



The Parrot

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

Issue #55

Fall 2011

Parrot Likes What Hinks Thinks

Editor's note: Assisting *The Parrot* in the interview was interpreter Lori, ASL student at ARC.

Parrot: Thank you so much for giving me the opportunity to interview you. I have a few questions for you today and it's more about your job at ARC or your experiences. Thank you! What brought you to teach at ARC?

Prof Hinks: I am retired, but I am teaching 2 classes at ARC. I had spent 33 years teaching full time, and it's enough time for teaching. I also taught somewhere else before.

Parrot: Wow.

Prof Hinks: I taught high school in South-

ern California for 8 years. Totally, there are 41 years all together. Will I teach next year? I don't know, and it depends on budget cuts next year. We will see next semester.



Pei-Lun Hung and Prof. Hinks

Parrot: What did you do before you come to ARC? You said you taught high school.

Prof Hinks: I taught social studies at a high school for the deaf. I taught a lot of different classes, such as driver's ed, math, etc. I came here and started teach-

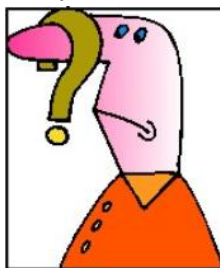
ing sign language. At first, I advised deaf students in Disabled Student Programs and Services (DSPS) and helped with job training.

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Ask a Stupid Question?

September 28th is "Ask a Stupid Question Day." It's your opportunity to speak up, and to ask all those questions you were afraid to ask, all those questions that you thought were too stupid or dumb to ask, and have been piling up all year long. Today is the day to unload them. C'mon give it a try. Nobody will laugh.....we hope.

This may be a stupid question, but I will ask it anyway..... Teachers say there is no such thing as a stupid question. Or, that no question is too stupid to ask. If this is true, then why do your classmates laugh when you ask a question? Yes, peers can be cruel. But,



if you have a question, there's no better place to ask than in the classroom.

Origin of Ask a Stupid Question Day:

The roots of this special day goes back to the 1980's. At the time, there was a movement by teachers to try to get kids to ask more questions in the classroom. Kids sometimes hold back, fearing their question is stupid, and asking it will result in ridicule. Teachers created this day on September 28. If it fell on a weekend, they would celebrate it on the last day of the month.

www.holidayinsights.com

Not a Ruse -
Belarus!

see page 4

"When it is dark enough, you can see the stars."

Persian Proverb



American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8011

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Student Chirpings

Books and Real-Life Experience

“Not everything that is learned is contained in books”. This quote really compels us to think: is all the knowledge we get from books or is there something, any source of knowledge, which we cannot find in the biggest library of the world? Many people can agree that yes, there is a deep well of knowledge we can get from our own life experience. Every person’s life is a big book, where you can find numberless examples of knowledge that are gotten from going through the tribulations of life. The knowledge gotten from books and the knowledge gotten from life very often differ in the power of influence on our lives, their usefulness and possibility to become wiser.

Reading books is a good way to increase your knowledge, but very often the knowledge we get from books doesn’t have any power in our lives; it becomes not useful and doesn’t make us wiser. First, the knowledge gotten from books very often doesn’t have much affect because theory that is learned from books doesn’t work for everyone. For example, bringing up a child is a big issue. Many parents read a lot of information from books and Internet articles about how to help their child become a real “man with a big letter.” However, once they face the reality of bringing up a child, they find their own ways and methods that are true specifically to their children. Then all the knowledge they got from books doesn’t make much sense. The usefulness of book knowledge is very often reduced to a minimum. Some people study for many years and then they understand that the big part of all the knowledge they got isn’t really useful for them. Only a small part of it comes in handy in life, at work, etc. The next point of getting knowledge through books is that the knowledge really can make you an intelligent person, but it can’t make you wise. Having many diplomas and certificates doesn’t always show a man’s level of spiritual growth and wisdom. It’s similar to a man who devoted

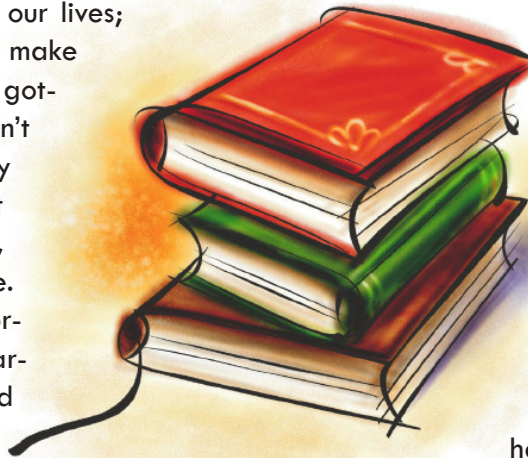
all his life to study rules how to drive a car, but he never ever sat in any car to try to bring his knowledge to action. What can we say?

