



The Parrot

Your ARC newsletter by and for ESL, multicultural, international students, new Californians, and, well, anybody really...

Issue #43

Fall 2010

Parrot Bait Professor Bates!

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.



Chaco Canyon, New Mexico

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 Schonberg. 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 & 19i

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.

Had Your Fill of Oil Spill?

See pages 7,8 & 9

"The path of least resistance is the path of the loser"

H. G. Wells



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Student Chirpings

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 in 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

generation from my generation toward fashion is how much we care about what people think about how we look. In my parents' generation, people really did not pay much attention to what Elizabeth Taylor was wearing, for example. It was more important to feel comfortable than to look good. My mother, for instance, loves high heel shoes. But her feet hurt if she wears that kind of shoes. So she wears sandals. Unlike my mother, I really don't care about the pain. If there is a pair of shoes I like, I am going to buy them and wear them. I do care how I look.

Yet, there is another difference between the attitudes of my parents' generation from my generation toward fashion. How much influence T.V. commercials, singers, technology have on us. For my parents this was not a problem at all. I remember, I was seven years old when my father brought our first T.V. and it was black and white. I was able to watch T.V. for very little time during the day, so I did not know what was the latest fashion. Unlike those days, everything has changed. Our children are influenced by T.V. commer-

cials, singers, and the Internet. Everything that they need to know that is trendy is there. And as a parent it is hard to look the other way, when your child is asking you to cut his hair the way X singer wears his or her hair. For example, my four year old son asks for Diego shoes, Diego blanket, Diego backpack; he even wants Diego school. I honestly do not think my parents had that problem with me.

In conclusion, the differences between the attitude of my parents' generation toward fashion are the amount of money we are willing to spend, how much we care about what other people think about how we look, and how much influence T.V. commercials, singers, and technology have on us. My personal opinion is that fashions come and go. But people stay even if they pass away. They stay in our heart forever. So our attitude should always be positive

Sandra Torres
ESLW50

Smallest Room I have Ever Been to

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.

His closet is packed with lots of junk. When I opened it, objects like socks, trash, papers, binders, boxes, shorts, printers, and pants went flying on my head. There is nowhere to hang up his clothes or even put away his socks, pants, shirts inside his room, it does not have a closet; all his belongings are on the floor. Because of his small room, he has no place to put all his things away.



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 breathe 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.

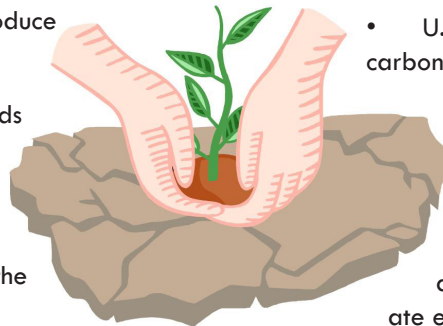
I love to bring joy to people. When I plant trees, I feel that I am doing well for all the people around me.



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.



Johnny Appleseed Day

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

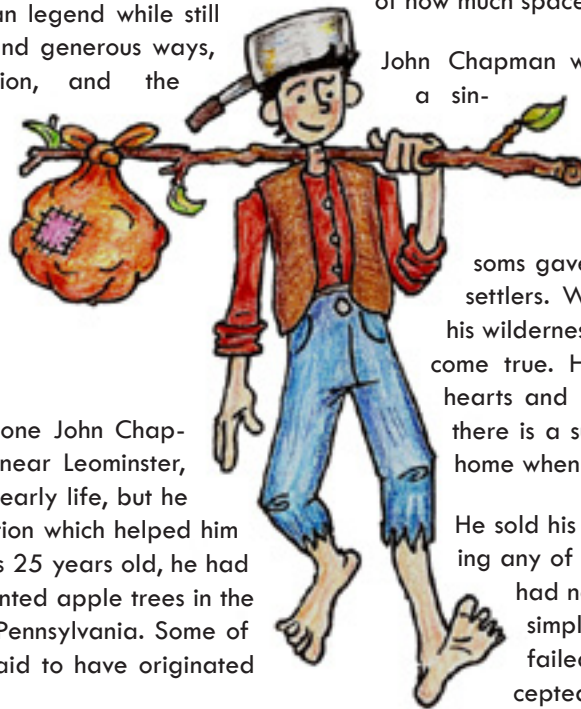
Johnny Appleseed in real life was one John Chapman, born on September 26, 1774 near Leominster, Massachusetts. Little is known of his early life, but he apparently received a good education which helped him in his later years. By the time he was 25 years old, he had become a nursery man and had planted 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.

