Parrot: What is your name?

Bates: My name is Brian Bates.

Parrot: What made you want to go into Humanities, like what inspired you?

Bates: When I was going to college, I became an English major, and did my graduate work in English. But I was in a program that gave me an opportunity to teach in a number of areas, in composition, literature, and also in Humanities which is an integration of literature, art, music, philosophy, and history all together.

I found what was most fascinating to see were the connections between a writer such as Shakespeare and the painters of the Renaissance, or in the modern world, the connections between Picasso and his cubism, the atonal music of Arnold Schoenberg and Einstein’s theory of relativity. It all happens at the same time, so the question is why, what’s in the air that’s forcing that kind of change? So I think in Humanities you get a larger view of the culture than in some of the more restricted subjects, and I found that humanities very

Continued on pages 18 & 19

New Speaking Class for 30 & 40 Level Students in the ESL Center

Do you have enough time to repeat the dialogs in your Listening/Speaking class? Is it hard for you to practice speaking English without getting embarrassed? The ESL Center Coordinator, Krista Hess, reports that students at the L30 and L40 level have a new option for practicing speaking and listening in the ESL Center this fall.

“During the summer session, we found out that it was really good to have students at the same level in our Speaking Skills sessions, so we created “Guided Conversation Sessions (GCS) ” just for L30 and L40 students,” said Hess.

ESL Center staff will lead students in the Guided Conversation Sessions through dialogs and exercises around specific topics such as Home and Family Life, Health, Finances, and Sports and Recreation. “My staff will be able to use Picture Dictionaries, CDs, clips from the internet, anything that will help students learn and use new vocabulary,” said Hess. Students already enrolled in the ESL Center (in the Learning Resource Center) just need to ask to be placed in GCS. Students who don’t have a class in the ESL Center may go there and see if there are any open classes available. ESL Center Staff will be happy to help.
The Power of Music

I believe in the power of music in my life because music is a special world of sounds which makes my life more varied and gives me an opportunity to show my feelings. It is my greatest gift to express myself through music. When I sing, I express my emotions through singing. Often, I have heard two close people ask each other, “Do you remember this song?”, and the answer was, “Yes, this song was playing when we met for the first time!” Most people cannot remember what they told to each other, but they will never forget the music which reminds them of their feelings through the years.

When I was 7 years old, I started music school, and after seven years I finished it; and then, after high school, I went to music college. Every day of my life music was with me. That was the time when I started to compose music. I was a teenager, and as most teenagers, I felt a lot of different emotions. I was 16. Many feelings such as love, betrayal, and disappointment mixed up in my mind, and I started to express them through composing. I played the piano and wrote music. When I was sad, I composed sad music because sad sounds made me feel better. Maybe at that moment music understood me, and I understood the music, and maybe an understanding of that helped me to feel better.

I was 11 when I first felt the power of music in real life. My parents and I went from Ukraine to Moscow; my parent's friends lived there. One day, these people asked me to play piano for them. I started to sing my favorite song, and it was just a popular song which I liked. When I finished, I was surprised because the adults around the table had tears in their eyes. They felt everything that I wanted to say to them through my singing. From that day I realized the power of music in my life and the power of my music on other people. Now, I continue to compose music. I'm an adult and my songs became different than before because my life is changing and my life experience increases.

I believe that the power of music changed my life. Music helps me to learn English because I can hear more sounds because of my music hearing, and I can feel the rhythm of words because they sound similar to music rhythm. Music is always with me every day of my life regardless of how I feel I can express all my feelings through music. I love it because music is a part of me. Music is my life.

Tatyana Zimbitska
ESLL 310

Fashion: My Parents’ Generation and Mine

There are several ways of looking at the differences between the attitude of my parents’ generation from my generation toward fashion. The three main differences are the amount of money one is willing to spend, how much we care about what other people think about how we look, and how much influence TV commercials, singers and technology have on us.

The first notable difference about the attitude between my parents’ generation from my generation toward fashion is money. In my parents’ generation, for example, they did not have a lot of money. They were not able to buy expensive clothes even if I wanted something really, really bad. I would have to settle for homemade stuff. Clothes, shoes, and hairstyle. Unlike my parents, I have has a little more money. My children have been able to pick sometimes what to wear, or change hair styles or hair colors. For example, my son finished high school and he wanted a pair of shoes that cost $300. I bought the pair of shoes for him. I do not think my parents would spend $300 even if they had the money.

The second difference between the attitude of my parent’s...
His room is the smallest of all! As I walk inside the room, I see many different types of things. His room is very messy. When I walk into his room, I see his bed, desk, trashcan, lamp, laptop, clothes, socks, candy wrappers, papers, envelopes, backpack, binders, boxes, shorts, printer, and pants. His room is very small and it is very amazing to see all these things fit in. My brother’s name is Vitaliy. He is Belarusian, and he enjoys wearing white t-shirt and blue pants. Every time I go to his room, it’s very stuffy. His room is the smallest room I have ever been in.

His room is very small. Because his room is very small, it only has one window. It has a small bed with furniture together built in and a small desk to do his homework on. On his desk, there is a brand new laptop with big speakers. To the left of the laptop, there is a beautiful aquarium with a lot of goldfishes swimming inside. He has a few crabs and one small catfish. Next to the aquarium, there is broken lamp that barely works. It is amazing to see all these many different things that fit in his small room.

His room is located on the other side of our house where light barely shines at his window. That’s why his room is always dark. Because it is always dark, his broken lamp that barely works has to be turned on all day. There is a big yew tree that grows behind his window. Yew trees are very beautiful and he doesn’t want it to be cut down. He likes it because it blocks the sun from making inside of his room from becoming hot. This big tree blocks his window from light going in his room.

In conclusion, even though his room is the smallest, he enjoys being in his messy little room. It is amazing to see all these things fit in his room; for example, the desk, bed, laptop, aquarium with the fish and half broken lamp with barely light coming out it. Even though, he enjoys being in his room. Even though his room is small, he loves it and he won’t leave it.

Valentin Kerez
ESLW50
Growing Trees

In my country, Russia, when I started first grade, we had only one school first grade to eleventh. We had tradition. On the first day of school students from grade eleven had to do something unforgettable for the students from first grade.

When I came to school, the students from grade eleven bought a tree for each first grader. Each eleventh grade student took a child from the first grade and a tree, and they planted the trees with an explanation to the young student. A nice and helpful boy helped me to plant my tree. As result, I started to love planting trees, so when my father needed to plant trees at home, I loved to help him.

Before I came to the U.S., I visited my trees at the school, and I was so excited how much they had grown. They reminded me of my first day at school, and my cheerful memories, but now I have moved to a different country and maybe I will never see these trees again. I feel sad about parting with my "small friends", but I hope to visit them again.

When I came to the United States, I was so surprised to see trees in the middle of road. I realized that Americans loved to breath the fresh air, and so they had planted a lot of trees everywhere. I was also excited about how Americans planted trees because in my country people rarely planted trees in towns. We have small parks with a lot of trees in special places of cities, but they are so different from the parks in the U.S.