Is this person educated in driving a car? Yes, sure. The second question is if the knowledge he got from books really taught him to drive? No. I think that the main difference between intelligence and wisdom is that intelligence is just having a lot of knowledge, but wisdom is not necessarily having much knowledge, but having enough to make it useful. It’s silly to have all the knowledge you need for something, but not know how to use it in real life.

The knowledge gained from one’s own experience has many more advantages. This kind of knowledge has much more power in our life than the

knowledge gained from books. Something that we learned from our own experience leaves a deeper trail than what is learned from books. I think a mom that gave birth to 10 children and brought them up has much more knowledge of how to raise a child than any book of a great scientist who studied this question many years but in fact has never had the opportunity to raise his own child. All the knowledge we

get from our own experience is useful, because we have already tried to apply it in our own lives, not as knowledge from books. It’s commonly known that experience brings wisdom. So the knowledge gained from experience makes us wiser than the knowledge gained from books, which makes us intelligent, but not wise. That driver who started to learn how to drive a car by practicing a lot in driving, not in rules, soon would learn all the knowledge related to the rules of the road and rules how to operate a car. How will he learn it? By looking at others, maybe making mistakes sometimes, but still he will learn. But he who only studied rules and never experienced driving a car will stay with his knowledge, not using it in real life.



In conclusion, education is one of the most important things that this world has to offer today; however, I believe it falls short in some areas. But I have to say that very often when you go to a professional for advice, you know more about the subject than they do. Why is that? Experience. Experience brings wisdom. Living my life, I have come to the conclusion that the people who can really help are those who have been through it. So

there is hope for those who are without a higher education, but being an intelligent (having a lot of knowledge from books) and a wise man (having plenty of knowledge from experience) is the most perfect combination which will lead to success in life for sure!

Valiantsina Halouchyk

ESLW 50

My Uncle

I have a unique family member, my uncle, the husband of my aunt, the only daughter of my grandparents. He is an African-American. In the 1970's, it was unusual to marry a foreigner in my country, Korea. I was little, so I couldn't remember him, but he knew me. I had a little memory of him, when I was 5 or 6. I visited him and my aunt in Seoul. He made some pop-corn and gave it to me with his big black-skinned hand and hugged me.

According to my uncle, most of my relatives looked at him like an animal in the zoo when he met my relatives for the first time. While Uncle was staying at my grandparents' house, he tried to make friends with them. Most kept to themselves and didn't talk to him, but my mom tried to speak to him in Korean. But they couldn't understand each other! Whenever he went jogging with no shirt, people gazed as if they were looking at an alien. He became a celebrity to my relatives and my grandparents' neighbors.

My great-grand father was one who had looked at him strongly like an alien. One day, when uncle fell asleep, my great-grand father who I called "Chungcho Halabeoji" looked at him all day. Chungcho Halabeoji stroked his long grey beard until uncle was awakened by the feeling of someone's gaze. Chungcho Halabeoji's attitude changed toward my uncle. Chungcho Halabeoji decided partly for curiosity that he might like my uncle as a grand son-in-law. Great-grand father didn't say anything but Uncle felt welcome. When my uncle talked about my great-grand father, he looked so happy.

As for my grandfather, he didn't want my uncle as a son-in-law married to his only daughter. He might have thought as

if a foreigner stole his daughter to take her to a different language, race, and, far away country. He forced my uncle and aunt to break-up. While Uncle was back in the U.S for a few months, he wrote love letters to my aunt, but she couldn't get any of them because Grandfather kept their letters secret. He hid them under his desk. They couldn't keep in touch even when Uncle came back to Korea. Accidentally, my uncle met one of my aunt's friends in the street, and he got to hear about my aunt.

A few years later, they met again and got married. Grandfather reluctantly accepted him as a son-in-law.

There was something awkward between Grandfather and Uncle at first but their relationship had gotten better by the time Grandfather passed away. That's the story of how a foreigner became my uncle.

