

Humphreys College

Newsletter

MARCH 2012

WINTER QUARTER



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FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair



23, from 4:30-6:15 PM in the Forum. Many participants read works by Langston Hughes, Maya Angelou, Nikki Giovanni, and Phillis Wheatley, among others. A few poets in residence captured the attention of the audience by reciting from their own works.

As chair of the Department, I began the occasion by thanking key sponsors including Professors Jess Bonds, Stanislav Perkner, and Leslie Walton. In addition, the Administration Department's Linda Verdun-Brown provided a beautiful poster of Dr. Martin Luther King, Jr., which was on display. The official greeter was student Lanequa Marshall, who signed attendees in and provided presenters with a raffle ticket for prizes at the end of the event. Those in attendance were treated to pizza, cookies, and beverages.

Thanks again to all the instructors who encouraged their students to attend this fun, worthwhile event.

The Black History Month celebration with Literary Read-Ins was a tremendous success thanks to students, faculty, staff, and community members. With over fifty in attendance, the 8th Annual Celebration, sponsored by the Liberal Arts Department and the Black Caucus of the National Council of Teachers of English, was held on Thursday, February



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On Saturday, March 3<sup>rd</sup>, Professor Randy Rahmoller's HIST101 and PHIL101 students visited the Crocker Museum in Sacramento. With 34 students attending, Professor Rahmoller guided them through a breathtaking collection of art work. For more information about this regional jewel, visit

[www.crockerartmuseum.org](http://www.crockerartmuseum.org).



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As many of you may know, the College's Admission Policy changed in Fall 2012, requiring minimum scores on our ASSET Placement Exams in writing and reading. Those applicants who have not met the new requirements can now take the College Preparation Seminar on Saturdays, which is taught by adjunct instructor Carly Moreno, to improve their test-taking, writing, reading, and study skills. Offered by the Liberal Arts Department in cooperation with the Admissions Department, this free series of eight Saturday sessions provides prospective students with the requisite skills needed to be a successful college student as well as an opportunity for admission.



FROM THE CRIMINAL JUSTICE DEPARTMENT...

CRIMINAL JUSTICE PROGRAM IS RAPIDLY GROWING

By Stephen P. Choi, Chair



Currently, the Criminal Justice Program has more than 140 students between the Modesto and Stockton campuses. The program offers an Associate in Art and a Bachelor of Science degree with several concentrations; the two most popular are the law enforcement and corrections/probation/parole.

Probation Officer Core Course: Probation Academy

Humphreys College began its second Probation Academy on January 7. There are nine students in the Academy. The Academy already covered the following major topics: Roles and Responsibilities of the Probation Officer, California Justice System, Current Trends and Practices in Probation, Risk Factors for Probationers, and Physical Conditioning. The Academy includes 202.5 hours, is taught over two quarters, and is certified by the State of California, Standards and Training in Corrections.

Criminal Justice Club

The Criminal Justice Club meets several times a month. Each meeting begins with a light warm-up exercise followed by one hour of defensive tactics and impact weapons or handcuff training. If you want to be added to the email list, please see Mr. Choi.

A Visit to Standards and Training for Corrections in Sacramento

In February, Adjunct CRIM Instructor/Captain for Imperial County Sheriff Department Jamie Clayton and I visited Standards and Training for Corrections (SCT) in Sacramento. We debuted a new online training module using Camtasia in hopes of being the lead higher education institution to provide online training to all Probation, Police, and Sheriff's Departments overseen by STC.

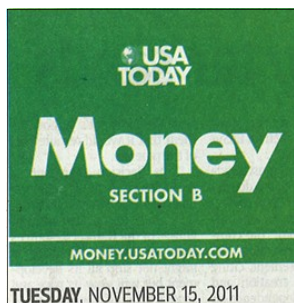
There are many new and exiting additions to the Criminal Justice Program at Humphreys College. If you have any questions, please e-mail stephen.choi@humphreys.edu or come by my office.



FROM THE BUSINESS DEPARTMENT...

QUITTING VIA THE EMERGENCY CHUTE

By Jason K. Wolins, Chair



Quirky quitting techniques mark some job departures

Irked workers get a glow from walking out with panache

By Laura Petrecca
USA TODAY

In late August, Joey DeFrancesco fulfilled the fantasy of many a disgruntled worker: He quit

folk song just as he turned in his resignation letter. DeFrancesco posted a video of the dramatic resignation on YouTube in mid-October.

In the weeks since, he has garnered a chorus of cheers from the discontented working class. The video has been viewed more than 2.8 million times. It has more than 20,000 "likes" and more than 4,600 comments such as "I

COVER STORY

We all have heard about the frustrated flight attendant in New York who said some choice words through the airplane microphone upon landing, grabbed a beer, then departed via an emergency chute (with beer in hand, I might add). Wow, that's the triple crown of taking his job and shoving it!

How about this one? A hotel worker in Rhode Island snuck members of a brass band into the hotel and had them play a folk song while he handed in his resignation letter. Then, he posted a video of it on YouTube.

Both received a lot of public support and cheers from those in the working world who are similarly discontented.

Want more? Here are a couple of exits from the tech world.

The CEO of a major tech company quit via Twitter. Moreover, an online technology columnist wrote an article officially pronouncing his resignation. Oh, by the way, did I forget to mention he also included a criticism of his website's new editor?

Not enough? A marketing consultant at a coupon company was under much pressure to meet sales quotas. How did he quit? He sent his business cards, marketing materials, and promotional items to headquarters in a trash bag with a note saying, "Treat your sales force like trash and see how bad your company starts to 'stink.'"

Laura Petrecca included these tidbits in an article she wrote in the November 15, 2011, *USA TODAY*, "Quirky quitting techniques mark some job departures."

She noted that there may be some age-related differences in how publicly people quit. She indicated that workplace experts think younger workers are more likely to publicize their discontent. In contrast, workers over 30 have had more life experiences—they have learned not to overreact and to keep their displeasure quiet.

(Continued on page 4)

Ready to go? Leave your workplace in a smart way

Hitting the send button on a scathing, companywide e-mail is far from the best way to resign. But going quietly isn't ideal, either. "It's not particularly productive (to quit with fanfare), but neither is waiting it out, saying nothing at all and keeping that dissatisfaction to yourself," says psychologist David Ballard, head of the American Psychological Association's healthy workplace program.

Instead, shoot for a middle ground. Some tips:

Tame the tension: "Know your own stress level so it doesn't creep up on you," Ballard says. "Often, there are low-level signs before it gets to a boiling point."