I planted a lot of trees in the United States last year. I helped my father buy and plant fruit trees in the garden. I think I will taste their fruits soon because right now a few of them have flowers.

I feel so happy when I grow trees. I love to plant trees and take care of them. They have beautiful flowers in the spring season. And give us delicious fruits. If I plant a lot of trees in my life, my children and other people will always remember me by looking at the trees which I have planted.

I love to bring joy to people. When I plant trees, I feel that I am doing well for all the people around me.

Chistyakova, Violetta
ESLL 310

Powerful Facts About Trees

- Each minute approximately 1 acre of trees is being destroyed.

- Trees improve water quality because they slowly filter rainwater as well as wastewater.

- Trees absorb carbon dioxide and produce oxygen thus renewing our air supply.

- A single tree produces around 260 pounds of oxygen in one year.

- One acre of trees removes 2.6 tons of CO2 per year, thus helping to reduce the greenhouse effect by absorbing the CO2.

- Every person in the U.S. on an annual basis produces approximately 2.3 tons of CO2.

- The amount of CO2 in the atmosphere would be reduced by one billion lbs annually if every American family planted at least one tree.

- According to the USDA Forest Service, a tree generates $31,250 worth of oxygen, provides $62,000 worth of air pollution control, and recycles $37,500 worth of water, and controls $31,250 worth of soil erosion, over a 50-year lifespan.

- U.S. urban forests store 800 million tons of carbon, which equals $22 billion in control costs.

- One of the cheapest, most effective means of drawing excess CO2 from the atmosphere is planting trees

- One mature tree can absorb carbon dioxide at a rate of 48 lbs./year and create enough oxygen to support 2 human beings.

- Trees are the longest living organisms on earth, so there is a good chance that your adopted tree will outlive you and continually help to clean our air as well as soil. Your contribution today could leave a lasting and beneficial impression on our Earth for generations to come.

http://www.arborrevolution.com/powerful_tree.html
This holiday is celebrated on 2 dates: March 11th and September 26th.

Why two dates?

John Chapman was born on September 26, 1774. It is believed he died on March 11, 1845 but since this date was not formally recorded, the date is disputed.

What does this holiday celebrate?

Johnny Appleseed, born John Chapman (September 26, 1774 – February 18, 1845), was an American pioneer nurseryman who introduced apple trees to large parts of Ohio, Indiana, and Illinois. He became an American legend while still alive, largely because of his kind and generous ways, his great leadership in conservation, and the symbolic importance of apples.

So on this special day remember to celebrate it by serving your family a fantastic apple dish in honor of this legendary man and his apple trees.

Johnny Appleseed

Johnny Appleseed in real life was one John Chapman, born on September 26, 1774 near Leominster, Massachusetts. Little is known of his early life, but he apparently received a good education which helped him in his later years. By the time he was 25 years old, he had become a nursery man and had planted apple trees in the western portions of New York and Pennsylvania. Some of the orchards in those areas were said to have originated with his apple trees.

When the rich and fertile lands lying south of the Great Lakes and west of the Ohio river were opened for settlement in the early 1800’s, John Chapman was among the very first to explore the new territory. This was the Northwest Territory from which the states of Ohio, Michigan, Indiana, and Illinois were later formed. For nearly half a century Johnny Appleseed roamed his territory. When settlers arrived, they found John Chapman’s young apple trees ready for sale. In the years that followed, he became known as the Apple Tree Man, or Johnny Appleseed.

His manner of operation was simple. He went into the wilderness with a bag of apple seeds on his back until he found a likely spot for planting. There he would clear the land by chopping out weeds and brush by hand. Then he planted his apple seeds in neat rows and built a brush fence around the area to keep out straying animals. His nurseries varied in size. Some were only an acre or so, others covered many acres.

He did all of the work himself, living alone for weeks at a time with only the Indians and wild animals for companionship. He never carried a gun or weapon of any kind. He was a deeply religious man who lived by the Golden Rule and had no fear of man or beast. Indians accepted him as a friend, and he is reputed to have talked at times to the wild animals who watched him as he worked in his nurseries. Undoubtedly, they sensed his kind and gentle nature. Once, it is reported, he was caught in a snow storm and crept into a hollow fallen tree for shelter. He found it occupied by a hibernating bear and her cubs, but spent the night there nonetheless. There is no report, however, of how much space he kept between them and himself.

John Chapman was a practical businessman as well as a sincere Christian. Somewhere, somehow, he had caught a vision of the wilderness blossoming with apple trees, orchard after orchard of carefully nurtured trees, whose fragrant blossoms gave promise of a fruitful harvest for the settlers. Willingly he endured the hardships of his wilderness life as he worked to make his dream come true. His sturdy young trees lightened the hearts and lifted the spirits of many settlers, for there is a suggestion of a permanent and loving home when one plants fruit trees around a cabin.

He sold his trees for a few pennies each, accepting any of the coins current on the frontier. Some had no cash, and from those he accepted a simple promise to pay at a later date. Few failed to keep their word. He sometimes accepted payment in used clothing.

As he was a small man, his bartered clothing usually fit him poorly. This led to some of the humorous descriptions of his appearance in those early years. Like many of the settlers, he went barefooted a great deal because shoes were hard to come by and seldom fit his tough gnarled feet. As he ate no meat, he carried a stewpot or kettle with him. In this he could gather nuts or berries in season, carry water, get milk from a settler’s cow, boil potatoes, or drop a handful of coarse-ground meal into the boiling water to make an unpalatable but nourishing meal. He has been pictured wearing such a pot on his head, but more likely he kept it tied to his pack rather than let it bounce on his head.

He preferred to walk, carrying his precious apple seeds and the simplest of camping gear on his back. He also used a boat, canoe, or raft to transfer larger loads of seeds along the many waterways. Customarily, he obtained his apple seeds every
What is a Hispanic?

Let’s start by saying what it is not. It is not a racial identification. Hispanic is more of a regional identification like saying “North American.” What is a Hispanic? Hispanics come in all sizes and shapes. There are Jewish, Arab, Asian, Indian, Black and White Hispanics as well as brown. What most Americans perceive as brown is actually a mix of Indian and White.

When Spanish explorers settled the Americas, they did not bring families with them like the English settlers did when they arrived in the U.S. The Spanish explorers were mostly soldiers and priests, etc. As a result, the soldiers intermarried with the Indian women they found in the countries they explored. The result was a new racial identity known as mestizos. In time, mestizos became the middle class and the largest population.

Religious Identity?

Since Spain was a Roman Catholic country and they sent priests to help settle the Americas, the most prominent religious identity for most Hispanics is Roman Catholic. Yet, during the past 30 or 40 years there has been an increase of Hispanic Protestants. According to the CIA World Factbook, 6.3% of Mexico’s population is Protestant, Nicaragua and Chile are at 15.1%, 15% in Puerto Rico, and Costa Rica is 14.4%.

Where do you find Hispanics?

In the United States, Hispanics can be found in large urban centers like New York City, New Orleans, Seattle, etc., in rural areas, and in former land owned by Mexico. At one time, Mexico’s territory included California, New Mexico, Arizona, Texas, Florida, and Colorado to name just a few.