I used to think foreigners were selfish and not family-centered like Koreans. But while I was staying at my aunt and uncle's house, I met many of uncle's relatives. We often got together and they were just like my Korean family. Whenever I see and talk with my Uncle, I feel something special and warm. I realized that no matter what color or race people are, they have the same emotions and sentiments in their own styles and we have to put away prejudice. And I could accept my foreign uncle just like my real Korean uncle.

Hai-kyoung Shin

ESLL 310



Bela-what?

Editor's Note: In response to the Parrot's squawk for summer language and cultural experiences, ESL Prof. Mark Rau was kind enough to share some of his observations and photos from his recent trip to Belarus. If you have something to share, contact us at moone@arc.losrios.edu

Americans are not known for being the best geography students in the world, so it's not surprising that when I tell my American friends that I went to Minsk, they ask, "Where's that?" I tell them that it's the capital of Belarus, and then they ask, "Bela-what?" Anyway, just north of Ukraine and east of Poland you can find the country of Belarus. It's about half the size of California and home to about 10 million people.



In July of 2011 I went to Minsk again. It was my third visit to Minsk in the past four years, so I am starting to understand a little more about this amazing city. Of course, you can't really understand a culture only by visiting. You must live in a place a long time before you can begin to fully understand the people, traditions, economics, politics, etc. However, I am fortunate to have family and friends who live in Belarus and thanks to them, I am starting to know more about Minsk and Belarus.

Whenever I visit Belarus, I feel like I am traveling back in time. Don't get me wrong; Minsk is a very modern, beautiful city. It looks a lot like many other European cities. However, the "feeling" is different than any other city I have ever visited.

When the Soviet Union broke up, Belarus became an independent country, but unlike Ukraine, or even Russia, Belarus has remained very Socialistic, so it still has that "Soviet" feel to it. Statues of Lenin, red stars, hammer and sickles – symbols of the Soviet Union – are still found everywhere in Belarus. In fact, of all the countries of the former Soviet Union, Belarus has remained the most soviet. The Belarus government controls almost everything: unions, banking, industry, etc. In the old days of the Soviet Union, Belarus, and especially Minsk – enjoyed a relatively high standard of living, but today, Belarus is falling behind Ukraine, Russia, and other former soviet states because the government of Belarus refuses to open up the country to a free market system. The result is this: Belarus doesn't get the type of outside investors that other countries get. The business environment is just too unpredictable. Many people blame the

president, Alyaksandr Lukashenka, for Belarus' lack of growth. Some people even call him Europe's last dictator. Indeed, Lukashenka seems to control very much, and opposition leaders often "disappear", so the political climate is also very unsteady. Then there is the crime. Racketeering is still strong in Belarus, so if you want to start a business, a restaurant for example, you must pay "protection" money. All of this makes for a very difficult situation. As a result, things that we take for granted – like pizza restaurants – are hard to find in Belarus. Another problem is that the Belarus ruble is in trouble. Last year one dollar equaled 2000 rubles. This year one dollar is 3000 rubles, but on the black market, maybe it is 8000 rubles! If you try to buy something from another country, like French cheese, or Italian shoes, you will pay a lot. Many citizens of Belarus are nervous because they only earn around \$200 every month. Pensions are about the same.

Of course there is a good side too. Schools, transportation, the arts, medical care, much of the housing, etc. is either very cheap or even free. For example, the metro or local bus costs around 20 cents, and train tickets to other parts of Belarus cost only a few dollars. Tickets for opera, ballet etc. are under ten dollars. Still you have to buy food and that is a big expense. As a result many people have their own gardens. Also, farmers markets are very popular.

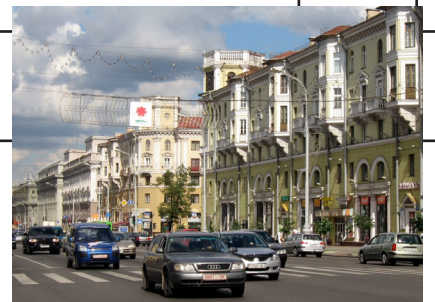
"So if nobody has any money, where do all these Audis and Mercedes come from?" I asked. The answer is this: many Belarussians work outside Belarus or they have their own business, so they make a lot more than the normal \$200 a month that most people get. Of course this is bad for Belarus

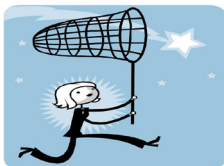
because these rich business people are doing much of their business outside Belarus, like in Georgia, Armenia, Ukraine, Russia, etc. The result is interesting. Ironically, in its effort to remain socialist, Belarus has created a super wealthy class (the aforementioned business folk) and a poor working class. Not very socialistic, really.