Many overwrought workers eat junk food, drink excessive alcohol or zone out in front of the TV, he says. Healthier choices, such as taking short workday breaks, exercising and staying socially connected, "will help you manage things better."

Sometimes, talking issues through with a boss or co-workers can help, as can speaking up in meetings.

Many folks who go out big "feel they haven't been heard," says Ballard. "They haven't had the opportunities or channels to express their dissatisfaction."

Refocus: Those without a new job opportunity should explore alternative exits, such as asking for a sabbatical or a new assignment, says executive search consultant Charley Polachi. Frustrated workers should also take constructive steps, such as networking and creating an exceptional LinkedIn profile, he says.

Unhappy workers should also focus on things that bring enjoyment. "Try to concentrate as much as possible on (aspects) other than your work life," says human resources consultant Peter Ronza. Think, "Tonight, I'm going to that art exhibit or I'm going to play with my son in the backyard," he says. "You have to find a focus, an anchor to get you through those bad times."

Think twice: When the time comes to resign, "do not send an e-mail or a letter without letting it sit on your desk for 24 hours," says Polachi. Reread it, and also have a level-headed friend or family member review it.

Also consider how a role model would feel about your resignation strategy, advises Travis Gregory, Imperial Valley College Dean of Human Resources. "How would the people that you care most about react if they saw the way you've resigned?" he says.

Consider the end game: For those who want to foster change, going out in fury can have the opposite effect. Management "is more likely to hear those points if they don't think of you as a disgruntled worker," says Ballard. "With big, showy behavior, it's a lot easier for them to discount the issue vs. if you brought it up in a serious tone."

Pick your parting words. Take advantage of exit interviews and diplomatically explain your stance. It's OK to say, "The reason I'm leaving is because I feel my supervisor lacks these skills," says Ronza. "But keep it professional. Don't make it personal."

Another option is to contact a higher level. "Write a letter to the board and/or the CEO," says Gregory. "Keep the theme positive and focused on the organization versus a tantrum about personal dissatisfaction."

Know your value: Often, the best revenge is having a manager miss you once you're gone. "Look, you got them by handing in your resignation — especially if they did rely on you," says Ronza. "Then they are going to realize that you were critical."

By Laura Petrecca

(Continued from page 3)

Nevertheless, the article did not just give us the quirky job exits. It also suggested some smart ways to resign. Look at the list of six tips Ms. Petrecca and some experts recommended:

- **Tame the tension.** Keep down the stress level. Eating better, exercising, taking work breaks, and talking things over might help.
- **Refocus.** Possibly ask for a sabbatical or new assignment, and maybe focus on things you like outside your work life.
- **Think twice.** Let your decision to resign simmer a bit. Let a resignation letter sit on your desk 24 hours and have a level-headed friend or family member look it over before sending it.
- **Consider the end game.** Don't act like an angry, disgruntled worker. Maybe you want change. Management may take you more seriously if you acted more seriously.
- **Pick your parting words.** Be diplomatic and professional. Keep positive and don't rant about personal dissatisfaction.
- **Know your value.** The best revenge? Make them miss you after you're gone. (It looks to me like actions speak louder than words here.)



Here's a thought. Go out with these smart ways instead of the quirky ones.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair

Contributing Writer: Dr. Barbara Coulibaly, Associate Professor of Graduate Studies

AMBASSADORS FOR CHANGE MET AT HUMPHREYS COLLEGE

The second Ambassadors for Change meeting was held at Humphreys College, on Saturday, February 25. This was a follow-up to the initial session, held three years ago. Those community-wide gatherings are facilitated by San Joaquin County Local Child Care Planning Council to provide early childhood educators an opportunity to discuss ethics and review the importance of professionalism in the field of early education.

More than 100 participants attended the event, including facilitators, parents, and educators. The morning started with an enthusiastic welcome address from the Stockton Mayor Ann Johnston. She congratulated the group on its willingness to come out on a Saturday morning, after having worked all week, and she supported the importance for a professional and committed workforce for young children and their families.

The key-note speaker was Dr. Bob Morrow, UOP's Professor Emeritus. He is responsible for the Bring Me A Book Program. It provides reading material for children below the age of 13, encouraging literacy in underserved communities.

After Dr. Morrow's presentation, participants engaged in small group meetings to discuss various ethical scenarios relative to challenges in early childhood education.



FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

FEBRUARY CSR EXAM RESULTS

Humphreys College first-time CSR candidates who took the February exam in Los Angeles have received positive results. *Renee Fleming* and *Jenette Northcutt* both passed the dictation portion of the exam. Renee also passed the English written exam and is waiting for the results of her Professional Practice exam. Jenette passed the Professional Practice written exam and will be taking the English exam soon. Former student *Susan Garside* also passed the dictation exam that qualifies her as a Certified Shorthand Reporter. Congratulations to all! The next licensing exam is scheduled for June 22 and will also be held in Los Angeles.

COURT REPORTING TEACHERS AND STUDENTS MET IN MONTEREY



Court reporting teachers Laura Poirier, Pamela Closs, Kay Reindl, and students—Virginia Palacios, Gigi Lastra, and Darla Moen—enjoy the view at the Monterey Convention

At the end of February, court reporting teachers and students attended the annual Deposition Reporters Association convention. The convention's theme, "Ignite the Light," was representative of the notion that we all need to recharge once in a while. Monterey was the perfect place to recharge and revisit teaching strategies and practice methodologies.

Only at a court reporters' convention can you find a room full of people interested in spending three hours discussing topics such as the nuances of the use and placement of ellipses versus dashes. World speed champion, Mark Kislingbury, impressed the crowd with his abilities. Although his speed writing principles are not for the faint of heart, he provided many valuable tips on how to incorporate shortened endings, briefs, and phrases.

A panel of reporters sharing their unique experiences was particularly interesting. It included Joe Strickland, chief reporter of the U.S. House of Representatives, who spoke of the honor of reporting four presidents' State of the Union addresses. He trains and

manages the 19 machine reporters who are responsible for the verbatim recordation of the House and Senate floor debate (published in *The Congressional Record*). They are also responsible for gavel-to-gavel reporting of the 26 committees and 102 subcommittees in the House, coverage of all field hearings held outside Washington, D.C., classified briefings, Leadership Press Conferences, Joint House/Senate Conferences, and investigative depositions. Donna Marie Lewis, former reporter for the International Criminal Tribunal for Rwanda, shared her emotional experiences as a reporter and her perspectives on the culture of Rwanda. Pioneer broadcast captioner Kathy Robson explained how she had turned her passion for sports into a lucrative career. She has captioned numerous World Series events, most recently from her living room in a remote Montana home. She provides remote captioning for many sports events, but is quick to comment that hockey is by far the toughest gig in the sports arena. The speakers offered a renewed motivation for reporters desiring to move beyond their comfort zones.