The vast majority of Hispanics in the United States come from Mexico, Cuba, and Puerto Rico. Mexico because of its former land holdings and due to economic problems in that country; Cuba, in order to escape the Castro regime; and Puerto Rico because it became a U.S. territory as a result of the Spanish-American War. But in recent years, more and more Hispanic immigrants are coming from Central and South America largely due to political and economic instability in those regions. Check out the U.S. Census Bureau’s 2000 Census website to find the number of Hispanics in your community.

http://govdocs.evergreen.edu

Facts About Hispanics and Hispanic Heritage Month

Fact #1: The Origin of Hispanic Heritage Month:

In September 1968, Congress authorized President Lyndon B. Johnson (D) to proclaim National Hispanic Heritage Week, which was observed during the week including September 15th and 16th. In 1988, National Hispanic Heritage Week was expanded by President Ronald Reagan (R) to become Hispanic Heritage month, beginning on September 15th and ending on October 15th.

Fact #2: What is celebrated during Hispanic Heritage month:

In the United States we celebrate the culture and traditions of U.S. residents who trace their roots to Spain, Mexico and the Spanish-speaking nations of Central America, South America and the Caribbean.

Fact #3: Why Hispanic Heritage Month begins in the middle of a month:

September 15th was chosen as the starting point for Hispanic Heritage Month (don’t ask me by whom) because it is the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Also, Mexico and Chile celebrate their independence days in the few days following September 15th, on the 16th and the 18th, respectively.

Fact #4: The origin of the word Hispanic:

The word Hispanic is derived from Hispania, the name given by the Romans to the entire Iberian Peninsula (Spain, Portugal, Andorra and Gibraltar). Depending on whom you ask, Portuguese and Brazilians may or may not refer to themselves as Hispanics.

The usage of Hispanic as an ethnic indicator in the United States is believed to have come into mainstream prominence following its inclusion in a question in the 1980 U.S. Census, which asked people to voluntarily identify if they were of “Spanish/Hispanic origin or descent.” The term Hispanic is currently used to refer to Spanish-speaking people in the United States of any race.

Dispelling the myth: Contrary to the popular urban legend, the word does not come from the panic a white person feels when he is in a room with (or being pursued by) a group of Latinos (“his panic”).

Fact #5: The US Hispanic population:

Currently there are over 44 million Hispanics in the US, with that number expected to surpass 100 million by 2050. The current population of 44 million plus makes US Hispanics the 3rd largest Hispanic population in the world, behind Mexico (106 million), and Colombia (43 million).

http://network.diversityjobs.com
fall. At first, he went back to the cider presses in western Pennsylvania where he selected good seeds from the discarded apple pressings. He washed the seeds carefully and packed them in bags for planting the following spring. In later years, as cider presses were located in the new territory, he gathered his seeds closer to home.

There is no way to estimate how many millions of seeds he planted in the hundreds of nurseries he created in the territory lying south of the Great Lakes and between the Ohio and Mississippi Rivers. This was his service to mankind.

John Chapman never married, but he loved people and especially children. As the settlers moved into the wilderness, his lonely nights were fewer because he was a welcomed guest at every cabin. Many a night after the simple meal, he would hold them all enthralled with his stories or read to them from the Bible or from some of the religious material he carried.

It was with such friends that he spent his last night. He had been living near Fort Wayne, Indiana, when word came one March day that cattle had broken through the brush fence around one of his nurseries some twenty miles away. Although it was a raw spring day, he set forth immediately to repair the damage. On his return trip he was stricken with a disease known as the winter plague. He found shelter with friendly settlers but failed to survive the attack. A newspaper account gives the date as March 18, 1845, but other dates have been given. Such confusion is not at all surprising when one remembers that this kind and gentle man was known by the name of Johnny Appleseed to almost everyone, and only a few knew that his true name was John Chapman. Many of his young seedlings may have crossed the plains in covered wagons to produce their bountiful fruit in the western states. Certainly, his fame did, for the name of Johnny Appleseed is known throughout all of the United States and elsewhere in much of the world. People continue to improve their environment in Johnny Appleseed’s manner whenever they plant a new seedling!

http://www.tooter4kids.com

FAQ The Science and History of Oil Spills

Q: Why do so many oil spills happen?

In brief to 11,400 liters) of crude oil is released each day.

Q: How fast does oil in a spill spread?

Oil can spread very rapidly unless it is quickly contained by a boom (a large floating barrier that can round up and lift the oil out of the water) or other mechanism.

The lighter the oil is, the faster it can spread — so gasoline would spread faster than thicker, black oils, such as the crude oil from the Deepwater Horizon. But even heavy oil can spread quickly in a major spill, spreading out as thin as a layer of paint on a wall in just a few hours, according to the U.S. National Oceanic and Atmospheric Administration (NOAA).

Q: How do oil spills impact wildlife?

Oil slicks, like the one currently floating in the Gulf, affect wildlife by coating their bodies in the water-repelling gunk. Since it floats, all sorts of marine animals, even birds, can take a hit. And fish sometimes mistake the floating slick for food and so are attracted to it, according to the Australian Maritime Safety Authority.

When birds’ feathers get coated with oil, they lose their ability to trap air and repel water, meaning the animals can’t maintain body heat. The result: hypothermia. Marine animals, such as sea otters, which depend on their clean fur coats to stay warm, can also become hypothermic, according to the Oiled Wildlife Care Network.

Q: What percentage of U.S. oil comes from offshore rigs?

According to the Minerals Management Service, offshore drilling in U.S. territorial waters accounted for 30.2 percent of U.S. oil production in 2009 (379 million barrels of oil), and 11.4 percent of U.S. natural gas production (1.6 trillion cubic feet or about 12 trillion gallons).

Q: What type of oil spill causes the most harm?

Gasoline and diesel fuel molecules are smaller than crude oil molecules. Because of this, gasoline and diesel spills evaporate more quickly. However, these oils are highly toxic to living things, and can kill organisms that breathe in their fumes or absorb these oils through their skin.

Crude oil and other so-called heavy oils are dangerous in a different way. Although they are less toxic, they are thick and gluey and can smother living creatures. By covering the feathers of birds or the fur of marine mammals, these oils prevent the animals from maintaining their normal body temperatures, leading to death from hypothermia. And these oils don’t evaporate, so they can
remain in the environment for much longer.

Q: How much oil is spilled into the ocean every year?

According to the U.S. Department of Energy, 1.3 million gallons (4.9 million liters) of petroleum are spilled into U.S. waters from vessels and pipelines in a typical year. A major oil spill could easily double that amount.

Between 1971 and 2000, the U.S. Coast Guard identified more than 250,000 oil spills in U.S. waters, according to a 2002 report from the U.S. Department of the Interior Minerals Management Service.

Approximately 1.7 billion gallons (6.4 billion liters) of oil were lost as a result of tanker incidents from 1970 to 2009, according to International Tanker Owners Pollution Federation Limited, which collects data on oil spills from tankers and other sources.

Q: What is the world's biggest oil spill?