It's true that the economy is not so strong, but so many things are great. In addition to cheaper prices, Belarus and Minsk have a lot to offer a tourist. Minsk is a beautiful and safe city with a great metro, large wide boulevards, fantastic parks, and interesting architecture. There are plenty of museums, theaters, and other cultural attractions to satisfy any visitor. The food is perhaps not as diverse as we see here

in California, but the quality is usually quite good – often organic or home grown – and prices are okay if you avoid imported items.

The best thing about Belarus, however, is the people. Minsk is a big city, but it isn't. I never feel lost in Minsk. The people in Belarus are friendly and helpful. They don't see a lot of tourists from California so they are curious and interested in the USA. Like many European cities, in Minsk there is activity and nightlife, and shopping, but friends and relatives are the most important. When I am in someone's home in Minsk, I don't feel like a guest – I feel like family. To me, that is the best.





Netscape - Articles from the Web

AMERICAN FOOTBALL

Like many of our games, American football derived from English games. The colonists brought a form of soccer with them, which was later played at east coast universities. These universities then tried another English game, rugby, which became more popular than soccer. The ball in rugby could be moved with the hands, as well as the feet. In the second part of the nineteenth century Walter Camp attended Yale University and played rugby, which he liked but thought could be improved. He changed many of the rules of rugby to make a new game, the early version of American football. Further changes were made in the game in the 20th century.

Two teams of eleven men meet on a field that is 100 yards long. The game begins when one team kicks the ball to the other team. Players are lined up in formations or lines, with an offensive and defensive line. The team receiving the ball is the offensive team. It tries to move the ball down the field towards the opponent's goal for a touchdown.

The offensive team has four chances (plays or "downs") in which to do this. If the ball is moved 10 yards within the four downs, a first down is made and the ball may be kept for another four downs. The ball is moved by throwing ("passing") or running with it ("carrying it"). The offensive "line" helps "block" or stop the opposing team so its players can run or throw the ball. If the ball is not moved ten yards in four tries, the offensive team must give the ball to the opposing team. Often, the offensive team kicks (punts) the ball to the opposing team on the "fourth down", in order to move it further down field. The offensive team can also kick the ball over the goal posts for a field goal and for an extra point after a touchdown. The defensive team tries to stop the offense by tackling players and blocking passes.

FOOTBALL EXPRESSIONS in EVERYDAY LIFE

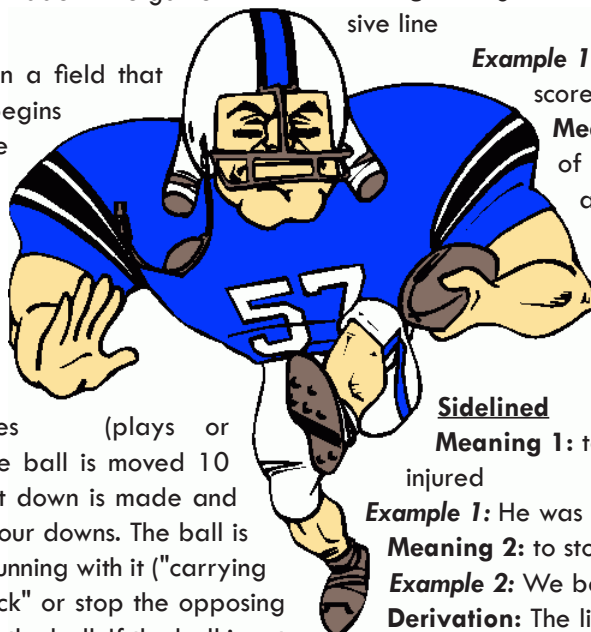
Touchdown

Meaning 1: to move the ball across the opponent's goal line.

Example 1: A team scores six points for a touchdown.

Meaning 2: to achieve something, to win something

Example 2: You scored a touchdown when you hired Jane. She's a great accountant.



Run Interference

Meaning 1: to stop or block players of the opposing team so they cannot get to the ball

Example 1: The guard ran interference for the quarterback and he made a first down.

Meaning 2: to set up an obstacle

Example 2: Get Jill in accounting to run interference for you by presenting the numbers .