The convention closed with a Q & A session in which California Court Reporters Executive Officer, Yvonne Fenner, and veteran reporter and Bay Area firm owner, Toni Pulone, provided answers and ethical solutions to everyday dilemmas and unlikely scenarios that face working freelance and court reporters.

FROM THE LAW SCHOOL...

NEWS AND ANNOUNCEMENTS

By L. Patrick Piggott, Dean

INCUBATOR OFFICE SERVES HUMPHREYS LAW SCHOOL GRADUATES

Recognizing the slimmer job market available today for new law graduates, the law school has opened an incubator office in the Court Tower Building, located in downtown Stockton, with phone, computer, copier and fax. New admittees are allowed to use the space, free of charge, for six months. They provide their business license, malpractice insurance, and stationery. Dean L. Patrick Piggott and Professor Archibald Bakerink supervise and train them every second week. Executive Assistant to the Dean, Minh Pham, is in charge of the facility and assists the new admittees in legal process and filing.

The law school project began with four participants, two of whom now enjoy full-time work. In February, Stephanie Feilzer started employment with the alumnus Jacob Benguerel. Elizabeth Hull is setting up an estate planning office and is presently attending a national two-week training program. Through the Bar Association and contacts established by the Dean Piggott and Professor Bakerink, the remaining two incubator office users are lined up for paid appearances and ready to receive low-income referrals.

The school also pays all new admittees, graduates of Humphreys College Laurence Drivon School of Law, their dues for the first year with the San Joaquin County Bar Association.

To date, the incubator office is surely a success and will be in place for the new graduates throughout the year. Both law school mentors have taken the new lawyers to court and made many introductions. After six months, the new lawyer should be able to know how to manage his or her own office, keep the records, and have a public relations plan in place.

PROFESSIONAL TRAINING PROGRAM

Book learning and classroom training alone are not enough to educate an attorney to be ready for that first year of practice. The Professional Training Program (PTP) provides the practical, non-academic, training. The school requires a minimum of three units of PTP and the State Bar allows up to nine units to count toward graduation. Besides the clinics offered in Stockton, the law school offers internships, client representation in the Collaborative Courts, and the teaching program of Constitutional Law for high school students. This quarter, there are 20 students participating in these programs.

- Humphreys' law students are teaching Constitutional Law to 37 tenth graders at the intercollegiate high school in downtown Stockton—three hours a week for 14 weeks; it will end up with a Moot Trial. Keyes Kelley and Kati Ding are leading this particular class, under the guidance of Dean Piggott.
- Four days a week, the local Collaborative Courts monitor defendants on a regular basis and provide assistance and alternatives to incarceration. Humphreys law students who qualify to be certified represent these defendants. They are doing an outstanding job. Judge Richard A. Vlavianos is part of a statewide pilot project. The state office of Courts Management is watching this program to set up statewide guidelines. Professor Bakerink supervises it and is the attorney responsible.
- Besides the Stockton clinics, we will begin offering our clinics in Modesto. They will take place on the same nights, the first and third Thursday of the month, at 6:30 p.m. at the Law Library in downtown Modesto.
- Internships require a committed time frame in government or non-profit offices. We now have two interns with the California Rural Legal Assistance, Inc., and two with the District Attorney offices; more applications are in the process.

All of these programs are carefully supervised by attorneys. The clinics are offered in a partnership with the courts of both counties. The supervising attorney is the full-time Family Law Facilitator for each county. Both of these jobs are filled by Humphreys' alumnae, Sheila Ballin in Stockton and Julie Dodge in Modesto. They are assisted by Doug Srulovitz and Philip Pimentel.

NEW LAWYER RECEPTION

Every year the Bank of Stockton Trust Department and the San Joaquin County Bar Association sponsor a reception for the new lawyers in the county. It is held in the Bank of Stockton headquarters on Minor Avenue. This year the event took place on February 7th. The speaker was Jose Hernandez, the Stockton-born astronaut and candidate for Congress. The Bar President introduces each new lawyer to a nice welcome. Dr. Robert G. Humphreys, President, Dean Piggott, and Professor Bakerink attended alongside many alumni and other faculty members. Three of our recent Bar passers—Stephanie Feilzer, Robert Aguilar, and Elizabeth Hull—were present to be honored.

I TURNED 80 LAST MONTH

By Rowena Walker, Chair of Legal Studies



Yes, it's true what you've heard. I have turned 80! But don't worry! This isn't going to be about anything I've done in 80 years. Not at all. But it is going to be about what I've learned and seen in 80 years that have deeply affected me. I have tried not to be too stuffy because you'll all roll your eyes and I'll lose you. That's okay; it may happen anyway.

I must say that, for me, there has been something about turning 80 that has made me reflect on life—all life—more than I have at any age. (Who knows what's that about?)

If you'll bear with me, I am going to talk about my reflections on life, what I have really been thinking about—in list form. (Believe me, organization skills are not my greatest asset, and I don't want you to suffer. I hope a list works for you.)

Here are all the things I've been thinking about lately. And honestly, I have.

1. *Our own ego gets us into trouble.* *The book that I use for my Great Religions class says that all of the great religions agree that the human ego causes more trouble in the world than anything. I agree. When we are self-centered, it minimizes everything and everyone around us. We, as individuals, forget that we are just one human being out of about six billion. And we might be able to make a difference if we care more for others.*
2. *Respect has to be the most important word in the English language.* *I feel that my own life is valuable, as do you, and yours, of course. But what of others? Do I (we) respect the lives, worries, terrors, grief, inborn weakness of others? Do we treat them accordingly? With respect? Life can be very hard, and showing respect shows we know that and we care.*
3. *A well-lived life needs a long-term purpose, I believe.* *Living "at random" with "whatever" is pretty boring, if nothing else. And that purpose is really what gets us up in the morning, and it's what they really talk about at funerals.*
4. *Curiosity is one of the greatest motivators in life.* *To be eager to learn about everything that touches your brain and heart makes life so very interesting. I seem to have that just as strong as ever.*
5. *Yes, we do exercise poor judgment sometimes that results in mistakes that hurt others, such as our children and others in our families.* *But we must care. We must try. We must do our best. Somehow, I know this is so very important—in the one lifetime that we have.*
6. *Life is precious.*

Yes, I really have thought about these things even more—lately. I have realized that there are lots of good things about getting old. I am not sad about it. I hope you won't be either when the time comes.

