK REVIEW

HOW TO TEACH AUTISTIC CHILDREN

By Tatiana B. Walker-Raigoza, Early Childhood Education Student

As one of the students of The Early Childhood Education program, I am instructed how to care for children with special needs. One of the most frequently discussed disabilities is **autism**, the disorder that may affect as many as one in every 500 children. According to Jim Sinclair, the coordinator of Autism Network International, this disease is “a way of being.” The World Health Organization and American Psychological Association classify autism as *a developmental disability that results from a disorder of the central nervous system*. It is diagnosed using specific criteria for impairments to social interaction, communication, interests, imagination, and activities. The causes, symptoms, etiology, treatment, and other issues remain controversial.

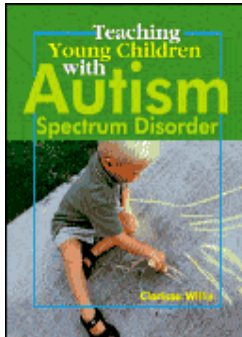
(Continued on page 10)

(Continued from page 9)

To my enjoyment, Humphreys Library acquired a new book, titled *Teaching Young Children with Autism Spectrum Disorder* (Gryphon, 2006, 224 p.), written by Dr. Clarissa Willis, the author, speech/language pathologist, and special educator for early childhood for over twenty years. She defines autism as *a complex developmental disability that typically appears during the first three years of life*. Among the symptoms she lists the delayed or atypical interaction with others, communication, and “behavior, such as hand wringing or rocking back and forth.” In the first two chapters, Dr. Willis discusses the basic medical aspects, diagnoses, and treatment of autism. She even brings out some myths regarding autism, for example, that autism is contagious, only affects boys, or that all children with autism have genius-like talents.

I particularly enjoyed Chapter 3. It explains how to set up a proactive preschool environment in my classroom. The core of the chapter describes the strategies to help autistic children in their adjustment to preschool.

Chapter 4 advises both educators and parents how to teach everyday tasks – life skills including hand-washing or crossing the street. Chapter 5 brings out some interesting thoughts regarding



what special techniques can be used if a child is misbehaving or becomes distracted. The next chapter deals with the issues of communication in general and the techniques of facilitating communication in particular. The following part of the book stresses the importance and techniques of play. Chapter 8 links the previous sections together by discussing how to build social skills of autistic children. In Chapter 9, Dr. Willis introduces the concept of “sensory integration disorder,” causing that some children are over- or under-sensitive.

In my view, Chapter 10 holds some of the most important ideas of the whole publication. To have a peaceful and united classroom means to maintain good relationships with the parents and involving them in their child’s education. This final chapter offers very useful tips on how to achieve this goal, for instance, by informing parents about their child’s strengths and challenges; asking them what they think, and respect what they say; and inquiring about the family’s priorities: What they would like to see their child accomplish this year? “Always look for ways to help make all interactions with families a positive experience.”

For every ECE student, this book has an additional value in its academic apparatus: each chapter is accompanied by the list of study resources as well as by the glossary of terms. Yet, Dr. Willis explains autism in simple terms and, most importantly, offers numerous strategies and techniques for helping the autistic children function in a preschool setting.

FILM REVIEW THE QUEEN

By Jesus A. Becerra, Liberal Arts Student

This year’s Academy Awards ceremony had one sure winner: Helen Mirren for her portrait of Elizabeth II in the Stephen Frears’ film *The Queen*. The same role was also awarded by the British Academy of Film and Television Arts and by the Hollywood Foreign Press Association’s Golden Globe. During her career, Helen Mirren has portrayed two more British queens: one in the television series *Elizabeth I* (2005) and Queen Charlotte, the wife of George III, in *The Madness of King George* (1994).

The story of *The Queen* begins a decade ago, with Tony Blair’s rise as Prime Minister, and then goes into the details of the tragic death of Diana, Princess of Wales. Viewers get a dramatic look into the royal family: its coldness and unwillingness to comment about Diana’s death could harm the monarchy. Elizabeth II, as portrayed in the film, is known for her traditional values and way of dealing with tragedy but when the events of Diana’s death unfold, the Queen finds herself caught between her personal beliefs and her monarchical duties.

Michael Sheen plays Tony Blair (he has also played Tony Blair in the Channel 4 drama *The Deal*, a 2003 film made for television, directed also by Stephen Frears). Sheen, best known for his theatrical roles, offers an equally brilliant performance alongside Helen Mirren. They both breathe life into these two iconic figures and show all the problems and disagreements that come with governing the constitutional monarchy. The

(Continued on page 11)

(Continued from page 10)

infamous live address to her subjects and the rest of the world was delivered by Elizabeth II after many days of pulling teeth; in actuality, the Queen preferred that Diana's funeral be a private matter between the royals and the Spencer family. The Britons felt their Queen should address the nation immediately and pay tribute to "the People's Princess," as it was coined by Blair's assistants.

When *The Queen* was released, the viewers were impressed by the acting but also the mixing of documentary footage with the fiction. It is noticeable that in this motion picture, the late Diana does not have an actress portraying her; instead, the camera uses the real footage. Similarly, the filmmakers are portraying her sons only indirectly.

To stage the tragic car crash in Paris, a black car flanked by *paparazzi* races on into the night while an old footage of Diana's hand covering a camera is played over and over, until her hand eclipses the camera, symbolizing her death.

The relationship between Tony Blair and Elizabeth II is presented as two complementary sides of power: while the Prime Minister runs the

country, it is Queen's government. In the story, the two often clash over protocol, though Blair's increasing respect for the Queen comes through as he realizes that her reign has lasted ten prime ministers and years of personal ups and downs.