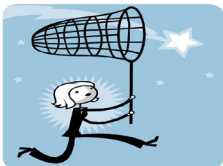


John Chapman was a practical businessman as well as a sincere Christian. Somewhere, somehow, he had caught a vision of the wilderness blossoming with apple trees, orchard after orchard of carefully nurtured trees, whose fragrant blossoms gave promise of a fruitful harvest for the settlers. Willingly 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



Netscape - Articles from the Web

National Hispanic Heritage Month September 15-October 15

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%.

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

History's 10 Most Famous Oil Spills

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.

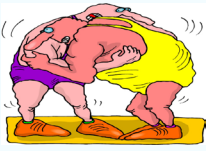
Megaborg

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)



Parrot Warbling



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:

Subject + Verb	Preposition	Noun
The food is	on	the table
She lives	in	Japan
Tara is looking	for	you
The letter is	under	your blue book
Pascal is looking	to	English people
She isn't used	to	working
I ate	before	coming

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

Idiom-Attic




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.**

<http://www.englishdaily626.com/idioms.php>

Beak Speak

- Conservationalists and conversationalists, 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.

Some More Parrot Fun Stuff



Geometry Wordsearch

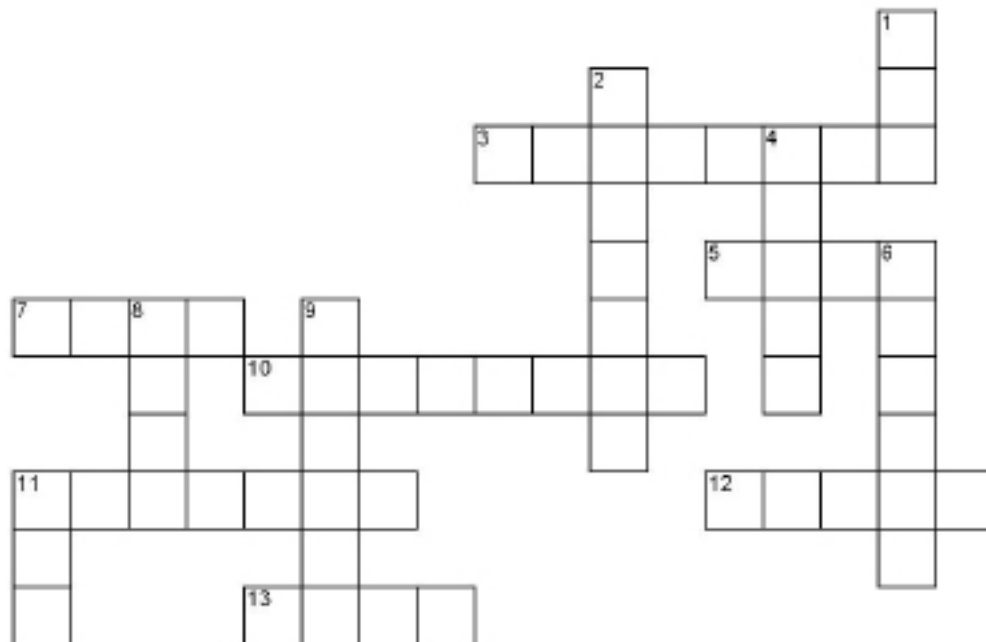
Find and circle all of the Geometry words that are hidden in the grid. The remaining letters spell a secret message. sssssSolutions on page 13.