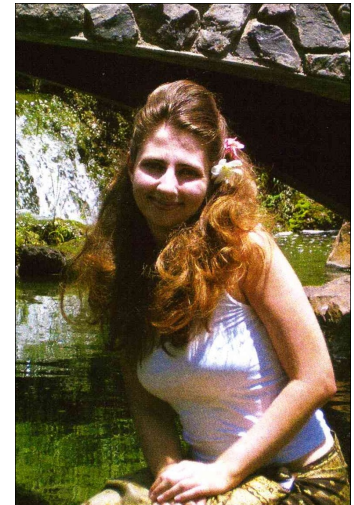
MEET YOUR TEACHER ...

DONNA ROBERTS, CREDENTIAL PROGRAM COORDINATOR FROM MY FIRST DAY IN KINDERGARTEN I WANTED TO TEACH

First, she graduated Summa Cum Laude with a BA in Liberal Studies at California State University. Then, she earned her Cross-Cultural Language and Academic Development Multiple Subject Teaching Credential at California State University, Stanislaus. Because she wanted to be firmly skilled in the most current educational research and effective teaching practices, she returned to CSUS to pursue her Master's in Education in conjunction with a Reading Specialist Credential. After graduating with Highest Honors, she obtained her Administrative Credential, which allowed her to impact change on a larger scale than just a classroom as a site-level administrator. Since she has a passion for writing her own plays and enjoying the theatre, she concurrently earned a 20-unit certificate in Shakespearean Studies at Modesto Junior College. Currently, she is seeking admission into the Doctorate Program in Educational Leadership at CSUS to better serve Humphreys College and its students. Needless to say that the new Humphreys College Professor Donna Roberts has maintained a 4.0 GPA throughout her entire college career.

Tell us more about your professional career before you joined us at Humphreys College.

I came home the first day of kindergarten and knew what I wanted to do with my life: teach. My passion has only grown through the years. I worked as a Lead Teacher and Reading Intervention Specialist for Aspire Public Schools, mostly teaching kindergarten. As a Program Specialist / Consultant for Merced County Office of Education, I oversaw 22 districts in Merced County in three content areas: English / Language Arts, Visual and Performing Arts, and History / Social Sciences. Concurrently, I provided professional development trainings and support for teachers and administrators in districts, served on the Curriculum and Instruction Steering Committee for the California Department of Education, engaged in extensive county-level data work, and served as a liaison between the county office and the community in events such as *Read across America*. As a District Literacy Coach for Mt. Diablo Unified School District in Concord, I worked in urban program improvement school settings with high levels of poverty and second-language learners. Since July 2011, I coordinate the preparation of Teacher Credentialing Programs at Humphreys College.



How would you characterize your own *teaching* style?

I focus on meaningful, connection-based project learning that involves collaborative interaction, high levels of engagement, interdisciplinary reflection, and critical thinking. I like to teach students how to solve problems independently and engage them in higher-level thinking to meet their needs. I believe in creativity. It is always critical that a teacher can scaffold learning for a student without causing frustration. Additionally, on-going formative assessment must drive the curriculum. These are the keys that I use to enrich students and maximize student achievement.

How did you manage to maintain a 4.0 GPA throughout your entire college career?

I am a highly kinesthetic learner – the type who must either physically experience something to learn it or take copious notes by hand. When I used to take exams in college courses, I would be able to read the notes

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that I had written page for page in my mind. I also heavily relied on creative mnemonic devices in courses such as physics and biology to remember sequences and formulas.

What makes a good student in the field of education?

It is someone who is ready to roll up his or her sleeves and dive into the art and science of becoming a high-quality educator, to be open to new learning, critical thinking, and looking through multiple lenses to understand the development of children. Humphreys College is always looking for candidates who are full of passion, have a strong work ethic, and who are dedicated to making *every* child a success, no matter what it takes.

Who is your professional role model?

Dr. Robert J. Marzano, lead researcher, author, and contributor to the field of education. He has written more than 30 books and about 150 articles on the topics of high-quality instruction, assessment, writing and implementing standards, cognition, supporting second-language learners, and effective leadership. He believes that for classroom educators to be truly effective, must examine every component of the teaching process with equal methodical resolve, continuously build their knowledge and skills, and interlock the art and science that results in effective research-based teaching practices, and maximizing student achievement. I really enjoyed reading three of his books: *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, and *Building Background Knowledge for Academic Achievement: Research on What Works in School*.

How do you fight test anxiety?

I'm always trying to keep a test situation in perspective: it is only an assessment that is designed to show what I know and how I can synthesize information and connect ideas to other learning, rather than to test my overall intelligence level or be a straight measure of success or failure. Whenever possible, I support my thoughts with examples. To visualize success is also helpful, in addition to some exercise earlier in the day for a clear mind. When given the exam or scratch paper, I start by purging all the key formulas, mnemonic devices, and key points I can think of onto the back of the exam or scratch paper. It usually take a few minutes. Then I take a deep breath and proceed with the test in a more relaxed frame of mind.

What do you do for fun?

I love to do many things that channel my love for the arts, outdoors, and exercise. Since my childhood, I have played volleyball on school teams, college, leagues, and in tournaments. Now I enjoy recreational play a few times a week. I pursue both indoor gym and outdoor—grass and beach—play. It is my passion! I've had to train hard over the years to jump high on an 8-foot net to spike that ball with precision or block a 6-foot tall hitter! Additionally, I love thinking about life through both classic and contemporary literature, enjoying authors such as Shakespeare, Dostoevsky, Camus, Shaw, Wilde, and Tolkien. I also extensively read research journals in education to stay current in my field. For enjoyment, I attend the California Shakespeare Festival in Orinda every summer. Because I grew up on a small ranch and have ridden horses since a young age, I love their beauty and spirit; I enjoy visiting my Dad on the ranch every week and spending time with him and the horses. I am a big fan of Coen Brothers movies such as *A Serious Man*, *Burn after Reading*, and *Oh Brother, Where Art Thou?* Last but not least, I love visiting the oceanside and walking along a quiet beach: Monterey, Big Sur, and Half Moon Bay area. The beauty and fresh air calm my spirit and help me find peace. It is where I do my best writing and thinking about life.