The Persian Gulf oil spill of 1991 is so far the biggest oil spill in the world. As Iraqi troops retreated from Kuwait during the first Gulf War, they opened the valves of oil wells and pipelines, pouring up to 8 million barrels into the Gulf, though estimates on the exact amount of oil spilled vary. This would put this spill at several times the size of the Exxon Valdez disaster.

Q: How many oil spills are caused by rigs and how many by tankers?

Tanker accidents have accounted for most of the world's largest oil spills. They are less frequent than other kinds of oil spills, such as pipeline breaks, but typically involve large volumes of spilled oil relative to other kinds of oil spills.

Between 1971 and 2000, tankers and barges were responsible for 45 percent of the volume of oil spilled in U.S. waters, according to a 2002 U.S. Department of the Interior Minerals Management Service report.

In that same period, pipelines were responsible for 16 percent of the volume of oil spilled in U.S. waters. This includes both onshore and offshore pipelines, though onshore spills accounted for most of the pipeline spillage into U.S. waters — 92 percent or more in each decade.

Between 1971 and 2000, U.S. Outer Continental Shelf (OCS) offshore facilities and pipelines accounted for only 2 percent of the volume of oil spilled in U.S. waters.

Q: Where do most oil spills happen in the world?

Analysts for the Oil Spill Intelligence Report have reported that spills in that size range have occurred in the waters of 112 nations since 1960. But certain areas see more spills than others. The Report identifies these “hot spots” for oil spills from vessels:

- Gulf of Mexico (267 spills)
- Northeastern U.S. (140 spills)
- Mediterranean Sea (127 spills)
- Persian Gulf (108 spills)
- North Sea (75 spills)
- Japan (60 spills)
- Baltic Sea (52 spills)
- United Kingdom and English Channel (49 spills)
- Malaysia and Singapore (39 spills)
- West coast of France and north and west coasts of Spain (33 spills)
- Korea (32 spills)

Q: When was the first oil spill in the United States?

While no one is certain of the answer, oil experts have suggested some possibilities, including natural oil seeps that were in the water even before man-made ones, according to NOAA.

In the early 1500s, the Portuguese-born explorer Juan Cabrillo sailed into what is now Santa Barbara, California, and remarked on the oil he saw bubbling out from a natural seep.

In 1859, the first U.S. oil well was drilled near Titusville, Pennsylvania. And it's possible the first oil spills occurred while the crude oil was transported from this well.

Around 1889 or 1890, the steamer Albatross reported a massive oil slick extending from L.A. south to northern San Diego County though the source of the slick is unknown.

On Dec. 13, 1907, the Thomas W. Lawson, a seven-masted steel schooner bound for London and loaded with oil was caught in a storm and stranded on the Scilly Islands, England.

In 1929, a 600-barrel oil spill covered 9 miles (14 km) off Ventura County Beach in California. By 1930, spills from ships were considered a greater menace than shoreline leakage, according to NOAA.

Where does oil come from originally?

Scientists aren't sure. Contrary to popular explanations, it's not mostly from dinosaurs. Oil is thought to be the result of chemical processes affecting remnants of tiny organisms — such as plankton in the sea — that lived millions of years ago. But scientists admit they're not sure how oil was made.

Excerpted from Andrea Thompson, LiveScience Senior Writer posted: 23 April 2010 11:54 am ET
Acomo Cadiz

The Amoco Cadiz encountered stormy weather and ran aground off the coast of Brittany, France on March 16, 1978. Its entire cargo of 68.7 million gallons of oil spilled into the sea, polluting about 200 miles of Brittany’s coastline.

Arabian Gulf Spills

Beginning in late January of the 1991 Gulf War, the Iraqi Army destroyed tankers, oil terminals, and oil wells in Kuwait, causing the release of about 900,000,000 barrels of oil. This was the largest oil spill in history.

Argo Merchant

On December 15, 1976, the Argo Merchant ran aground on Fishing Rip (Nantucket Shoals), 29 nautical miles southeast of Nantucket Island, Massachusetts in high winds and ten foot seas. Six days later, the vessel broke apart and spilled its entire cargo of 7.7 million gallons of No. 6 fuel oil.

Barge Bouchard 155

On August 10, 1993, three ships collided in Tampa Bay, Florida: the barge Bouchard 155, the freighter Balsa 37, and the barge Ocean 255. The Bouchard 155 spilled an estimated 336,000 gallons of No. 6 fuel oil into Tampa Bay.

Barge Cibro Savannah

On March 6, 1990, the Cibro Savannah exploded and caught fire while departing the pier at the Citgo facility in Linden, New Jersey. About 127,000 gallons of oil remained unaccounted for after the incident. No one knows how much oil burned and how much spilled into the environment.

Burmah Agate

On November 1, 1979, the Burmah Agate collided with the freighter Mimosa southeast of Galveston Entrance in the Gulf of Mexico. The collision caused an explosion and a fire on the Burmah Agate that burned until January 8, 1980. An estimated 2.6 million gallons of oil were released into the environment, and another 7.8 million gallons were consumed by the fire.

Exxon Valdez

On March 24, 1989, the Exxon Valdez ran aground on Bligh Reef in Prince William Sound, Alaska. The tanker was traveling outside the normal shipping lanes in an attempt to avoid ice. It spilled 10.8 million gallons of oil (out of a total cargo of 53 million gallons) into the marine environment, and impacted more than 1,100 miles of non-continuous Alaskan coastline. State and Federal agencies continue to monitor the effects of this spill, which was the largest oil spill in U.S. history.

Ixtoc I

The 2-mile-deep exploratory well, Ixtoc I, blew out on June 3, 1979 in the Bay of Campeche off Ciudad del Carmen, Mexico. By the time the well was brought under control in March, 1980, an estimated 140 million gallons of oil had spilled into the bay. The Ixtoc I spill is currently #2 on the all-time list of largest oil spills of all time.

Jupiter

On September 16, 1990, the tank vessel Jupiter was offloading gasoline at a refinery on the Saginaw River near Bay City, Michigan, when a fire started on board and the vessel exploded.

Megaborg

The Megaborg released 5.1 million gallons of oil as the result of a lightering accident and subsequent fire. The incident occurred 60 nautical miles south-southeast of Galveston, Texas on June 8, 1990.

A Typical Oil Spill (see below)
Grappling with Grammar

English Preposition Rule
There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions.

Rule
A preposition is followed by a “noun”. It is never followed by a verb. By “noun” we include:
- noun (dog, money, love)
- proper noun (name) (Bangkok, Mary)
- pronoun (you, him, us)
- noun group (my first job)
- gerund (swimming)

A preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the “-ing” form which is really a gerund or verb in noun form.

Quick Quiz: In the following sentences, why is “to” followed by a verb? That should be impossible, according to the above rule:
- I would like to go now.
- She used to smoke.

