

# Humphreys College

## Newsletter



### INSIDE

FROM THE COURT REPORTING DEPARTMENT—OUR INTERVIEW WITH KAY REINDL—NEW BACHELOR OF SCIENCE DEGREE IN COURT REPORTING FOR LICENSED COURT REPORTERS	2
FROM THE COURT REPORTING DEPARTMENT—TRIP TO RENO: HOW TO WIN CRI CERTIFICATION	3
FROM THE COURT REPORTING DEPARTMENT—THE VETERANS HISTORY PROJECT AND HUMPHREYS STUDENT PARTICIPATION	4
FROM THE LIBERAL ARTS DEPARTMENT—NEWS AND ANNOUNCEMENTS	5
FROM THE PARALEGAL STUDIES DEPARTMENT—PARALEGAL STUDENTS BENEFIT FROM WEEKEND WORKSHOP	6
FROM THE ECE DEPARTMENT—WHY DO WE CARE?	6
FROM THE ADMINISTRATIVE MANAGEMENT DEPARTMENT—HUMPHREYS COLLEGE GOES VISTA	7
FROM THE BUSINESS DEPARTMENT—GENERATIONAL DIFFERENCES IN THE WORKFORCE (AND SCHOOL!)	8
EDUCATIONAL EFFECTIVENESS WORKSHOP—UNDERSTANDING THE YOUNGEST GENERATION	9
IN MEMORIAM—FRED MELVIN GREENE	10
IN MEMORIAM—AMANDA LUKASIEWICZ	11
LANGUAGE LANGUISHES	12
BOOK REVIEW: THE SPIDERWICK CHRONICLES	13
COMMUNITY HIGHLIGHTS	13

MARCH 2008

WINTER QUARTER

## ACCREDITATION REPORT RECEIVED FROM WASC

By Dr. Robert G. Humphreys, President



The College just received the formal "Action Letter" from Western Association of Schools and Colleges (WASC) regarding the most recent accreditation visit conducted last Fall. The Action Letter represents the formal and official decision of the Accrediting Commission and is the conclusion to the accreditation cycle.

The visit last Fall was a "Special Visit" requested by the Commission as a result of the previous visits conducted in the 2005 and 2006 academic years. The purpose was to provide the Commission with additional on-campus oversight and information regarding several issues important to the accreditation process including: assessment of academic programs and student learning outcomes in both the undergraduate and law school, law school application of the college-wide assessment programs called C-DATA, and the board of trustees.

The result of the most recent visit was very complimentary, while at the same time urging the College to continue its development and improvement in the areas mentioned above. Over the past several years, the faculty and staff have made significant advances in the assessment and development of academic programs, identification, and measurement of student learning outcomes, and using data gathered to inform the continued development of instructional programs. Further, the board of trustees was recognized for having assumed its appropriate role in the oversight of college activities.

While the Commission recognized significant and appropriate development, the report encourages the College to continue its development primarily in the assessment and development of academic programs, both in the undergraduate and law school programs.

Overall, the report was very positive and reflected the good work done over the past several years by the faculty and staff of the College. Recommendations made by the Commission were very constructive and are already being included in the next strategic planning cycle.

The accreditation process is a multi-step process that begins with the College submitting a proposal for the next accrediting cycle, outlining the specific areas on which it would like to focus during the next cycle. The proposal is followed two years later by a preparatory review, or capacity visit, and a year after that, the educational effectiveness visit. The action taken by the Commission as reflected in the letter just received was (1) to continue the accreditation of the College; (2) to schedule the receipt of the proposal for the next cycle for May 15, 2009; (3) to schedule the capacity visit for the Spring of 2011; and (4) to schedule the educational effectiveness visit for Spring of 2012.

FROM THE COURT REPORTING DEPARTMENT...

## NEWS AND ANNOUNCEMENTS

### OUR INTERVIEW WITH KAY REINDL NEW BACHELOR OF SCIENCE DEGREE IN COURT REPORTING FOR LICENSED COURT REPORTERS

Since last fall, Humphreys College has been offering a Bachelor of Science degree in Court Reporting, designed for working court and deposition reporters. The entire program can be completed online. According to the department chair **Kay Reindl**, “the offer is designed for California Certified Shorthand Reporters (CSRs), who have been employed as either official or freelance reporters for at least twelve months during the last ten years.”



#### **How long will it take to complete the online program?**

“The participants can earn their baccalaureate degree in two years by taking two courses a quarter. Depending on the availability of courses, they may be able to complete the degree even earlier. Indeed, they are welcome to proceed in a slower pace—one course a quarter, and finish in four years.”

#### **Does the college offer financial aid linked to your new program?**

“Yes, it is available for students who take a minimum of eight units (two courses). We are also offering a payment plan for those who wish to take only four units (one course). For additional information, the applicants may contact a Humphreys admissions counselor at 209-478-0800.”

#### **The first students enrolled last fall. What motivated them to choose this exclusively distant learning program?**

“I see four major incentives. First, for working professionals it is a wonderful opportunity to gain their bachelor degree at a college that is not only approved by the Court Reporters Board of California but also fully accredited by the Western Association of Schools and Colleges. Second, Humphreys online program combines quality education with a flexibility allowing professionals to fit individual schedules. Another advantage is the timing: our academic year is divided into four quarters; each quarter is 11 or 12 weeks long, beginning in January, March, July, and September. Another incentive for the new enrollees might be our unique reputation—Humphreys College has been preparing students to work as court and deposition reporters for more than 80 years. In 1994, the department offered a Bachelor of Science degree. In 2006, we started with the online instruction.”