R	A	D	I	U	S	E	Q	U	I	L	A	T	E	R	A	L	E	P	Y
E	C	A	F	S	A	R	O	G	A	H	T	Y	P	T	P	H	L	A	G
O	R	R	H	O	M	B	U	S	E	P	T	O	O	T	O	N	C	C	D
A	E	L	G	N	A	I	R	T	R	E	C	B	L	N	L	O	R	H	I
C	O	N	G	R	U	E	N	T	A	R	E	T	S	E	Y	I	I	O	O
E	T	U	C	A	V	E	R	E	H	P	S	U	S	M	G	T	C	R	Z
L	I	V	O	S	E	E	E	D	D	E	I	S	U	G	O	A	P	D	E
M	R	I	N	N	N	G	T	Q	R	N	B	E	C	E	N	U	O	S	P
H	A	A	E	E	R	E	S	E	U	D	I	I	X	S	T	Q	L	E	A
H	R	R	L	A	R	E	T	A	L	I	R	D	A	U	Q	E	Y	T	R
T	T	A	G	E	M	E	T	C	C	C	A	E	L	N	T	H	H	A	T
I	C	C	S	O	M	E	Y	E	U	U	U	N	R	E	Y	Y	E	N	M
S	S	A	E	I	L	L	H	M	M	L	P	F	G	P	G	B	D	I	I
S	B	O	R	S	I	E	F	T	T	A	O	Y	O	U	E	S	R	D	D
E	S	E	S	N	R	E	L	H	O	R	I	T	R	E	L	S	O	R	P
C	P	O	D	C	R	E	G	L	M	P	E	D	M	A	Q	A	N	O	O
A	F	E	L	E	E	I	T	U	A	N	A	U	N	U	M	O	R	O	I
N	R	R	N	I	E	L	L	N	U	R	L	T	A	E	C	I	H	C	N
T	R	C	I	H	D	A	E	S	I	O	A	R	S	I	D	E	D	S	T
V	F	R	T	F	X	S	F	S	V	T	F	P	M	F	R	O	F	H	T

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

Birthday Party

Vocabulary Crossword



www.civics.com

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)

Granny Noetal

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?

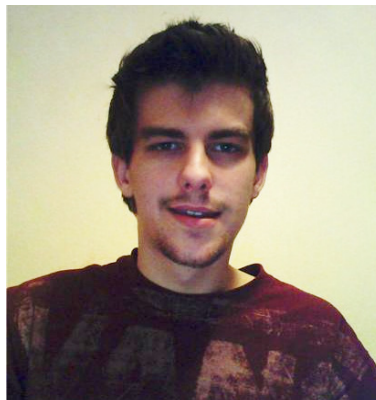
Granny

The Cyber Bum--Bogdan Kolmyk

Book with One 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". Oops, 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



text. And no worries about a battery – some of the readers can hold a charge up to one month! Of course, all functions depend on the model of the e-reader.

There are many different manufacturers of e-book devices and a lot of different readers but I want to mention only three devices. First, and I mean first by date of creation, is the Sony LIBRIe. I don't know much about it. I guess it was made for Korea and it looks nice. The second device is the Kindle from Amazon. It is pretty popular and has some nice features. Also Amazon has a really huge library – over 630,000 books. And the last one is NOOK from Barnes & Noble. This e-reader has a really interesting design. Located on the bottom of the device there is a little color touch screen LCD, which is just a regular display like on a touch phone. Probably the battery will not live as long as in other devices, but it is really nice and a cool-looking part.

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 glad to answer you.

Parenting the Parrot Way!

Teaching Tolerance and Respect



Prof. Moon's kids

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

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

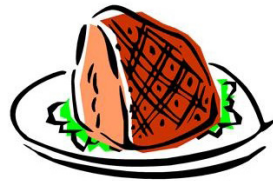


Prof. Montgomery with happy eater.