Here are some examples:

<table>
<thead>
<tr>
<th>Subject + Verb</th>
<th>Preposition</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>The food is</td>
<td>on</td>
<td>the table</td>
</tr>
<tr>
<td>She lives</td>
<td>in</td>
<td>Japan</td>
</tr>
<tr>
<td>Tara is looking</td>
<td>for</td>
<td>you</td>
</tr>
<tr>
<td>The letter is</td>
<td>under</td>
<td>your blue book</td>
</tr>
<tr>
<td>Pascal is looking</td>
<td>to</td>
<td>English people</td>
</tr>
<tr>
<td>She isn’t used</td>
<td>to</td>
<td>working</td>
</tr>
<tr>
<td>I ate</td>
<td>before</td>
<td>coming</td>
</tr>
</tbody>
</table>

Answer to Quick Quiz: In these sentences, “to” is not a preposition. It is part of the infinitive (“to go”, “to smoke”).

Daylight robbery
One day Malcolm went shopping. He was so shocked at the cost of things that he got angry. “These prices are absurd!” he shouted. “It’s daylight robbery to change such prices!” What Malcolm was saying was that in his opinion, the prices were so high that shopkeepers seemed to be robbing people of their money.

Beak Speak
- Conservationalists and conservationists, each eighteen letters long, are the longest non-scientific English words that are anagrams of each other. Internationalism and interlaminations are sixteen letter anagrams of each other.
- Basiparachromatin and marsipobranchiata, each Seventeen letters long, are anagrams of each other that have no more than three consecutive letters in common. Thermonastically and hematocrystallin are sixteen letter anagrams of each other that have this same property.
- Nitromagnesite and regimentations, each fourteen letters long, are anagrams of each other without any consecutive letters in common.
- Interrogatives, reinvestigator, and tergiversation, each fourteen letters long, are the longest three non-scientific English words that are anagrams of each other. They have no more than three consecutive letters in common with each other.
- Monday is the only day of the week that has an anagram, which is dynamo. March, April, and May are the only months of the year that have anagrams, which are charm, ripal, and yam.
- Earth, having the anagrams hater and heart, and Mars, having the anagrams arms and rams, are the only planets with anagrams.

http://www.englishdaily626.com/idioms.php
http://www.rinkworks.com/words/oddities.shtml
Geometry Wordsearch
Find and circle all of the Geometry words that are hidden in the grid. The remaining letters spell a secret message. sssssSolutions on page 13.

RADIUSEQUILATERALEPYY
ECAFSAROGAHYPTPHLAG
ORRHOMBUSEPTOOTONCCD
AEILGNAIRTRECBLNLORH
CONGRUENTARETSEYIIOO
ETUCAVEREHPSUSMGTCRZ
LIVOSEEEDDEISUGOAPDE
MRINNNGTQRNBECENUOSP
HAARERESEUDIXSTQLEA
HRLARETALIRDAUDQETYTR
TTAGEMETCCCCALENTHHT
ICCSOMEYEUUUNREYYEMN
SSAEILLHMLPFPGPBIDI
SGBORSIEFTTATOQYESRDDD
ESESNNRELHORITRELSORP
CPODCREGLMPEDMAQANO
AFELEEPITUANANUMOROI
NRNNIELNNURLTAECICH
TRCITHDASEIOARSIDEDST
VERTFXSFSVTFPMFROFHT

ACUTE
APOTHEM
AREA
BASE
BISECT
CHORD
CIRCLE
CIRCUMFERENCE
CONE
CONGRUENT
COORDINATES
CYLINDER
DIAMETER
EQUATION
EQUIANGULAR
EQUILATERAL
FACE
FORMULA
HEIGHT
HYPOTENUSE
INTERSECT
ISOSCELES
LEGS
MIDPOINT
OBTUSE
PARALLELOGRAM
PERIMETER
PERPENDICULAR
POLYGON
POLYHEDRON
PYRAMID
PYTHAGORAS
QUADRILATERAL
RADIUS
RHOMBUS
SCALENE
SECANT
SEGMENT
SIDE
SLANT
SLOPE
SOIDS
SPHERE
SQUARE
THEOREM
TRANSVERSAL
TRAPEZOID
TRIANGLE
VERTEX
VOLUME
Birthday Party
Vocabulary Crossword

ACROSS

3 My birthday is July 5th. When is your ______? (noun)
5 Guests ______ the song “Happy Birthday” at birthday parties after the candles are lit and before the cake is cut. (verb)
7 ______ out the candles before you cut the cake. (verb)
10 Don’t blow too much air into the ______ or they will pop. (noun)
11 Use matches to light the ______ on the cake. (noun)
12 ______ your name inside the birthday card. (verb)
13 Go to the mailbox and ______ the party invitations. (verb)

DOWN

1 Go to the store and ______ a birthday present for your friend. (verb)
2 Wrap the birthday ______ with wrapping paper and tape. (noun)
4 ______ the soda with a straw. (verb)
6 Say good-bye to the ______ before they leave. (noun)
8 ______ the presents before you serve the cake. (verb)
9 Use a ______ to take photos of the guests. (noun)
11 ______ the birthday cake with a knife. (verb)
If Life Were Like A Computer:

• You could add/remove someone in your life using the control panel.
• You could put your kids in the recycle bin and restore them when you feel like it!
• You could improve your appearance by adjusting the display settings.
• You could turn off the speakers when life gets too noisy.
• You could click on “find” (Ctrl, F) to recover your lost remote control and car keys.
• To get your daily exercise, just click on “run”!
• If you mess up your life, you could always press “Ctrl, Alt, Delete” and start all over!

Silly Vasily’s Chuckle Chamber

If Life Were Like A Computer:

• You could add/remove someone in your life using the control panel.
• You could put your kids in the recycle bin and restore them when you feel like it!
• You could improve your appearance by adjusting the display settings.
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• To get your daily exercise, just click on “run”!
• If you mess up your life, you could always press “Ctrl, Alt, Delete” and start all over!

Solutions for puzzle on page

If I Were a Mouse

If I were a mouse
I would live in a huge house
I would live in a hole
That would not be around a pole
It would be in a cool wall
Probably not around the mall
I would only eat good cheese
And will also eat peas
I would stay away from snakes
But would love to be around cheese cakes
I would hunt only at night
Because people see you when there’s light
I would stay away from cats
Also stay away from bats
They would hurt me down right away
But they would never let me get away
That would only be if I were a mouse
And lived in a huge house

Vitalie Esipciuc
ESLR 340

Rigoberto’s Riddles

I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I?

• A sponge.

I run over fields and woods all day. Under the bed at night I sit not alone. My tongue hangs out, up and to the rear, awaiting to be filled in the morning. What am I?

• A shoe.

Solutions for crossword on page
Hello, my dear readers. Glad to see all of you back from the short, as usual summer break. I hope all of you rested well and are ready to follow Lenin’s words, “Pizza, Pizza and Pizza”. Ooops, I meant, “Study, study and study”. So, today we are going to learn how to read from book-with-one-page. What kind of book is that? Well, let’s take a little excursion to the world of fantastic “gizmos”. Does it sound silly? Actually there is nothing magical behind the “one-paged-book”. As some of you have already guessed, I want to talk about e-book devices or e-readers.