To Do an End Run

Meaning 1: to go around the end of the opponent's defensive line

Example 1: The half-back did an end run and scored a touchdown.

Meaning 2: to go around the usual line of authority; to go around an immediate supervisor

Example 2: The student did an end run and went directly to the principal of the school rather than to his teacher.

Sidelined

Meaning 1: to be taken out of the game / to be injured

Example 1: He was sidelined because of a knee injury.

Meaning 2: to stop working on something

Example 2: We better sideline that project.

Derivation: The lines of the playing field show where the game is to be played. Players within the lines or boundaries are playing the game. Those outside the boundaries are not playing or sidelined.

Quarterback

Meaning 1: The quarterback directs the offensive game of the team. He calls the plays.

Example 1: Johnny Unitas quarterbacked the Baltimore team to many victories.

Meaning 2: to direct a project

Example 2: Harry, you quarterback the computer buy-out.

Kick-off

Meaning 1: to start a football game by kicking the ball to the opposing team

Example 1: The kick-off of the football game was promptly at 2:00.

Meaning 2: to start or begin a project

Example 2: The kick-off date for that project will be April first.

Carry the Ball

Meaning 1: to carry the ball in football

Example 1: The tailback carried the ball.

Meaning 2: to be responsible for a project, a business deal

Example 2: Will you carry the ball this time? Fumi did it last time.

To Hold the Line

Meaning 1: The defense line, usually seven men, tries to stay in its position against the opponent's offensive attack.

Example 1: The Los Angeles Rams held the line at the five yard line against the San Francisco Forty-Niner offensive attack.

Meaning 2: to stay and not move

Example 2: Hold the line on that offer. We are not going to pay any more.

Derivation: Hold the line is a military term for holding or staying in place under enemy offensive fire.

First Down (and ten to go)

Meaning 1: A team makes a first down if it moves ten yards towards their goalpost. The team has four chances or downs to do this.

Example 1: The fullback made it look easy to get first downs for his team.

Meaning 2: to have accomplished an objective on the way to a goal

Example 2: We have a first down. Everyone work hard and maybe we'll get the contract.

Example 3: The surgeon said, "First down and ten to go. We got the tumor. Now we need some chemotherapy."

Drop Back

Meaning 1: to move back behind the offensive line in order to pass or run around the end

Example 1: The quarterback dropped back and passed twenty-five yards for a first down.

Meaning 2: to go back

Example 2: She was shy and dropped back behind the crowd.

Punt; Fourth Down and Let's Punt

primarily football; also, soccer and rugby

Meaning 1: to kick the ball to the opposing team, usually on the fourth down, when the ball needs to be turned over to the opposing team

Example 1: It was fourth down and

the Redskins punted.

Meaning 2: no more options; There is nothing more one can do.

Example 2: They are not going to sign the contract. Let's punt.



Huddle

Meaning 1: the offensive team gathers together and decides on the next play.

Example 1: After the huddle, the quarterback threw a long pass to the tight end.

Meaning 2: to confer or go into conference to decide something.

Example 2: Let's get the senior partners together and huddle to decide on the next move.

Centering, Snap

Meaning: Putting the ball in play by passing it (between the legs) to a back; "the quarterback fumbled the snap"

Fair Catch

Meaning: Catch of a punt on the fly by a defensive player who has signalled that he will not run and so should not be tackled.

Interception

Meaning: The act of catching a football by a player on the opposing team.

Reception

Meaning: The act of catching a pass in football; "the tight end made a great reception on the 20 yard line"

Straight-arm

Meaning: The act of warding off a tackler by holding the arm fully extended with the hand against the opponent

Draw Play, Draw

Meaning: The quarterback moves back as if to pass and then hands the ball to the fullback who is running toward the line of scrimmage

Tackle

Meaning: Grasping an opposing player with the intention of stopping by throwing to the ground

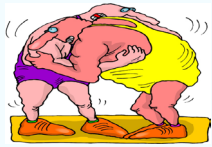
Lineman

Meaning: the position of a player on a source football team who is stationed on the line of scrimmage

Editor's Note: Want to improve your understanding of American culture and language usage? Attend a football game with some American friends who'll be there to explain why people are sometimes screaming and shouting. Some ideas for games: local high school games, usually Friday nights. Your American River College also has games. **The Schedule is on page 17.**



Parrot Warbling



Grappling with Grammar

Countable Nouns

Countable nouns are easy to recognize. They are things that we can count. For example: "pen". We can count pens. We can have one, two, three or more pens. Here are some more countable nouns:

dog, cat, animal, man, person

bottle, box, liter

coin, note, dollar

cup, plate, fork

table, chair, suitcase, bag

Countable nouns can be singular or plural:

My dog is playing.