Fried Natural Pork Loin Chops

Ingredients

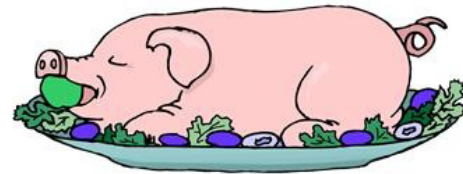
- 6 pork loin chops (I use 1/4 inch sliced pork tenderloins instead because they are leaner and tastier.)
- sea salt
- Freshly ground pepper
- 1/4 cup all purpose flour
- 1/2 cup olive oil
- 2 scallions, chopped



For Dijon Vinaigrette:

- 1/2 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
- 1/2 cup flat-leaf parsley, chopped (about 1/2 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.

The ARC Nutrition Dept : Food for Thought

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.

Prof. Anthony Giusti

Boots on the Ground: Get Slick with Trail Mick

Nimbus Fish Hatchery, American River Parkway Trail Center

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 salmon's 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 hatch-

ery 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



Artie's Easel

Dear Artie,

What exactly does the word "art" mean?

Sincerely,

Looking for Meaning

Dear Looking for Meaning,

First of all, I think that your question is a terrific one, so I'm going to provide you with a dictionary definition as well as one of my own. The New World Dictionary of the American Language's definition of the term "art" is as follows: "the human ability to make things; creativity of man as distinguished from the world of nature; skill; craftsmanship; any specific skill or its application (the art of making friends); any craft, trade or profession or its principles (the cobbler's art, the physician's art); creative work or its principles; making or doing of things that display form, beauty, and unusual perception that includes painting, sculpture, architecture, music, literature, drama, the dance, etc; any branch of creative work, especially painting, drawing or work in any other graphic or plastic medium; products of creative work; paintings, statues, etc.; pictorial and decorative material accompanying the text in a newspaper or advertising



Prof White -- Artie's Mentor

layout; (Archaic) learning; a branch of learning; specifically the liberal arts (literature, music, philosophy, etc.) as distinguished from the sciences; artful behavior; cunning; sly or cunning trick; wile; of or for works of art or artists (art gallery, art colony); produced with an especially artistic technique, or exhibiting such productions (art movie, art theater).

The word form "art" derives from the Latin word "artis", the base of which "ar" means to join or fit together.

Thus, you can see that art is complicated and complex at the same time. No wonder the world has so many different kinds of artists producing myriad forms of art. However, in order to simplify the meaning of the word "art", I am going to leave you with my own definition that works for me. Here it is: "Art is the recreation of what we perceive in our environment—a recreation comprised of patterns that integrate design, color, form and function".

What do you readers think about the word "art"? Send me some of your own definitions so we can publish them in this column.

Always,

Artie

Continued from page 1

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 prob-

ably 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 tough question, and for me in 10 years I may be retired somewhere. There's a number of other areas 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 daughter 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?



Monticello, Virginia

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!

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

Who Owns History? The Uses and Misuses of History in Contemporary America

Tuesday, September 14
12:15 pm - 1:15 pm

Join ARC history department faculty in a lively discussion of historical revision in the media, publishing industry, and state and local boards of education. Why does it matter who determines what history textbooks say, and how are popular understandings of the past subject to misinformation, myth, and propagandizing?

Location: Raef Hall 160

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 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

"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



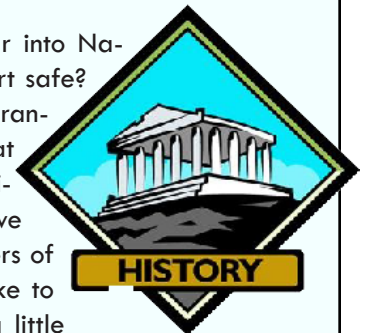
Join experts from the field of law to discuss how the U.S. federal Constitution affects Californians. How do these laws affect us in California? What are the differences between states rights and federal law? How can the knowledge of the Constitution empower us as voters and residents of California?

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