First of all, let’s find out why they called e-books devices. Well, “e-” stands for e-text – electronic text. It means that this is an electronic representation of printed information. “What’s new about that?”, you say. You’re right, electronic books have been around for a while. The mystery covered is hidden behind the words “book device”. Those e-readers use a special type of screen – e-ink display (Yeah, a lot of “e” letters). E-ink display looks almost like a printed text. It doesn’t have back lighting, so it is clearly visible in daylight. Generally speaking, it looks like a book with one page. However, it is able to display pictures, download your newspaper and new books, and play music. An e-reader also remembers where you stopped last time, is able to give you a dictionary article about a selected word, and can search through or hearing slows and these can be factors. However, in English, while we value people we term “quick learners”, we also have an expression, “the slow and steady win the race.” Do your professors ever ask you to slow down in your work, in order that you be more thorough and exacting? “Haste makes waste” we say in English. My advice is to be patient with your professors, as they hopefully are with you and your classmates. When possible, offer your help if you have some practical skills with technology. Your professors will appreciate it. After all, the classroom is where students learn from teachers, students learn from other students, and teachers learn from their pupils. Finally, here are a few idioms to think about: “You can’t teach an old dog new tricks” and its opposite, “You’re never too old to learn.” Readers, which one do you think best describes your professors?

In conclusion, if you really love to read or just like to have one book instead of a dozen, you definitely should look at one of those. After all, at some point this is going to be only one type of book we can imagine… If you have any question about this article, want to share your opinion or pick the topic for the next article, feel free to send me e-mails to geek.for.parrot@gmail.com and I will be more than than glad to answer you.

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Dear Granny,

Some of my older professors are not so quick with technology. They have problems in the classroom with the TV and DVR and even the cassette recorder. They look lost sometimes. Why are they so slow?

Pepe

Dear Pepe,

You’ve got a good question there. First of all, I’m not sure what you mean by “older professors”. Does that mean professors in their thirties, forties, fifties, sixties, seventies, or older? (I don’t know how old you are.) Most experts would agree that as people get older, they sometimes do take longer to learn. Sometimes the eyesight or hearing slows and these can be factors. However, in English, while we value people we term “quick learners”, we also have an expression, “the slow and steady win the race.” Do your professors ever ask you to slow down in your work, in order that you be more thorough and exacting? “Haste makes waste” we say in English. My advice is to be patient with your professors, as they hopefully are with you and your classmates. When possible, offer your help if you have some practical skills with technology. Your professors will appreciate it. After all, the classroom is where students learn from teachers, students learn from other students, and teachers learn from their pupils. Finally, here are a few idioms to think about: “You can’t teach an old dog new tricks” and its opposite, “You’re never too old to learn.” Readers, which one do you think best describes your professors?

Granny

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The Parrot
As our new school year begins we all worry about whether our children will study hard during the new school year. However, I believe it is just as important for our children to begin the school year with understanding how to show tolerance and respect for others who may be different than them. According to the following article from www.growingchildren.com Children who learn to appreciate cultural differences are more likely to grow up well adjusted to the multicultural world in which they live. Thereby having more opportunities for living a successful life.

Here are some practical ways in which parents can teach tolerance and respect for cultural differences:

- Be prepared. (“Why is that girl in a wheelchair?”) If parents don’t know the answer, they should say so. An embarrassed silence can communicate a negative attitude about that person. Furthermore, avoiding children’s questions deprives them of information about life which they need. Being uninformed or poorly informed about the realities of life only makes a child vulnerable to ridicule by others.

- When a child has been hurt because of a remark made by someone else, it is wise for parents to intervene as early as possible. Since it is impossible to protect a child completely from hurtful remarks (“You can’t play with us ‘cause you’re Polish”) it’s a good idea to teach the child how to cope with such situations. For example, it might be pointed out that when someone makes a prejudiced remark, it is, in reality, the person making such a remark who has a problem, rather than the person about whom the remark was made.

- Parents shouldn’t let a prejudiced remark by their own child go unnoticed. The child may simply be repeating something heard earlier in the day. Now is not the time to scold or lecture, however. Such methods have been found to be ineffective in teaching tolerance and respect. Rather it is best to try to teach a child the importance of understanding and tolerance toward others, especially toward those who are different from oneself. A young child should be made aware that, while it is normal to take pride in one’s own cultural characteristics, this does not give anyone the right to mistreat or hurt another human being.

- In discussing cultural differences with a child, it is important to talk as simply and honestly as possible. The realities of prejudice and discrimination should be frankly pointed out. Possible ways to overcome those problems—for example, through a better understanding of other people—should also be discussed. A young child will not learn prejudice in a family where parents discuss cultural diversity in a truthful, open, and honest manner.

- Parents can encourage the use of non-sexist language. For example, saying “firefighter” instead of “fireman,” “police officer” instead of “policeman,” is not only less discriminatory but more accurately reflects the realities of today’s society.

- Parents can carefully select TV programs which provide good role models for dealing positively with cultural differences. In a study of children who watched Sesame Street, for example, it was found that when they regularly observed various ethnic groups portrayed in a positive manner, they interacted later with children from these same ethnic groups in a similar positive manner. In other studies, children who regularly watched Mister Rogers’ Neighborhood were found to be more friendly and cooperative when playing with other children.

- Parents could help organize an ethnic festival in their child’s school. By inviting people from other countries to display their cultural artifacts, they not only make the different ethnic groups feel more at home, but they also enrich their own cultural environment.

- Parents might also, if possible, invite children from other countries to visit their home.

- In teaching tolerance and respect, it is well to remind ourselves that a young child is generally more attuned to what parents do than to what they say. A parent’s behavior often communicates subtle, unspoken messages, which can have a profound influence on a young child’s mind. On the positive side, the good example of parents can teach and empower a child to think and behave in a similar, positive manner.

- Teaching children to view cultural differences in a positive manner can have far-reaching consequences. The goal of peace—peace in our neighborhoods, peace in our cities, peace in our nation, peace in our world—is a challenge that faces each new generation. Teaching children tolerance and respect for cultural differences can be an important step toward that lofty goal.

Let’s start off a successful new school year with respect and tolerance for every person in our community!

To contact Prof. Moon: moone@arc.losrios.edu
Good Nutrition on the Run

Eating well while being a busy student, parent, or employee (or all three) can be a challenge, but it is certainly possible with a little bit of knowledge and planning. If you plan to bring meals, snacks, and drinks with you to work and school, you can eat healthy while saving both time and money. Here are some strategies to consider for good nutrition on the run:

- Make your own meals and snacks and bring them with you in a small, insulated lunch bag or cooler. Whole meals, like leftovers and sandwiches can be packed into reusable containers.

- Cut vegetables and fruits as well as whole grain crackers can be easy snacks to pack and carry with you.

- If you end up at a fast food restaurant or the school cafeteria, make the meal more nutritious by selecting fruits, vegetables, and low-fat milk or yogurt. Avoid high calorie sauces, toppings, and deep-fried foods.

- Bring your own water, unsweetened tea, or diet soft drinks with you. This can save money and avoid extra unwanted calories.