#### **Let’s be more specific about the distribution of units already gained, as opposed to those newly acquired at Humphreys.**

“The education and skills the reporter acquired to pass the California Certified Shorthand Reporters Exam and his/her experience as a reporter is accepted as 116 quarter units. Since the Bachelor of Science degree in Court Reporting is only 181 units, the applicant can be well on his/her way to the degree. To graduate, the student has to complete 65 more units (17 classes) – all available online.”

#### **How would you advise those who have earned some college education but it was not directly related to the court reporting course of study?**

“If the applicant has earned units at another college, in addition to the court reporting education, we will review them for a possible transfer. The prospective student may have even fewer units remaining to complete. Indeed, the transfer courses have to be earned in the required disciplines, as listed below. Half of the load the

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online student needs to take are *lower*-division, four-unit courses, and half are *upper*-division, four-unit courses. Here is the complete list:

- Political Science 101 -- American Institutions
- History 101, 102, or 103 -- United States History
- Psychology 101 -- Introductory Psychology
- Sociology 101 -- Introductory Sociology
- Religion 101 -- Great Religions of the World
- Science 130 -- Environmental Science
- Science 131 -- Environmental Science Lab (1 unit)
- Math 100 -- College Mathematics
- Management 105 -- Business Management I
- English 201 -- Report Writing
- Upper-division elective in Literature
- Upper-division elective in Social Science
- Upper-division elective in Social Science
- Upper-division elective in Humanities
- Upper-division elective in Humanities
- Upper-division elective in Business or Paralegal Studies
- Upper-division elective in Business or Paralegal Studies

It is evident that most of the required courses are in the Liberal Studies Department, except for the Business and Paralegal disciplines. Since this is a degree in Court Reporting, the chair of the Court Reporting Department coordinates this program with all reporters and chairs of the academic departments.”

**FOR MORE INFORMATION, CONTACT:**

**Kay Reindl**, CSR, CRI, Chair of the Court Reporting Department

at 209.235.2931 <[kreindl@humphreys.edu](mailto:kreindl@humphreys.edu)>;

**Bruce M. Bodine**, CRI, Instructor,

at 209.235.2921 <[bmbodine@humphreys.edu](mailto:bmbodine@humphreys.edu)>;

or visit the Humphreys College's Web site at [www.humphreys.edu](http://www.humphreys.edu).

**TRIP TO RENO:  
HOW TO WIN CRI CERTIFICATION**  
By Merilyn Vaughn, Certified Reporting Instructor

The National Court Reporters Association (NCRA) Certified Reporting Instructor (CRI) Orientation was developed to encourage excellence in the education programs that prepare tomorrow's court reporters, such as the Court Reporting Department at Humphreys College. In October, after becoming NCRA members, three of the adjunct teachers, **Heidi Hoshino**, **Pam Closs**, and **Merilyn Vaughn**, attended the 13-hour CRI Orientation in Reno. The two days were packed with intensive, interactive instruction giving an opportunity to learn about successful teaching methods and communication with students; gain insight into the learning process,

development of course syllabi and lesson plans; and interact through role play of various classroom scenarios.



*Heidi Hoshino, Merilyn Vaughn,  
and Pam Closs.*

Specific needs and questions of all in attendance were addressed as well.

In addition to being exposed to a wealth of information and ideas, it was fun to meet other court report-

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ing teachers from all over the country and hear about the curricula and procedures at their schools. There were some differences but many similarities, such as the fact that there is widespread use of Congressional material for dictation and, across the board, readback was deemed essential.

After two verging-on-brain-numbing days, the hardy adjuncts braved two more days of Teachers Workshops, where they attended a variety of sessions including Time Management, Teaching Tips & Tricks, Remote Internet Careers for Realtime Reporters, and a very informative session on captioning. There were also vendor training sessions and plenty of opportunities to visit the vendors' exhibits, not to mention attending the welcoming reception honoring the exhibitors when many exhibitors had sales promoting the purchase of new books for dictation and use in requirements classes.

And, admittedly, there was some gambling, resulting in mostly losing, of course. All in all, it was time well-spent. But it wasn't over yet. After returning home and back to work, the three candidates had to complete three assignments: the development of a course syllabus and a lesson plan according to the guidelines, methods, and techniques presented in the CRI Orientation sessions; completion of a test using CRI Orientation materials and the NCRA Web site with a minimum score of 85%; and writing a reflective essay or article outlining methodologies and strategies to use in the court reporting classroom.

All completed their assignments on time and by the end of January received CRI certification. Humphreys College is proud to have five Certified Reporting Instructors on staff: Kay Reindl, Bruce Bodine, Pam Closs, Heidi Hoshino, and Merilyn Vaughn. Congratulations to all! But no resting on your laurels—there are 3.0 continuing education units required every three years to maintain the certification.

## THE VETERANS HISTORY PROJECT AND HUMPHREYS STUDENT PARTICIPATION

By Desiree Britt, Court Reporting Student

Once a word is spoken by one person to another, it immediately enters the filter of the listener's brain to be interpreted and processed into something else. The appeal of court reporting, for me, is that I get to catch that word and write it down before it enters that filter. That word has now been recorded as the truth, and it is there for anyone to go back to and see what was, without interpretation, and history is recorded.