What is your favorite quote?

"Know thyself"- Socrates.

~ Stanislav Perkner

FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE SERIES: WINTER 2012

In the course of the quarter, the Learning Center offered 16 sessions, featuring 10 presenters, including a recent student and two alumnae. Associate Dean Cynthia Becerra, Santa Lopez-Minatre, and Chiyo Falk hosted the well-attended New Student Orientation. Chiyo returned towards the end of the quarter with her regular update on job-market trends.

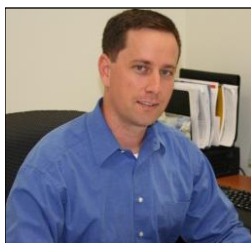
Six consecutive sessions, led by *Stanislav Perkner*, reviewed the basics of research-based writing; later in the quarter, he offered a rather informal presentation about classroom etiquette and, newly presented, web netiquette. Humphreys' alumna and adjunct psychology instructor *Kathy Tracewell* advised students on how to fight stage fright and overcome a fear of public speaking. A broader typology of individual learning styles attracted students to *Barbara Coulibaly's* presentation.

As always, a series offered several presentations addressing current social and political issues. *Richard Chabot* ventured "beyond the



news" in his expert lecture on U.S.-China relations. *Stanislav Perkner* reviewed the latest trends in American higher education, pertinent to Humphreys College students.

The closing sessions of the winter quarter addressed the concerns of the current—or prospective—students of Humphreys' Graduate Program in Education. *Donna Roberts*, alongside with Dean *Robert G. Humphreys* and *Jim DeCosta*, outlined the upcoming teacher credential program. Humphreys' student *Cruzita Whiteley* hosted the Conversation with *Ella Blair*, one of the latest Master's Program graduates.



FROM THE ACADEMIC COUNCIL ...

**THE EDUCATIONAL EFFECTIVENESS WORKSHOP WITH RANDY COLTON ROLFE
ON PARENTING, LIFESTYLE, AND THE END
OF THE AGE OF AFFLUENCE**

The February Educational Effectiveness Workshop, sponsored by the Academic Council, took place at the Modesto Campus. Randy Colton Rolfe, Director of the Institute for Creative Solutions, talked about "Parenting, Lifestyle, and the End of the Age of Affluence: Current Issues in the Home."

At the opening part of the two-hour session, Rolfe presented several Census data on trends in family demographics. The number of traditional nuclear families has declined. Every fifth child resides with his or her grandparents, with no parent present. More than 46 million Americans live in poverty, the largest number in a half century of keeping count. For children younger than 18, the poverty rate increased from 20.7% to 22% between 2009 to 2010.

Since the 1958 publication of John Kenneth Galbraith's "The Affluent Society," the United States has enjoyed a period of affluence with a strong middle class. It was expected that the middle class would eventually bring the lower classes up through robust economic growth and strong social agenda by the tax-supported government. "But this age is past. It is impacting our children the most," argued Rolfe. Most parents cannot count on a healthy and successful future for their children. "Those who care for their future are feeling the pressure big time."

As a writer, educator, family counselor, and a mother of two, Rolfe is helping to increase awareness of these basic changes and empower parents and teachers to meet the changing needs of the younger generation.

(Continued on page 11)

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"Once we could count on that our children's basic needs would be met in the home; this is no longer the case." Rolfe presented many pieces of convincing evidence that things have changed: There is less time for parenting, serious lifestyle changes influence sleep and nutrition, electronic distractions appear to be irresistible, and destructive peer pressures are frequently at play.

Rolfe supported her argument by numerous references to family-oriented research, for example, to the Adverse Childhood Experiences Study—ongoing collaborative research between the Centers for Disease Control and Prevention in Atlanta and Kaiser Permanente in San Diego, the work of Carolyn and Philip Cowan at UC Berkeley (especially their Supporting Father Involvement Project), the New Fathers Foundation, Inc., Brain Balance Achievement Centers, the Healthy Child Healthy World Organization, Unequal Childhoods, a University of Pennsylvania research project, and Nicholas Carr's "Shallows," exploring "what the Internet is doing to our brains."



As the author of several books on parenting and education, Rolfe responded to numerous audience questions and comments. She concluded her Modesto presentation by several recommendations. In her view,

- Educators should lean towards nurturing rather than an authoritarian approach to troubled students
- It is imperative to detect early signs of personal crises and secure sensitive counseling intervention, seek parental support, and balance management and micromanagement
- Schools should limit the use of virtual communication "since the students get too much of it already in their off hours and desperately need the traditional communication skills applicable in their future professional and family lives"
- Educators ought to "urge students to think in terms of cooperation rather than competition, win-win rather than win-lose, and positive collaborating rather than put-downs and manipulation"

ABOUT THE SPEAKER

Randy Rolfe is a lawyer, theologian, and family counselor.

After several years of law practice in corporate litigation with a top Philadelphia law firm, she decided she could have a bigger impact by writing and teaching. She founded the Institute for Creative Solutions in 1985 to share her parenting insights and is author of six books, among them three parenting books, *You Can Postpone Anything But Love*, *The Seven Secrets of Successful Parents*, and *Adult Children Raising Children*. Her books have been translated into six languages.

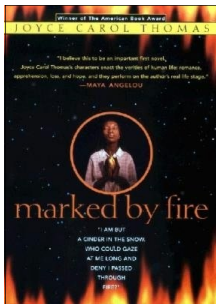
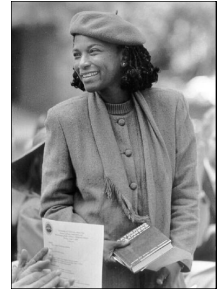
She has appeared as a popular television and radio therapist on dozens of national network talk shows. She is now host of *Family First*, a weekly Internet program, after she was invited to do so last year by *Voice America*, the top Internet talk radio network. Her latest book, coming out this year, is called *Mothers Losing Mothers*.

Randy Rolfe can be reached at www.randyrolfe.com.