The film leads up to Elizabeth II's televised tribute to Diana. She assured everyone that she was capable of conveying some form of emotion: "so I say to you as your Queen and also as a grandmother." That speech, both personal and staged, might well secure her place in the hearts of the British people and whoever else was watching.

While there is coldness to the film, there is also a lot of witty acting, from James Cromwell's performance as the Prince Philip, Duke of Edinburgh, to Sylvia Syms portraying the late Queen Mother.

When Helen Mirren accepted her Oscar, she thanked Elizabeth II and reflected on the respect she has gained for her since portraying the iconic Queen, "For 50 years and more, Elizabeth Windsor has maintained her dignity, her sense of duty and her hairstyle. If it wasn't for her, I most certainly wouldn't be here—ladies and gentlemen, I give you the Queen."



POETRY TO PONDER

(Continued on page 12)

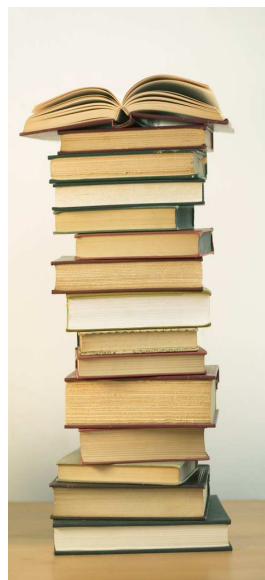
A MYSTERY

By Michael Duffet

Not only do I remember
A moment in my distant youth;
I remember how I recorded
What I thought of then as a truth.

I'd walked behind my parents' home,
Very soon to be mine no more,
I'd climbed a hill to obtain a view
Of the sea and a distant shore.

I sit here sixty later years
Thinking it still to be true
That we can never go beyond
What is "then and ever in our view".



ODYSSEUS VISITS AMERICA

By Michael Duffet

An unsubtle people, unblessed with craft
Who see only that which appears,
When first I encouraged them, I loudly laughed
But laughter soon turned to tears.

Laugh at absurdity at long lost wars
But you will learn to your cost
That long lost old conflicts return to these shores
And in them poor soldiers are tossed—

Tossed to their deaths without honor or fame,
Sacrificed to a strange martial god,
Returning to Ithaca blinded or lame
And led by commanders most odd,

Odder than Priam or Hector or me,
Generals who keep far from the fight.
Achilles would weep these soldiers to see,
Mauled by a mad martial might.

POETRY TO PONDER

(Continued from page 11)

PRE-OCCUPIED

By Ahmad Majid

Pre-

occupied.

All the time.

Present but not here.

Somewhere else.

Somewhere that compliments the color and
tone of my mode.

Give me vivid images.

Give me beautiful things.

Don't tie my mind up.

It's a-tangle for far too long thereafter.

... Too many things.

Out of place; out of time.

Out of space.?

Looking back, I see now.

I dare not

Look forward:

Nothing and everything;

Is too nebulous.

Yes.

Pre-

occupied.

... I hear the sounds that surround me.

I see the forms that appear

Around me;

I can even feel them, touch them.

They are secondary

To my daydream,

However:

It's brighter here.

COMMUNITY HIGHLIGHTS

The Honorable **Michael Coughlan**, San Joaquin County Superior Court Judge, and Humphreys' adjunct law professor was the guest of the *Tenth Academic Council Workshop on Educational Effectiveness*. His very open, personal, and engaging remarks, followed by a vivid discussion, touched many subtle issues of both the legal and educational professions, as well as the relationships between juvenile justice and education.



In the spring, the college hosted, for the second time, a distinguished speaker, representing the *Accuracy in Media* think tank, **Charles Wiley**. The experienced television and radio reporter and commentator addressed **Patrice Olsen's** Interpersonal Communication class with a presentation on the art of conversation. In the History of the U.S. course, Wiley shared his Cold War journalistic experiences from behind the Iron Curtain; he covered numerous events in the former Soviet Union, Cuba, Vietnam, and the other countries of the Soviet bloc.

A fourth guest in a Learning Center series *In Conversation with* (after Rowena Walker, Patrick Piggott, and Jess Bonds) was the Chair of the Liberal



Arts Department **Cynthia Becerra**. The well-attended event, hosted again by Humphreys students **Anne Poggio-Castillou** and **Ahmad Majid**, was an opportunity to learn more about Prof. Becerra's pro-

fessional interests, educational background, family, and hobbies.

A spring quarter series *How to Succeed in College* hosted several faculty members and school administrators. **Cynthia Becerra** addressed The Seven Deadly Sins of Student Writers. **Rowena Walker** advised students What to Read—and Why—in College, and **Don Van Noy** shared his Public Speaking experiences. Faculty Aide **Amy Hepperle** instructed students How to Set up a PowerPoint Presentation and Job Placement Counselor **Chiyo Miyai** addressed the issues of Resume and Cover-letter Composition. **Christian Jutt**, Humphreys alumnus, spoke about the Mediation Techniques in the Classroom—and Beyond.



"Behind the Scene": Your Instructors and Their Job was a theme of the June panel discussion organized by the Library and Learning Center for Humphreys students. In a rather informal conversation led by **Stanislav Perkner**, Professors **Rowena Walker**, **Kevin Van Dewark**, and **Michael Duffett**, representing various generational experiences and academic fields, revealed many interesting details about their own careers, as well as preparation and organization of lectures not only in California but also in England, Japan, India, and former Czechoslovakia.



Humphreys
COLLEGE

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

www.humphreys.edu

*Register for
Summer Quarter
2007*

Humphreys College Newsletter, June 2007

Cynthia Becerra, Editor, cbecerra@humphreys.edu

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

Leslie Walton, Executive Editor, lwalton@humphreys.edu

Student Contributors:

Tatiana Walker-Raigoza, Jesus Becerra, and Ahmad Majid