When I heard about the Veterans History Project, and that its organizers were looking for court reporters and students to transcribe the real-life stories of our country's war veterans, I saw it as the chance to participate in recording history.

The Veterans History Project is a national effort dedicated to protect and preserve individual veteran stories. With this nation's World War II participants dying at a rate of 1,200 per day, their stories are departing with them. I understood the need to collect their experiences is urgent.

Currently, the National Court Reporters Association (NCRA) and the National Court Reporters Foundation (NCRF) have partnered with the Library of Congress in a program called the "1000 Voices Initiative"; their goal is to transcribe 1,000 stories a year.

When I contacted the NCRA representative, she immediately sent out my first compact disc along with a packet of information and formatting instructions. As it turned out, the story I transcribed was about a woman who served as a nurse during the Vietnam War. Although she actually never went overseas, her story told of the war impact on those serving stateside. I learned a lot about the changes in women's roles in the military since that time. I got a closer look into the social and political upheaval surrounding the Vietnam War.



For me, as a court reporting student, participating in the Veterans History Project was a great way for me to practice and build my dictionary. It also reminded me of what I really love about becoming a court reporter. As I began to write the words of "my veteran," her story became important to me, and when I mailed off the finished product, I felt like a modern-day caveman drawing those hieroglyphics on the wall for future generations to learn from.

FROM THE LIBERAL ARTS DEPARTMENT...

## NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Chair

*Poetry!*

*Treats of lofty things:*

*Soaring thoughts.*

*And birds with wings.*

~Langston Hughes (1902—1967)



- Celebrating the 2008 African American Read-In along with the Black Caucus of the National Council of Teachers of English (NCTE), the Liberal Arts Department sponsored its 4th Annual Celebration of Black History. The NCTE's 19th African American Read-In brought out thirty students, faculty, and staff to the Forum, where it was held, on Monday, February 4, from 5:00-6:00 p.m. Among the African American writers chosen by the presenters were Langston Hughes, Maya Angelou, Phillis Wheatley, Paul Lawrence Dunbar, Rita Dove, Countee Cullen, Desmond Tutu, Alex Haley, Melba Furlow-Herrington, Nikki Giovanni, and Bill Cosby. Special presentations were given by Dr. Stanislav Perknar on the origin of Black History Month and Linda Verdun-Brown on prominent African American leaders; in addition, she also accentuated the evening with a display of photographs of Dr. Martin Luther King, Muhammad Ali, Desmond Tutu, Spike Lee, as well as many others.
- On February 19, Professor Randy Rahmoller and his American Institutions class welcomed Congressman Jerry McNerney to Humphreys College for a lecture on the Congress. The Honorable McNerney, representing the 11<sup>th</sup> District of California, addressed the crowd of students, faculty, and staff on the issues facing the 2008 U.S. Congress, as well as the challenges of running for office as a political novice. Steering clear of partisan statements, Congressman McNerney answered questions from interested students on such topics as the energy crisis and veterans' issues, among others.
- On March 1, Professor Rahmoller's American Institutions and Modern World Issues classes joined forces, totally 24, and toured the California State Capitol. The guide took them into both chambers of California government—including the Assembly and the Senate. Professor Rahmoller was in awe of the incredibly ornate building, dating back to the 1860s. It includes the California State Seal, located in front of the State Controller's Office, which is carved into the blue, white and gold mosaic tile.
- Online classes are offered in the spring, so sign up for LIT 203, California Literature, to expand your reading repertoire to include Gary Soto, Amy Tan, Maxine Hong Kingston, John Steinbeck, David Masumoto, just to name a few. This quarter SCI 131, Environmental Science Lab, is also offered online along with the lecture course—SCI130, Environmental Science—during the day on Monday, Wednesday, and Friday.
- For the Community Studies major, you may take CS220, Colloquium, online for spring. Please be sure to read Dr. Chabot's interesting description of an upcoming community studies course.



*Whether you're always checking the rear view mirror, looking for a new perspective on our legal system, or searching for a new profession, I'm sure you'll be interested in a rarely offered Community Studies course for your spring quarter classes.*

*Titled Police and Community Relations (CS293), this Tuesday night course will be taught by Shana Lopez, a detective with the Lodi Police Department. Not only will you gain four units of upper-division credit, you'll have the chance to see local deviance and crime from the perspective of those with a badge. Officer Lopez can't help you with your speeding ticket, but she can give you a better understanding of why police do what they do and how you can help them while staying out of their sight. A fun class with a free field trip to jail. For more information, contact Dr. Chabot at 478-0800.*



FROM THE PARALEGAL STUDIES DEPARTMENT...

## PARALEGAL STUDENTS BENEFIT FROM WEEKEND WORKSHOP

By Rowena Walker, Chair

On Saturday, March 8, paralegal students found that a weekend morning workshop on something as seemingly dreary (for a Saturday, at least) as learning how to reason like a lawyer could, in fact, be surprisingly interesting. These students—along with interested others—had been invited to a workshop entitled, “Legal Reasoning and Analysis,” sponsored by the Paralegal Studies Department. Kimberly Johnson, Deputy County Counsel and Adjunct Professor in the Paralegal Department, lectured, discussed, and answered questions designed to convince paralegal students that they were embarking on an important—and serious—career.