AUTHOR SPOTLIGHT: JOYCE CAROL THOMAS

"Swish. Swish. The golden wings of an eagle whispered high above the backwoods of Tracy, California" ~Joyce Carol Thomas, from *Water Girl* (1986)

I can imagine Tracy, California, in the late forties and early fifties, not because I was around then, but because of my parents' and uncles' descriptions of the small, agricultural town that they called home. Less than a mile away from their residence, Joyce Carol Thomas lived with her parents, Floyd D. and Leona Haynes, and eight siblings. Having moved from Ponca City, Oklahoma, in 1948, the Haynes family spent much time in the San Joaquin Valley tomato and cotton fields. With her family, Ms. Thomas worked alongside her Mexican co-workers; in fact, according to one critic, "traces her love of language and story to the songs and tales" she heard during those experiences.



Born on May 25, 1938, in Ponca City, Oklahoma, Ms. Thomas discovered an insatiable desire to read and write. Moreover, she describes her role as consummate story teller as being handed down from her mother: "I have my mother to thank for that. She was a great storyteller. . . . My mother, who was the lead teller [of the women], specialized in really scary stories." From her interest in the oral tradition, Thomas has translated her phenomenal skills as a raconteur into over 50 literary works for children and young adults. She has garnered numerous literary awards, including the National Book Award for *Marked by Fire* (1982) and the Corretta Scott King Author Honor Book Award for *Brown Honey in Broomwheat Tea* (1994), a collection of children's poetry.

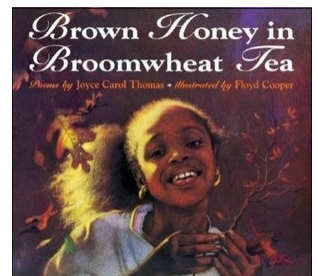
A graduate of Stanford University, she has held professorships at San Jose State University, University of California, Santa Cruz, and Purdue University, among others. In her 30 years as a writer, she has published novels and plays; however, it is her love of poetry that appears to be infused into all of her works. As she notes in a 1998 interview, "Because I write poems all the time, I always have a reserve of poetry to draw on. In fact, . . . my editor is always threatening to come to Berkeley to raid my studio in search of poems. . . ."

Although her work focuses on the experiences of African Americans, Thomas stresses that her works—especially her poetry—touches on "connectedness that all of us feel at some time or another." She hopes that not only will all readers gain a better understanding and awareness of the lives of Black Americans but also find "those universal needs and concerns that transcend the very special circumstances of a particular group."

In addition to being a prolific writer, Thomas is also an inspirational speaker who has traveled to numerous colleges and universities to convey the importance of education—and that it begins at home with something as simple as the reading of a book. As Alice Walker, Pulitzer-Prize-winning author for *The Color Purple*, states, "Joyce Carol Thomas is a great and graceful soul. . . . Through her work, [she encourages] understanding, growth, and hope."



So the next time you are considering a special book for your child or a young person close to you, pick up one of her works—even *Brown Honey In Broomwheat Tea*, which is available in our library—and enjoy!



~Cynthia Becerra

Campus Forum ...

MY PERSPECTIVE ON THE LIBERAL ARTS AND SPECIAL EDUCATION

By Laura Hartenfeld

Does an educator working with Special Education students benefit from having received a Liberal Arts education? The answer is yes. Since the educator's repertoire is everything that he/she has learned, it is useful to have a broad understanding of the Humanities, even if the students in the classroom are disabled (Special Education). A desire to know about the world is not limited to those students who learn in standard ways.

There are many kinds of Special Education students. Some do not have intellectual disabilities but have emotional or physical problems. Often they have deficits in certain areas but strengths in others. They are usually curious but have trouble with independent reading, listening to lectures and note-taking. Alternative ways of receiving information using films or the computer or iPad are useful. The Liberal Arts instruction stresses thinking and making connections. These learners can be taught to respond in non-conventional ways. They can use art, drama or even write creatively with the help of the computer. Designing lessons like this is time consuming and expensive; moreover, it requires flexibility. An instructor who has the benefit of seeing the big picture through a Liberal Arts perspective can encourage students to think critically and communicate enthusiastically using their skills.

The Liberal Arts define what it is to be human. These disciplines are the inheritance passed down to all of us, regardless of category. Shakespeare is not important only to the English and Michelangelo's works don't inspire only Italians. Educators who love to learn and love to teach find ways to communicate their passion. I believe that as long as such professionals look out and see students of any kind in front of them, the Liberal Arts will remain important.

BOUNTY HUNTER LEONARD PADILLA AND HIS LIFE PHILOSOPHY

By Windy Carmickle

Without losing track of a single incoming phone call, Leonard Padilla, well-known bounty hunter, and his son Alex visited Humphreys *Philosophy 101* class to discuss the subject matter and how it brings justice home. Most students were disheartened by having to attend a make-up class on a Friday evening; however, they reported it was well worth the commitment. As a participating student, I am honored to report what I have learned from our guest speakers.

Padilla was dressed in a black-felt cowboy hat with a tan feather on the brim. His black button-up shirt was tucked into his black Wranglers. It was complemented by a pair of black cowboy boots, a horseshoe diamond ring on his right hand, and an American flag pinned to his jacket collar. Padilla clenched his cell phone saying, "I apologize in advance, but I have to take it if it rings." Early in the evening the older Padilla shared his life story. At the age of nine, he became the head of the household when his abusive father left. Without much direction, he joined the U.S. Air Force. As a Hispanic man growing up at a time when segregation was a way of life, he admitted that cultural judgment encouraged him to befriend others like him. He traveled with the military all over the world; his knowledge of various cultures plays a major role in his ability to solve difficult cases.

Through cultural diversity, Padilla recognized the need to push harder to get where he wanted to go. His son Alex said that if there is one word to describe his father, "it is tenacious, he doesn't give up, he is like a bulldog." This tenacity led his father to Lincoln Law School where he earned his law degree in 1980. He realized that ethnic diversity kept many others from the educational opportunities he enjoyed. It prompted his passion to establish a law school of his own. In 1983, *Lorenzo Patiño School of Law* was opened, a couple of years after his own graduation. Marrying his legal knowledge to his well-rounded military experience, Padilla decided to focus on his business as a bounty hunter. He recalled his first job. He was sent to Mexico to return a criminal. During his long career, he has brought thousands of criminals to justice. He continues to offer a great sense of security to many heart-broken families.