My dogs are hungry.

We can use the indefinite article a/an with countable nouns:

A dog is an animal.

When a countable noun is singular, we must use a word like a/the/my/this with it:

I want an orange. (not I want orange.)

Where is my bottle? (not Where is bottle?)

When a countable noun is plural, we can use it alone:

I like oranges.

Bottles can break.

We can use some and any with countable nouns:

I've got some dollars.

Have you got any pens?

We can use a few and many with countable nouns:

I've got a few dollars.

I haven't got many pens.

Idiom-Attic



A Dime A Dozen:

Anything that is common and easy to get.

Coffee shops in Seattle are *a dime a dozen*.

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

English is not Phonetic



- Always remember that English is not "phonetic". That means that we do not always say a word the same way that we spell it.
- Some words can have the same spelling but different pronunciation, for example:
 - I like to read [ri:d].
 - I have read [red] that book.
- Some words have different spelling but the same pronunciation, for example:
 - I have read [red] that book.
 - My favorite color is red [red].
- The English language may have 26 letters of the alphabet, but it has double that number of sounds: 52. Knowing and recognizing the 52 sounds will help to give you good pronunciation. Of course, everybody knows that good pronunciation helps our speaking. But do you know that good pronunciation also helps our listening? To learn and practice the 52 Sounds of English, check out Pronunciation Power, a pronunciation training program on CD-rom recommended by EnglishClub.com.

Some More Parrot Fun Stuff



The Human Brain

There's intelligence, brain stem, cortex, imagination, creativity, and more! Circle all the words.