Kimberly Johnson’s message centered on the principle that paralegals must learn to think like lawyers if they are to serve their profession well. This means, she said, that they must learn how to reason and analyze legal matters put before them so as to be the valuable assistants that they must be. For example, she reminded the participants that they must first learn to work independently—to be able to find out what they need to know without always seeking help. Further, when asked about appropriate cases that would apply to a given situation, she noted that they must learn to identify or recognize the facts in a case, learn the difference between the key facts and those that are irrelevant, recognize the issue, apply the rule of law, and arrive at the conclusion.



While presenting this important material, Kimberly Johnson utilized Power Point, but unlike so many Power Point presentations, this one did not pre-empt her own clear, direct, serious, and enthusiastic style. It was her manner of presentation—her accompanying stories and examples—that kept everyone interested and not at all regretting they had “given up” their Saturday morning.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

## WHY DO WE CARE?

By Pam Wood, Chair



In April, the Early Childhood Education Department will celebrate the “Week of the Young Child.” The National Association for the Education of Young Children (NAEYC) has declared this year’s theme as *Bring Communities Together for Children—Children Bring Communities Together*.

The following statistics show how important it is for *all* children to have access to high-quality early childhood education programs. These facts are the basis for this year’s theme.

- ▶ Working families need childcare and supportive employer policies to be able to meet the needs of their children throughout the day.
  - ◆ In the U.S., the majority of mothers with children under age 18 worked outside the home, including 59% of those with infants and 74% of those with school-age children.
  - ◆ Approximately 13 million infants, toddlers, and preschool children are regularly in non-parental care in the U.S., including 45% of children younger than one year.
  - ◆ The Census Bureau reports that approximately 50% of working families rely on child care providers, while they work; 25% rely on relatives; and nearly 25% arrange work schedules so that no child care is needed (e.g., parents work different hours or days or one parent works during school hours and is home after school).

(Continued on page 7)

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- ▶ Children, especially those from low-income families, need better access to high-quality early childhood programs.
  - ◆ Research shows that high-quality early childhood programs help children, especially those from families with low-incomes, develop the skills they need to succeed in school. However, most programs in the U.S. are rated mediocre, and fewer than 10% meet national accreditation standards. Across the nation, child care fees average \$4,000 to \$10,000 per year, exceeding the cost of public universities in most states. Yet, nationally, only one in seven children who are financially eligible for child care subsidies is being served, and only 41% of the three- and four-year olds living in poverty are enrolled in preschool, compared to 58% of those whose families have higher incomes.
  - ◆ Communities are becoming increasingly diverse. In order for early childhood educators to be effective, they must be sensitive and responsive to children's cultural and linguistic backgrounds. If current population trends continue, by the year 2010, 55% of America's children will be white, 22% will be Hispanic, 16% will be black, and 6% will be Asian or Pacific Islander.
- ▶ Too many children in the U.S. live in poverty, without good nutrition and health care.
  - ◆ In the United States 18% of children under age 18 and 24% of children under age six live in poverty. It is estimated that 12 million children do not have enough food to meet their basic needs and approximately 3.2 million are suffering from hunger.
  - ◆ In the U.S., 15% of children under age 18—and 24% of those living in poverty—are not covered by health insurance.
  - ◆ Approximately one-third of children and nearly one-half of black children born in this country have at least one health risk at birth.
  - ◆ More than 20% of the two-year olds are not fully immunized.

FROM THE ADMINISTRATIVE MANAGEMENT DEPARTMENT...

## HUMPHREYS COLLEGE GOES VISTA

By Jim DeCosta, Chair

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OFFER ENDS APRIL 30, 2007 – DON'T WAIT



Humphreys College will be moving to Microsoft VISTA as the operating system in all lab computers this coming spring quarter. VISTA is a big change from Windows XP and unless you have VISTA on your home computers or personal lap-tops, it may be a bit confusing to you. The operating system change is not the only new software that will be making its appearance this coming spring. Microsoft Office Ultimate 2007 will replace the present 2003 version. Office 2007 is very different indeed from 2003; menus have been replaced with something called ribbons, and its new look is bound to cause plenty of confusion and subsequent frustration.

(Continued on page 8)

(Continued from page 7)

The VISTA operating system requires computers that have more RAM and processing power than our present lab computers, so our computer lab in room 5 will be re-outfitted with new upgraded computers in order to handle the new software. Students who have recently taken courses such as ADM 120 Computer Applications or other business applications courses and want to be able to complete their course assignments at home will need to acquire the new 2007 versions. Microsoft is trying to accommodate these students with a onetime offer that shouldn't be missed—an unlimited license for Microsoft Office Ultimate 2007 for \$59.95 plus sales tax. The requirement is that the students must have an e-mail account at the college or university they are presently attending. The good news is that all registered students have a Humphreys College e-mail account, which utilizes their student I.D. as your username and birth date as your password. The information needed to access this account is as follows:

Account (username) : xxxxx@student (where the xxxxx is your student I.D. number)

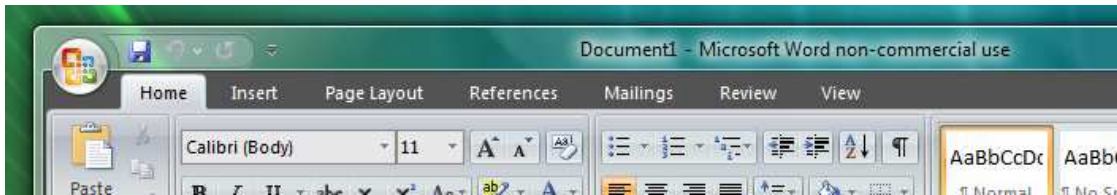
Password: MMDDYYYY (Birth date format)

Email Address: [xxxxx@student.humphevs.edu](mailto:xxxxx@student.humphevs.edu)

To access the Humphreys College e-mail, take the e-mail link from the college's main Web site.