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When asked, "What drives you to keep going?" Padilla said, "This, right here," picking up a copy of *The Record*. On the front page was featured Leonard Padilla, dressed in black, speaking on his cell phone, holding it in his right hand, clearly showing off the familiar horseshoe ring. Bringing home the bodies of Cyndi Vanderheiden, who went missing in 1998, and Chevelle "Chevy" Wheeler, who disappeared in 1985, is among his greatest achievements. The last decade of his career has been dedicated to asking questions, like a true philosopher. Padilla claimed he is forced to "operate in the darkest corners of hell," as his negotiation efforts with Loren Herzog and Wesley Shermantine, both convicted of multiple drug-induced murders during the early 1980s through the 1990s, progress. From his cell, Shermantine recently agreed to confess where he and childhood friend Herzog dumped the missing bodies. He provided Padilla with a map of where they planted the "bone yard" in exchange for the ability to buy a candy bar every now and again. Padilla offered and paid a total of \$33,000 toward the negotiation to encourage the killer to be timely and honest. As a result of Padilla's relentless tenacity and the help of the San Joaquin Sheriff's Department, the group uncovered the remains of the missing women and brought them home to be laid to rest. Knowing that the deal was nearly sealed with Shermantine, Herzog had taken his own life in January 2012, just a few short months before he would be a free man.

In conclusion, Padilla stated, "When you are looking for something, you do not ask yourself where it is, but where it is not." He does just that. It is making him a modern-day hero, and a true philosopher. When asked if he considers himself a wise man, he said, "I am nearly 150 years old in my lifetime... I am wise." His son agreed: "As he gets older, he gets better."

As we continue down the academic path, we must realize that our knowledge may bring justice to the broken-hearted. There is truly no limit to justice and peace. "Be tenacious and study law," Padilla advised us.

BLACK HISTORY MONTH ... IN MEMORIAM

JAMESETTA HAWKINS JANUARY 25, 1938 - JANUARY 20, 2012

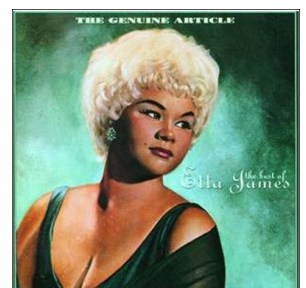
By Janet Marx, Library Assistant

Jamesetta was born to an unwed 14-year-old mother in Los Angeles. Jamesetta's mother gave custody to Mama Lu and her abusive husband. At age five, he forced her to sing during his drinking poker games. This was the beginning of Jamesetta's professional vocal training. In 1950, when Mama Lu passed away, her biological mother became her guardian and they moved to San Francisco. Jamesetta's clear vocal range made her sound distinctive. In 1954, at age 14, she became a part of a girls' group founded by Johnny Otis. Her stage name then became Etta James.

She co-authored her first hit, *Dance with Me, Henry*, with Johnny Otis. This success allowed the group to open for Little Richard, which led to the recognition of Jamesetta's talent and her solo career. In 1960, because of this success, she recorded her best-known song, *At Last*. She helped bridge the musical gap between rhythm and blues and rock'n'roll. She is the winner of six Grammys and 17 Blues Awards. In 1993, she was inducted into the Rock'n'roll Hall of Fame. In 2001, she was inducted in the Blues Hall of Fame, and in 1999 and 2008 to the Grammy Hall of Fame. Jamesetta has been honored by *Rolling Stone* magazine and revered by many.

She sang with the best, including B.B. King; it is rumored he co-authored *Sweet Sixteen* with her. She crossed all racial and musical barriers. Because she was transparent and sang from the heart, hearing her opens the windows of the soul.

Jamesetta's most successful songs include *At Last* (1960), *All I Could Do Was Cry* (1961), *Tell Mama* (1968), *St. Louis Blues* (1975), *Seven Year Itch* (1989), *Stickin' to My Guns* (1991), *Heart of a Woman* (2000), *Matriarch of the Blues* (2002), *James Etta* (2003), *Let's Roll* (2004-2005), and *The Wallflower* (2008). Jamesetta's music can be enjoyed at the following links: <http://www.jango.com/music/Etta+James?l=0> and <http://www.last.fm/music/Etta+James/+videos>.



Poetry Corner

Sonnet I

*The lines of wisdom on his face
Show he's been here before
He did not bring her to this place
But swears she'll hurt no more*

*He meets her cries with whispers
To calm her aching heart
She urges him to leave her
He swears they'll never part*

*He's waited for this day forever
And even though she's hurt
He's going to do whatever
It takes to make it work*

*He scoops her burden up with pleasure and wraps it in his arms,
Because his love's forever, he'll keep her free from harm.*

~ Lesley Lyberger

Sonnet II

*How heavy is the broken heart
Which time cannot repair
How quickly two loves can part
When passion leaves the air*

*Once wild and free and full of lust
These empty souls remain
Now all that is left is dust
Upon their weakened frame*

*What's left to do but walk away
From one whose heart not beating
Because one should refuse to lay
With him whose love is fleeting*

*Many try to reconnect but let me tell you dear,
Once the passions gone from love the end is surely near.*

~ Lesley Lyberger

Hope Among Hopeless

*In a cage full of souls can just one man dream?
We've all made mistakes in this life
Will he give me his blessing and wipe my slate clean
His commandments I've broken with strife*

*Played the cards I was dealt, when I had a good hand
But the Jokers played games once again
And now my choices are judged by the laws of the land
Thank you, Lord, for your love, amen.*

*In the distance I see much pleasure for a sinner
He forgave us 'cause he knew life was hard
And it's count time again, just before dinner
Take your places and wait for the guard*

*Can we make it through this storm with lightning and thunder?
In this frozen hour glass, we do nothing but wonder.*

~ Timothy Cordero

POETRY 101

*Intensity, midway alphabetically
Between the banal and the obscure,
That's what poetry intentionally
Aims at, the crafty attempt to be sure
Without being dogmatic, to teach
Without the touch of the pedant or
The ruthless iron rod, stainless steel reach
Of the solemn moralizing mentor.
It is a balancing act, the highwire
Tiptoe soft tread matched with the muscled grip
Of the balls of the feet held by curled toes.
The abyss stretches below and the higher
The poet climbs the more fearful the trip
Downward to depths only the wise man knows.*

~ Michael Duffett

COMMUNITY HIGHLIGHTS

In Stockton ...

- Professor **Rowena Walker**, who has taught at the College for over three decades, celebrated her 80th birthday with the College community on February 22nd in the new Lecture Hall. **Dr. Robert G. Humphreys** led the celebration chronicling Professor Walker's many contributions to the College.
- Associate Dean **Cynthia S. Becerra** has been admitted to the WASC Assessment Leadership Academy for 2012-2013, which will focus on assessment of student learning and educational effectiveness.