The ARC Nutrition Dept: Food for Thought

Fried Natural Pork Loin Chops

**Ingredients**

- 6 pork loin chops (I use ¼ inch sliced pork tenderloins instead because they are leaner and tastier.)
- sea salt
- Freshly ground pepper
- ¼ cup all purpose flour
- ½ cup olive oil
- 2 scallions, chopped

For Dijon Vinaigrette:

- ½ cup extra virgin olive oil
- 3 Tbsp white wine vinegar
- 2 tsp coarse-grained Dijon mustard
- 1 Tbsp caper liquid from jar
- 1 clove garlic, minced
- sea salt
- freshly ground pepper
- ½ cup flat-leaf parsley, chopped (about ½ bunch) – I sometimes leave this out.
- 3 Tbsp fresh sage, minced -- I sometimes substitute this with mint leaves.
- 2 Tbsp capers, drained

**Cooking Directions**

1. Make Dijon vinaigrette by whisking together all ingredients in a small bowl until blended and set aside.
2. Season pork chops with salt and pepper and lightly coat with flour.
3. Heat the oil in a large skillet over high heat. Fry pork chops, a few at a time, for a few minutes on each side (I cook pork until almost done).
4. Transfer pork to a large platter.
5. Reduce heat to medium and add shallots to the skillet and cook for 1-2 minutes.
6. Add Dijon Vinaigrette and continue stirring for another 2 minutes.
7. Pour over pork and serve immediately.

Mim’s Cafe

Welcome back to Mim’s Café. I hope your summer was filled with relaxing, delicious cookouts with your family and friends. I spent the summer days trying to keep my three-year-old daughter busy. In between shuffling her to ballet practices, swimming lessons, and play dates, I stayed sane by baking and cooking. Of course, I eased my guilt by doing a little bit of school work here and there for fall semester. While experimenting with different recipes from newspapers, magazines, the Internet, and cook books, I collected several great ones that I am going to share this semester. The first recipe comes from Home and Design Recipe Card. It is quite popular at my family gatherings.

Prof. Anthony Giusti
The Nimbus Fish Hatchery is located on the south bank of the American River below Lake Natoma and Hazel Avenue. The hatchery, with its ample free parking, is an excellent place to access the parkway trail. Before hitting the trail, I recommend that you first spend time wandering through the hatchery grounds. There are public information stations to view, as well as a small museum where you can learn all about the Chinook (King) Salmon and other migrating fish such as the Steelhead Rainbow Trout.

To get there, take U.S. Highway 50 to Hazel Avenue and travel north on Hazel Ave. 0.7 mile, make a left hand turn at Gold Country Blvd. Travel a couple hundred yards and turn right into the parkway entrance, crossing the multi-use trail before entering the parking area.

Once out of your car take a look around. As you face the river, on your left you will see the high screened fences, concrete structures, and buildings of the hatchery. The long concrete-lined pools contain young trout and salmon in various stages of growth. Directly in front of you is a low falls-like structure extending across the river. This is a fish weir where screens are placed during Chinook Salmon migration and spawning season. On your left, between the hatchery and the river, is a concrete fish ladder structure. The idea is to stop the salmons’ upstream migration at the weir, forcing them instead up the fish ladder and into the hatchery. Once in the hatchery troughs, California Fish and Game staff remove sperm from male salmon and eggs from the female salmon. The sperm and eggs are combined in an artificial insemination process. The fertilized eggs are placed in a sort of incubator until the young are hatched. The tiny “fingerling” salmon are reared in the pens until they are large enough for release back into the river, where many will eventually find their way downstream to the Pacific. The primary upstream adult Chinook Salmon migration takes place in the Fall, peaking during the months of October and November. The best time to visit the hatchery is in November, when you are likely to see large salmon of up to 40 pounds leaping their way up the fish ladder!

But we were talking about a hike, weren’t we? Once you’ve had your fill of the fish hatchery, walk back to the parking lot and out in the direction you came in. You’ll see a paved bike path with unpaved areas to each side of the path for hikers and horseback riders. Turn right on this multi-use trail. The trail follows the river downstream, keeping roughly parallel to the waterway. Sometimes good views of the river will open up, while at others you will be traveling through close woods consisting of Oaks and Cottonwoods. There is no real destination, or turn around point for this hike. I suggest you continue hiking to the Old Fair Oaks Truss-style Bridge. Built in 1907 for autos, the old bridge is now restricted to non-motor traffic. You might stroll out onto the bridge awhile before retracing your steps back to the fish hatchery parking lot. The hike from hatchery to bridge and back is about 2.5 miles each way on mostly flat terrain. Allow approximately two hours round trip.

The American River Parkway Trail is open to bicycling, horseback riding, and hiking. Trail courtesy calls for bikers give way to hikers and horses, and for hikers to yield to horses. Dogs can use the trail as long as they are leashed. You might want to carry some water with you.

A hike featuring a fish hatchery wouldn’t be complete without some mention about fishing. Fishing is allowed in the American River for those who carry a valid California fishing license along with special salmon or steelhead stamps. At times portions of the American River are closed to fishing to protect spawning activities. The current year’s California Fish and Game regulations booklet explains all that.

Happy hiking and biking (and fishing)!

To contact Mick: braccop@arc.losrios.edu
appealing. I continued to teach English for a long time, for 27 years, but at the same time I usually had a split schedule with English and Humanities. Now I’m fortunate enough to teach Humanities on its own, in Classical Humanities, looking at the ancient Greeks and the Medieval period, or in the modern Humanities with the Western tradition from the Renaissance to the present. One of my favorite classes is Humanities of the Americas, where we look at ancient cultures, the Maya, the Aztec, the Inca, and the native peoples of North America. Then we see what happens with the arrival of the Europeans, the colonial period, and then how that changed us in the modern age. The Americas, maybe more than most other places in the world, are a combination of peoples from everywhere. American River College continues that. I think our ESL program indicates that, that we have a lot of people from many different places, from Vietnam, Russia, Italy -- name the place and there are probably peoples from there at ARC. All those cultures coming together, all of those ideas and writings, and paintings, and everything that goes into that is what I find fascinating.

Parrot: Where do you see yourself in 10 years? Do you think you will still be teaching Humanities or find something more fun?

Bates: That’s always a though question, and for me in 10 years I may be retired somewhere. There’s a number of other area’s I’d like to look into, but as far as teaching I think Humanities is probably my favorite area. Although, I always enjoyed teaching writing, to see how people are expressing themselves and the discovering of ideas that came from students in my classes. I’d look at a paper and say that’s a pretty good idea -- you know I learned as much as anyone there. I certainly love travel, any number of places around the United States there are fascinating places. But I also worked as a photographer for an educational travel com-
pany for about 10 years. I went to Mexico many times to photograph there, to Peru, Bolivia, Spain, the company was Hispanic world tours so that was the put the focus the Hispanic countries. I had the time of my life while I was doing that -- to be able to travel and see those places, and then have somebody ask me to do that was pretty nice.

Parrot: Why did you change it?