To access the current promotions from Microsoft, go to the following URL:

<http://www.microsoft.com/education/ultimatesteal.msp>



Non-commercial banner in Microsoft Word 2007.

FROM THE BUSINESS DEPARTMENT...

## GENERATIONAL DIFFERENCES IN THE WORKFORCE (AND SCHOOL!)

By Jason Wolins, Chair

That person working with you (or in school with you!) who is from a different generation—what is that person like? What is that person thinking?

Betty S. Johnson and S. Ann Wilson gave a glimpse of the answers in an article, "Responding to Generational Differences in Business Education: Challenges and Opportunities" (*Business Education Forum*, February 2008: 40). The authors briefly summarized some of the common characteristics of the last four generations: *Veterans*, *Baby Boomers*, *Generation X*, and *Millennials*.

A few points of explanation are in order, however. First, the birth year/age breakdowns between



generations are not uniform among observers. For example, this article, without explanation, considers the *Baby Boom* generation to consist of those born between 1943 and

1960 (ages 47 to 64 as of the end of 2007); in news reports, you usually see *Baby Boomers* noted as born between 1946 and 1964 (ages 43 to 61 as of the end of 2007).

Second, as the article points out, not all people fit into an age-defined generation. Some generational straddlers have values and styles of two generations; others may have values and styles of generations other than their age groups (think of a young person who likes 1960s music). With these caveats, here are the authors' perspectives on the generational characteristics using the article's birth year/age breakdowns as of the end of 2007:

**Veterans (born 1922-43; ages 64-85).** These people typically have either retired from their careers, begun other careers after retirement, or are contemplating retirement. About 25% of the 75 million *Veterans* still work.

(Continued on page 9)



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- What shaped their values and styles? World War II and the Great Depression. They experienced hardship and struggle, strong nuclear families, and faith in big business/government.
- Their typical traits? Loyalty to institutions, employers, and clients; stability; financial conservatism; a strong work ethic; and graciousness.

**Baby Boomers (born 1943-60; ages 47-64).** *Baby Boomers* are just beginning to retire. They are the largest of the four generations (80 million).

- What shaped their values and styles? They began their careers in an economically prosperous period, enjoying more privilege than their parents.
- Their typical traits? Being such a large generation, they have both learned to be competitive (sometimes even workaholic) but to accommodate the needs of others. They tend to want to make a difference and use work as a way of defining themselves. Motivators include money, title, and recognition. The result is that they tend to be materialistic and have a higher level of debt than other generations.

**Generation X (born 1960-80; ages 27-47).** At 46 million, this is the smallest of the four groups. Its members are now reaching their career potential.

- What shaped their values and styles? *Generation Xers* are from the post-Vietnam and post-Watergate eras, and grew up in two-income homes—many were latchkey kids accustomed to freedom and self-sufficiency.
- Their typical traits? This freedom and self-sufficiency nurtured a sense that they “must take care of themselves.” They like to handle multiple tasks and do things their own way, and tend to dislike authority. However, older workers may view

this as disrespectful and consider *Generation Xers* to be “slackers.”

**Millennials (born 1980-2000; ages 17-27).** This group is the second largest of the four generations (about 76 million). Because of its size, it will have a more significant workplace impact than *Generation X*.

- What shaped its values and styles? *Millennials* have always known an electronic world (one with personal computers, cell phones, etc.) and have been exposed since a young age to diversity in lifestyles and cultures.
- Their typical traits? They embrace technology more than any other group, being able to stay connected to friends and information sources 24 hours per day. This has resulted in a culture of immediacy, multitasking, and short attention spans. Speed in communication is more important than tact and what people think of them. They prefer to be invisible and autonomous at work, and cooperate in teams instead of being singled out; this protects them from risk and lets them have a better work/life balance.

Being exposed to diversity early on has resulted on a tendency to respect races, ethnic groups, etc. Their primary sense of identity is defined outside of work, with time off being important. *Boomers* sometimes read this as a lack of ambition or job commitment, rightly or wrongly.

*Millennials* tend to value lifelong learning, and typically want creative challenges. They do not expect to work for one employer their entire careers but look for workplaces that let them grow and learn. *Millennials* also tend to be financially literate, with their savings rate much higher than that of *Baby Boomers*.

So, where do you and those around you fit in? How about your supervisor or teachers?