In Modesto ...

- The winter quarter held much excitement for the Modesto campus. *Student Appreciation Day* on February 2nd marked the beginning of "Sidetrek," a quarter-mile walking path around the campus. Guideposts were placed both inside and outside the campus with reminders for students on important dates and campus policies, such as where to meet faculty advisors or how to apply for a financial aid. Fresh fruit smoothies were served to all students in the front foyer. During this event stu-

dents were encouraged to wear red in support of the American Heart Association's "Go Red" Day.

- Recipients of Dean's List honors were also celebrated during the winter quarter. These students had an opportunity to enjoy a casual reception and meet **Dr. Robert Humphreys, Jr.**, Dean of Instruction. Faculty members **Stephen Choi** and **Doug Ravaglioli** also attended and congratulated those hard-working students.
- **Liz Garibay**, **Chia Xiong**, and **Rita Franco** hosted several Cal Grant workshops throughout the quarter. They gave students vital information regarding the Free Application for Federal Student Aid and government grants.
- **Carrie Castillon**, Admission Counselor, hosted new student orientation meetings preparing new students for their first quarter. Additionally, she participated in the 11th annual college awareness night events in Modesto, Denair, and Keyes, sponsored by the Stanislaus County Office of Education. These events provide information to local students - grade 6 through 12 - and their parents.



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COMMUNITY HIGHLIGHTS ...

CAL GRANT RESTORATION PROJECT

By Santa Lopez-Minatre, Director of Admissions

On Wednesday, March 7, 2012 – Six student representatives and two staff members from Humphreys College attended the AICCU Day in the Capitol in a valiant effort to persuade government legislators to reject the Governor's Proposed Cal Grant Budget Cuts. Student representatives participating were Robert Aguilar, a bachelor degree graduate from Humphreys, a Cal Grant recipient who went on to graduate with a Juris Doctorate from Drivon School of Law and is currently in private practice. Crystal Beltran, Mindy Cho, and Herman Slater, current Cal Grant students, along with Soua Lo and Maria Mejia, B.S. degree graduates who used the Cal Grant funds to assist them while completing their college education. The College's administration representatives were Jason Wolins, Department Chair for the Business Administration program, and Santa Lopez-Minatre, Director of Admissions.



The event was organized by the AICCU—Association of Independent California Colleges and Universities—representing independent private nonprofit educational institutions of higher learning. The Day in the Capitol is an annual student lobby day to advocate for support of Cal Grant funding for students who attend independent nonprofit schools. In addition to the usual presentations to legislators and legislator office visits by Cal Grant students, this year there was a press conference and an Assembly Hearing on the Governor's proposal to cut the maximum Cal Grant Award by 44% for students attending independent nonprofit colleges. The cut would reduce the amount of the Cal Grant Award from the maximum \$9708 to \$5472, a significant cut that would prove to be financially devastating for those students who do not have the fiscal means to pay out of pocket for tuition and fees.

On Thursday, March 8, a statement was issued by AICCU in response to Assembly Budget Subcommittee #2 on Education Finance's 4 - 0 vote to reject Governor Jerry Brown's proposed cuts to the Cal Grant program.

"On behalf of the AICCU and our 74 member colleges and universities, I would like to thank Assembly Speaker John Perez, Chair Susan Bonilla, and all members of the Assembly Budget Subcommittee for their strong leadership and votes to reject the Governor's proposal to cut Cal Grants for students attending independent nonprofit colleges.

"In doing so, the subcommittee upheld the fundamental tenant of the Cal Grant program—to provide access to all financially needy and deserving students. Their action sends a strong message that the California Assembly understands how vital the Cal Grant program is to the education of thousands of California students.

"The Subcommittee members clearly recognized the shortsightedness of these cuts as well. They sent a strong message that we as Californians must recommit and reinvest in developing a skilled and educated workforce for a strong future economy."

On behalf of the College, we would like to express our sincere appreciation to those students who took time off from their studies and jobs to become involved with this issue; without the participation of these students, the Cal Grant Restoration would not have been successful.

NATIONAL POETRY MONTH CO-SPONSORED BY HUMPHREYS COLLEGE MEET RICHARD BERENGARTEN, BRITISH WRITER AND PROFESSOR

- *Wednesday, April 18, University of the Pacific, Wendell Phillips Center, 3:30 p.m., with a reception following*
- *Thursday, April 19, Delta College, Goleman Library, 11:30 a.m.*

The Heritage Writers Community is pleased to announce a series of presentations of Richard Berengarten's poetic works as part of National Poetry Month activities organized by community arts organizations.

In March and April, Berengarten will be on tour in the United States, with several poetry readings in other areas, including a presentation of *The Blue Butterfly* at the Shoah Foundation in Los Angeles and an appearance in the Lunch Poems series at Berkeley University.

This year, Shearsman Books republish the five volumes of Berengarten's *Selected Writings* in paperback: *For the Living: Selected Longer Poems 1965-2000*; *In a Time of Drought*; *The Blue Butterfly*; and *Under Balkan Light*. His current projects include *Imagems*, statements on poetics, and *Two to the Power of Six*, a book-length poem based on the I Ching.

Berengarten was born in London in 1943 into a family of musicians. He studied English at Cambridge (1961-64) and Linguistics at University College London (1977-78). In 1975, he founded the international Cambridge Poetry Festival. He has lived in Italy, Greece, Serbia, Croatia, and the United States, and has worked extensively in the Czech Republic, Latvia, Poland, and Russia.

He is currently a Praeceptor at Corpus Christi College and Bye-Fellow at Downing College, Oxford. He also teaches at Emmanuel College, Jesus College, Pembroke College, and Peterhouse, Cambridge.

The event is funded in part by grants from Poets and Writers, Marian Jacobs Literary Forum, the San Joaquin Delta Cultural Awareness Program, and Humphreys College.

Note: For Humphreys College faculty members, the event is a part of the regular Academic Council Educational Effectiveness Workshops.



Humphreys
COLLEGE

www.humphreys.edu

Main Campus

6650 Inglewood Avenue
Stockton, CA 95207
209.478.0800
Fax 209.478.8721

Branch Campus

3600 Sisk Road, Suite 3-A
Modesto, CA 95356
209.543.9411
Fax 209.543.9413

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Cynthia Becerra, Editor, cbecerra@humphreys.edu

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

Leslie Walton, Executive Editor, lwalton@humphreys.edu