Bates: There were couple factors, I was involved with that travel company first because my wife teaches Spanish. She took some students on a tour, and I was fascinated by it, talked to the tour operator and became good friends. But the travel industry was changing and heading in some different directions than I wanted to go. And maybe more important I was spending more time with my two daughters in school. As they grew up, they came on some of the tours. They picked up the travel bug too. My oldest daught enrolled in a world-wide college study program and traveled to a number of different countries, Brazil, South Africa, India, Vietnam, China, Japan. One of the professors on the same boat was Archbishop Desmond Tutu, from South Africa and a major figure in philosophy and politics, so she kind of have that kind of book. She's in anthropology now and spending some time in Mexico. She found one of the best advantages she has in travel is language. She was always good in English language, and as an undergraduate she took a double minor in French and German, and now she has picked up Spanish. Language is one of those things that open doors.

Parrot: Like some companies need translators and their always open for translators, because they negotiate with different countries, right?

Bates: Yes, the more language you know the better by far. The last reason I left the photography business was that I was able to get on here at American River College as a full-time teacher. I had been teaching here part time for a number of years, and this was an opportunity in Humanities that I couldn't pass up.

Parrot: Yeah, one time offer?

Bates: Well, not exactly a one-time offer, but teaching spots are tight to get into. We know the college right now is impacted, that there are huge crowds of students coming in, but there is no money to open more classes or hire more teachers. I hope that changes, and more emphasis is put on education, but right now everybody in California is in a tight situation, students feel it, faculty feel it, the institution feels it. Maybe we can get that turned around soon, but in the mean time there are fairly limited opportunities.

Parrot: Yeah, the economy went down and everyone went back to school.

Bates: Yes, that's a big factor. When the economy goes in the tank, some people are laid off, they need to do something, and school is one option they need to retrain and to take on different jobs, especially in the changing areas in electronics. The digital world is not what it was 5 years ago, certainly not ten years ago, so you have to have good skills and stay on top of things. So they're coming back, and then the other schools are impacted. If Sac State shuts down its enrollment, a lot of those people are coming to ARC also.

Parrot: The computer industries and computer majors are kind of always learning. If something new comes out you have to go back to school, and relearn it.

Bates: Right, and sometimes you have to do that on the fly. One of the major innovators the last few years has been apple computer coming out with the iPod, the iPhone, the iPad. When those were released, the people at the Apple Store usually worked with them for the first time the morning they were released. Suddenly they have to be instructing you and me on what it can do. That's pretty quick training, so you have to be alert and stay on top of it, you can't fall asleep on that business or you're gone. Getting an education's the same way. You've got to keep up with the changes on how to get your classes, see what kind of funds are still available, and then get on top of the material in the class

Parrot: Thank you!
Out of the Cage

Internships: A way to your Career Workshop
Tuesday, September 7
4:00 p.m. - 1:00 p.m.

Did you know that nearly 58% of students who had an internship with a company were offered full-time jobs by that same company? And did you know that employers would prefer to hire a student with experience through internships than a student with a degree alone? This workshop explains why internships are such an important step towards your career. The workshop will also explain how to get an internship through the Co-op Work Experience & Internship Program. Open to all majors, don’t miss it!

* Facilitated by the Cooperative Work Experience & Internship Office. Please call the Career Center and register for this workshop. 916-484-8492

Location: Career & Job Opportunity Center

CSUS Representative Visits ARC
Wednesday, September 8
9:00 a.m. - 4:00 p.m.

CSUS rep visits from 9:00 a.m. - 4:00 p.m. and drop-ins between 12:00 p.m. - 1:00 p.m. Call the Transfer Center to schedule an appointment at 916-484-8685. Or stop by the Transfer Center.

Cell Phone Economy
Thursday, September 9
12:15 p.m. -1:15 p.m.

M-Pesa is Kenya’s most popular money transfer service. Launched in March 2007, it has quickly gained acceptance especially among Kenya’s unbanked poor. How does M-Pesa work? Why is M-Pesa so popular? Join Kamau Kinuthia, Economics, in exploring M-Pesa’s contribution to commerce and economic growth in Kenya.

Location: Raef Hall 160

Resume Development Workshop
Wednesday, September 8
11:00 a.m. - 12:00 p.m.

Your resume reflects your uniqueness. This workshop focuses on the physical appearance of a resume, including different types of formats and the kinds of information that should be included. Tips on writing an effective cover letter to send with your resume and formatting scanner friendly resumes will also be discussed. Please call the Career Center and register for this workshop. 916-484-8492

Questions/Comments?

Please let us know what we can do to improve “The Parrot.” We appreciate any and all feedback you are willing to give us. Send us an e-mail, call, or just drop by Professor Bracco’s office D387 (Davies Hall), or call (916) 484-8988, braccop@arc.losrios.edu

Senior Editor: Christian Valenzuela, parrot-arc@live.com
Career Exploration Process Workshop  
Wednesday, September 15  
11:30 a.m. -12:30 p.m.

Confused about your career or major? Do you know what you want, but you’re not sure how to make it happen? Finding your ideal career is like solving a mystery. YOU are the detective looking for clues to answer the questions: Who am I? What am I here to do? This workshop reviews 4 steps to help you in this process: 1) Know yourself, 2) Explore careers & majors, 3) Clarify your direction & make a choice, 4) Set goals & take action! Identify your values, skills, strengths, passions. Learn to use research tools online and in-person. Applying these 4 steps helps the search go more smoothly, taking out some of the guesswork. Learn to find these clues to help solve your mystery!

*Presented by a Career Counselor

Please call the Career Center and register for this workshop. 916-484-8492

Location: Career & Job Opportunity Center

The Parrot

“Gear Up” for Success  
Thursday, September 16  
12:30 pm - 2:00 pm

What are employers looking for in today’s competitive job market? Special guest speakers will identify and discuss current employment-related trends and challenges.

Location: Room 701 - Health & Ed. Bldg. - North

Please sign-up for this event by calling the Career Center at 484-8492

What are Your Constitutional Rights  
Thursday, September 16  
12:15 pm - 1:15 pm

Join experts from the field of law to discuss how the U.S. federal Constitution affects Californians. How do these laws affect us in California? What are the differences between state rights and federal law? How can the knowledge of the Constitution empower us as voters and residents of California?

Location: Raef Hall 160

The Cultural and Curricular Significance of Science Fiction  
Wednesday, September 22  
12:15 pm - 1:15 pm

Science fiction has served as a speculative vehicle for evaluating and understanding the world in which we live. It is a type of fiction which is deeply rooted in the mythology of man. Since the early beginnings of story telling, man has utilized speculative fiction to not only make sense of the world, but to hypothesize about the future based on the present. In this sense, science fiction can be said to represent a type of mythology, a narrative that serves as both cultural mirror and cultural teacher. It is a timeless cultural phenomenon that can be used as a valuable teaching tool across disciplines in order to inspire unbiased critical thinking and discussion about concepts in literature, science, and social science. This discussion explores the cultural impact of science fiction while also offering specific examples of how it can be utilized in the classroom for various disciplines

Location: Raef Hall 160

Don’t Know Much about History?  
Thursday, September 23  
12:15 pm - 1:15 pm

How did John Sutter put fear into Native Americans to keep his fort safe? What kind of guy was Sam Brannon, really? Do you know what the most popular food in California Gold Rush? What do we really know about the founders of our fair City? If you would like to know more and maybe be a little surprised by what you thought you knew, this is the presentation for you!

Location: Raef Hall 160