## EDUCATIONAL EFFECTIVENESS WORKSHOP UNDERSTANDING THE YOUNGEST GENERATION

By Jason Wolins, Academic Council Secretary

What are some of the characteristics of the youngest generation, the one commonly called *Millennials*? On February 20, the Academic Council held a panel discussion called “Understanding the Youngest Generation” with **Dalila Hernandez**, Assistant Principal, Bret Harte Union High School, **Lisa Kooren**, Admission Counselor/Job Placement Coordinator, Humphreys College, and **Danielle Valtierra**, Principal, McKinley Elementary School. **Stanislav Perkner** was the moderator.



Danielle Valtierra, Lisa Kooren,  
and Dalila Hernandez.

(Continued on page 10)

(Continued from page 9)



The panelists shared interesting ideas and experiences concerning their own mentors and potential mentors of students, parental involvement, immigration and cultural issues, as well as the implications of the No Child Left Behind Act in today's elementary and high schools.

Several Humphreys College faculty members joined the discussion. **Rowena Walker** inquired as to what young students are like now: Do they present discipline problems; do they seem happy? **Jason Wolins** asked why different sources have different years for the same generations—for example, Baby Boomers are usually thought of as having been born between 1946 and 1964; however, several professional journals use other years, such as 1943 through 1960. **Cynthia Becerra** asked the panelists if they were pleased with their career choices in education. **Richard Chabot** was interested in the panelists' thoughts on Generation X members as parents of students.



## IN MEMORIAM—FRED MELVIN GREENE

(May 11, 1939 – January 31, 2008)

By Bruce M. Bodine, CRI, Instructor

*Prior to coming to Humphreys College, Fred Greene worked for the KFIV radio station in Modesto, after his discharge from the U.S. Navy. He next worked for the U.S. Government (civil service) in Tracy. He earned his bachelor's degree and master's degree by attending night school. After 35 years with the government, he retired.*

*Fred began his work at Humphreys College in the summer quarter of 2003 as a reader in the Court Reporting Department. When I interviewed him for the position, the first thing I noticed was his wonderful, strong voice – just what we needed in a reader. The only question remaining was if he could use that voice along with a stopwatch for proper timing in our dictation classes.*

*As it turned out, Fred became a wonderful reader in our multi-voice classes for 4-1/2 years. I know that our students appreciated his strong voice and clear enunciation of word endings, not an easy task when reading at 200 words per minute!*

*After two years, I asked Fred if he would be interested in teaching a class in our department. He had previously offered to do so, but until then I had not the need to have him teach a class. However, since he possessed a master's degree and had been a reader, he was very much qualified to teach our classes, and he already knew the process. Since I had a shortage of instructors during the fall quarter, I asked him to teach the 60-80 wpm speed class. I provided material for him, and he went right to work. He required very little training. He remained a reader in other classes as well.*

*Fred taught the same class about a year later. Again, he was more than willing to help in the department. His promptness and dependability were very much appreciated, and he was always there. His last time teaching a class was during the summer quarter of 2007. As usual, he was extremely dependable.*



*Over time, I heard positive comments from students and read their remarks in the evaluations. I was at first surprised at the comments he was receiving for his positive encouragement to our students. Fred really wanted the students to succeed, and he did not hesitate to let them know the importance of hard work as a benefit to help them achieve their goal of becoming court reporters. There is no doubt that he would have remained with our department for a number of years. He was so versatile and willing to help!*

*I know we all miss Fred, but we are also very fortunate to have had him as a co-worker and friend.*



# IN MEMORIAM—AMANDA LUKASIEWICZ

(August 21, 1978 – March 2, 2008)

Humphreys Student and Library Assistant

By Stanislav Perkner

*Amanda Lukasiewicz was born 29 years ago in Stockton; she passed away after a long illness on Sunday, March 2, 2008.*

*She attended Manteca High School and Lindbergh Adult School, where she graduated ten years ago. Before she entered San Joaquin Delta College, she worked for Heritage Estates. Four years ago, Amanda joined the Liberal Arts program of Humphreys College. In 2005, she earned her Associate of Arts degree, followed by a baccalaureate degree last June. At Humphreys, Amanda made the quarterly Dean's List seven times.*



*Her academic interests were gradually evolving towards legal studies. At Humphreys, Amanda found an ideal environment. After her B.A. graduation, she passed the L-SAT and was admitted to Laurence Drivon Law School, though her health problems did not allow her to enroll.*

*Already, as an undergraduate student, Amanda focused on law in her Humphreys library job. Gradually, she specialized in the law-section tasks, including the daily chores of circulation and cataloging as well as the more demanding assignments of advising in legal research and compiling study guides. According to her sister, "Amanda was determined that there would be some way she would earn that law degree... I know if there is any type of schoolroom where she is, my sister is there, and at the top of the class."*

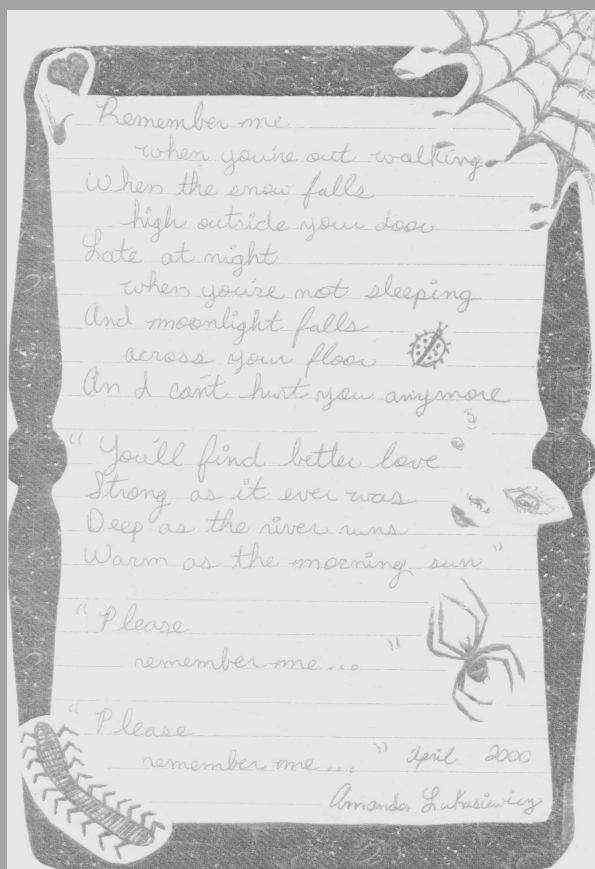
*Her Humphreys instructors and classmates will remember Amanda as a reliable and determined student as well as a good team player. Those who knew her well came to understand her subtle sense of humor and appreciation of good art and music. As a library assistant, Amanda was always focused on the task; she preferred long-time, well-planned projects that suited her sense for detail and creativity. As her library co-worker, Tatiana Raigoza, wrote: "My words are inadequate to describe how wonderful a woman Amanda was. She had such a thirst for*

*knowledge, she loved to read and do research! Amanda was always ready to help. Above all, she was the greatest friend I could have asked for; her laugh echoes in my dreams. I will forever walk with her love and our memories in my pocket."*

*About a year ago, because of her growing interest in law, Amanda started to commit more time to the legal aspects of immigration and juvenile justice. Her essay commemorating the 90<sup>th</sup> anniversary of the Bracero Program was selected for publication in the Humphreys College Newsletter (June 2007 at [www. http://www.humphreys.edu/pdf/newsletter/newsletter\\_2007\\_spring\\_supplement.pdf](http://www.humphreys.edu/pdf/newsletter/newsletter_2007_spring_supplement.pdf)).*

*Amanda's last completed essay also addressed an issue reflecting her social justice sensibility. For several months, in spite of serious health challenges, she immersed herself in an in-depth study of the relationship between juvenile crime and capital punishment. Those two themes allow us to guess what Amanda's professional calling might have been. Most likely, she would have devoted her legal career to the altruistic pursuit of justice and equal opportunity.*

*Despite the fact that she had to leave her plans unfinished, Amanda will be remembered by all of us as a friend, classmate, outstanding student, reliable colleague, and—above all—a gentle and compassionate human being. Her heart became exhausted, but her spirit remained strong enough to the last minute to inspire the good in all of us who were blessed to know her.*



## LANGUAGE LANGUISHES

By Michael Duffett

Having ended the old year on a positive note, I'd like to begin the new one in the same vein. No doubt as the year progresses, I shall regress into my customary complaints, but for today I wish to concentrate on the humblest of parts of speech in an entirely positive way. As all of you know who are quipped with my "Grammar Accordion," there are only eight parts of speech. (Parenthetically, I should observe that the CEO of Berlitz, an international educational corporation dedicated to the teaching of language, clearly does not know this when he refers, as he did recently, to "nouns, verbs, subjects and objects and other parts of speech," but let me end the parenthesis with a mild grumble that these are the times we are living in.) Notice that I ended my parenthetical sentence-- with a preposition. There is nothing wrong with this. The old-fashioned idea that "you should never use a preposition to end a sentence with" (sic!) has long had its day. It is grounded in the classically trained grammarian's notion that since you can't do so in Latin (infinitives consisting of a single verb, not, as in English, a verb and the preposition "to"), you should not do so in English. Nonsense--a piece of nonsense which Winston Churchill once wittily exploded by growling, "Ladies and gentlemen, this is a situation up with which we will not put!"

The preposition is, in many ways, the most difficult of the eight parts of speech. Nouns, verbs, adjectives and adverbs have some visual element. The pronoun is relatively easy to visualize; the conjunction is obvious and the interjection easy, but what on earth is an "in," an "on," or an "at"? But they are very significant. Think, for example, of the huge differences in meaning brought about by changing the preposition after the verb "get": get up, get over, get through, get around, get in, get on and get by. Think also of the very different meaning of "Where are you at?" (a sixties addition to the language of which I heartily approve) and "Where are you?" the former relating to psychological or spiritual condition and the latter dealing with mere geography.

I could go on, but let me conclude, if you'll indulge me, by removing my grammarian's hat that constrains me to explain and replacing it with my poet's wreath that never requires me to explain. I'll just hint that if you think of the title in terms of a prefix and a noun rather than a single solitary noun, there's a pun awaiting you.

### PREPOSITIONS

*At the top of a cliff by the side of a lake*

*A bird's below me in the top of a tree.*

*He's spent his life flying above humans*

*And no doubt looking down his beak*

*At our earthbound limitations.*

*Now it's my turn, by the grace of geography,*

*To look far down on him.*

*He is preening his wings in the branches*

*Oblivious of my disdain.*

*When he flies above my earthen plod*

*~ Michael Duffett*



## BOOK REVIEW

## “GO AWAY, CLOSE THE BOOK, PUT IT DOWN, DO NOT LOOK”: THE SPIDERWICK CHRONICLES

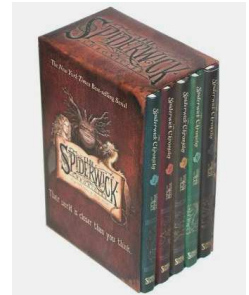
By Tatiana B. Raigoza, Early Childhood Education Student and Library Assistant



Like many of you, I have become an avid reader of the *Harry Potter* series. Now, as the last volume has been released, you may be wondering what will come next. Recently, I have discovered a new series entitled *The Spiderwick Chronicles*, written and illustrated by Tony DiTerlizzi and Holly Black. Its first part, “The Field Guide,” tells the story of the Grace children, twins Jared and Simon (9) and their older sister Mallory (13), whose parents have just gone through a divorce. They, along with their mother, are forced to live in their crazy great aunt’s dilapidated house, the Spiderwick Estate. They hear strange noises in the walls, and here starts the adventure featuring the field guide written by an Arthur Spiderwick. It is filled with detailed descriptions of fairies, elves, goblins, dwarves, and trolls – their looks and behavior. The guidebook even helps to catch them. The story line is narrated by Jared, the more adventurous of the twins. Simon is more calm and thoughtful, an animal lover. Mallory is more mature and skeptical, but she participates in her brothers’ adventures. The books are accompanied by DiTerlizzi’s pseudo-Gothic style pencil drawings and color illustrations.

Unlike the *Harry Potter* series, *The Spiderwick Chronicles* stories are designed for younger children (6 to 12); however, after enjoying the first part, I am eager to read the next one! So far, five of them were published, along with several accompanying books. In January 2008, Hollywood issued a feature titled *The Spiderwick Chronicles*, followed by a video game.

As an Early Childhood Education major at Humphreys, I have noticed that *Harry Potter*, *The Spiderwick Chronicles*, and similar romantic stories inspire “children of all ages” to read. We are in an age of technology dominated by the audio-visual media; to inspire reading is harder than ever. Fortunately, as numerous studies have shown, more children are picking up a book and putting down the video game controller thanks to the growing popularity of these bestsellers. Even schools across the United States—and not only here, the series has been translated in over 30 languages!—keep them in their libraries.



## COMMUNITY HIGHLIGHTS

- In October, the Humphreys College Alumni Association (HCAA) offered tickets to the Thunders game held at the Stockton Arena. Over 60 tickets were sold. The Thunders won in overtime. Alumni, staff, and students attended. This spring, the event was repeated on March 15. The Christmas Holiday Luncheon found the Alums at a table recruiting new members. HCAA then sponsored a tax seminar. This was in time to help us all fill out our tax forms correctly and to our benefit. Stay tuned for a social gathering coming up in the spring for all members and potential members. It includes alumni, students, faculty and staff. For more information, contact Candace Blue in the Dean of Administration’s Office.



- The January Conference of the Calaveras County Rotary Club hosted the Director of the Library and Learning Center **Stanislav Perkner**, as its keynote speaker. He talked about his international experience gained during 36 years of college-level teaching and research. The conference was attended by the students of the county public schools who received the annual Rotary Club Awards. Also present were their parents and teachers.
- On February 28, 2008, Humphreys College was a Gold Sponsor of the State of the City event at the Port of Stockton. The sold-out event, attended by over 1000 people, was a



(Continued on page 14)

(Continued from page 13)

great success as representatives from Humphreys made many connections with local businesses and members of the community. Presiding Mayor Ed Chaves spoke about various improvements that have been implemented over the last year, including the development of the Downtown area, the prevention of crime and graffiti, and the attraction of businesses to the Stockton area. A highlight of the day was the introduction of Tri-Valley Athletes, a group of U.S. Olympic hopefuls, who are training at the Port.

- The Winter 2008 series "How to Succeed in College" featured several internal and external speakers, including



**Linda Rahmoller** who instructed the students in MLA formatting of research papers. She also joined **Jim DeCosta** in a rather informal conversation about their jobs. **Cynthia Becerra** explained why we study Shakespeare at Humphreys, while detailing the general education component of the college curriculum. **Leslie Walton** spoke about students' financial security; her colleague **Rollin Coleman**'s topic was time management. **Lisa Kooren** reviewed the job market prospects for Humphreys students and graduates.

- The College is again sponsoring a team for the **Relay For Life** event beginning on June 7, 2008, at the Weber Point Events Center in downtown Stockton. This twenty-four-hour walkathon, an American Cancer Society fundraiser, is dedicated to fighting cancer. Our team is called the **Cancer Cancellers**. Led by team captain **Pam Closs**, other Humphreys members of our team include **Kay Reindl**, **Stacey Martin**, and **Cynthia Becerra**. Contact any of us to donate to or to learn more about this important event. Give generously to remember those whom we have lost to cancer, to celebrate survivors, and to fight back against this disease. See you at the finish line!



[www.humphreys.edu](http://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](mailto:cbecerra@humphreys.edu)

Stanislav Perkner, Co-Editor, [sperkner@humphreys.edu](mailto:sperkner@humphreys.edu)

Leslie Walton, Executive Editor, [lwalton@humphreys.edu](mailto:lwalton@humphreys.edu)