Brainiacs and Smartypants

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

mind

learn

neurons

think

smart

forgetful

scatterbrained

advanced

concentrate

memory

logic

puzzles

knowledge

wisdom

cerebellum

hypothalamus

cerebral cortex

brain stem

figure

determine

creativity

emotion

headache

movement

gifted

reasoning

confused

intelligence

focus

thought

daydream

nightmare

meditate

visualize

ideas

clever

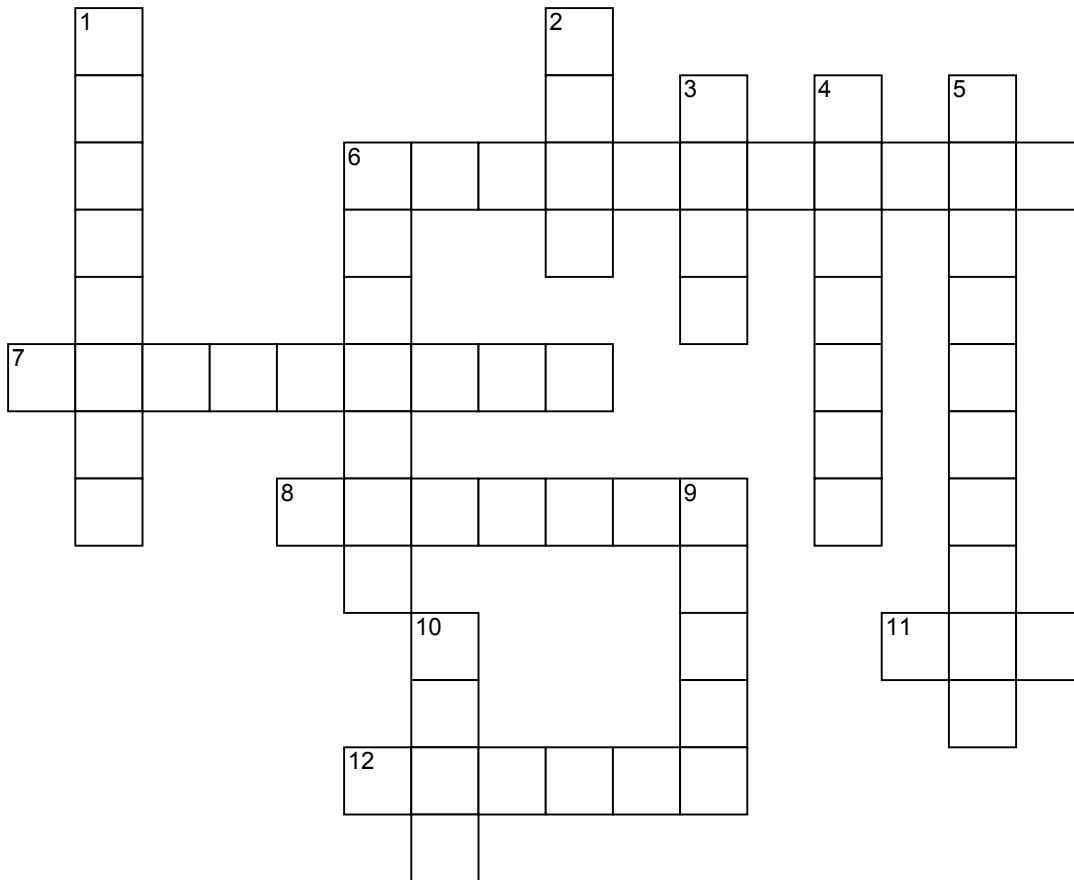
witty

genius

distraction

Weather

How is the weather?



www.elcivics.com

ACROSS

- 6** use this to measure the temperature
7 bright flashes of lights in the sky
8 "It is 85 _____."
11 100 degrees
12 lots of clouds in the sky

DOWN

- 1** 32 degrees
2 80 degrees
3 60 degrees
4 "How is the _____ today?"
5 listen to the weather report on the radio or on the _____
6 loud sound during a thunderstorm
9 the sun is shining brightly
10 45 degrees

The Frugal Flamingo

Traveling on the Cheap: Youth Hostels

Are you missing summer and already thinking about your next vacation? Need a break from your homework? How about a weekend getaway that won't break the bank! Forget those high priced hotels. Try a youth hostel! Don't be fooled by the word "youth" in youth hostel! Youth hostels are open to people of all ages with prices geared toward a student budget. The first youth hostel was opened in 1909 by a German teacher looking for a way for his students to learn more from their class trips by sleeping in comfortable places. (His students were sleeping in a barn at the time because they needed shelter from a bad storm). That teacher opened the first youth hostel in Altena, Germany. Now there are over 4,000 hostels in 80 countries! You will find travelers of every age and walk of life staying in youth hostels—families with infants/children, couples, single travelers, student

groups, business travelers, and seniors.

If you are looking to stay in a youth hostel in a particular city or country, just google the name of the city, state, country and "youth hostel." You may or may not find one — but it's worth a try. There are youth hostels in over 15 cities in California that are as far north as Eureka and as far south as Mexicali. Some cities like San Francisco have more than 10! There are even two youth hostels in California that are in non-working lighthouses (Point Montara and Pidgeon Point) and one youth hostel in the historic Fort Mason in San Francisco! (Go to hostelhandbook.com for more information on each youth hostel and for information on how to make reservations).

Continued on page 17



The Cyber Bum--Bogdan Komlyk

What I Found Out, While You Were Chilling in Hawaii!

Welcome to the new semester, dear readers. I hope you had a great summer and you are ready to continue to work hard for your second Ph.D. This time I will be sharing some IT news.

The first big thing is Steve Jobs, co-founder of Apple and its CEO (Chief Executive Officer), has resigned as the leader of the company, which stands behind really successful products such as the iPhone, iPad, and iPod. Steve has some serious health problems. In 2004 he had surgery for pancreatic cancer. Since January of this year Jobs has been on a health leave of absence and recently, in his letter to shareholders, he wrote, "I have always said if there ever came a day when I could no longer meet my duties and expectations as Apple's CEO, I would be the first to let you know. Unfortunately, that day has come." Even though Steven Jobs asks to remain chairman, and an employee still, these will be hard times for Apple. The new CEO Tim Cook might be a good cook but he has to prove himself to be as good on the job as Steve Jobs.

Next is news from IBM for all of my paranoid readers. A research team at IBM developed a "neurosynaptic computing chip", as they call it. This chip recreates processes that occur between spiking neurons and synapses in a brain and



employs the idea of cognitive computing. In simple words cognitive computing means that the computer system is modeled after the human brain. So, to program the computer out of these chips, you would actually teach him like you would teach your child. In the future such a system will enable learning through experiences, learning from outcomes, and finding correlations. In conclusion, I would like to say to those of you who watched "Terminator" and thought that Skynet is totally unreal, "Think again."

And the last but not least story for today is a new gizmo called "The Enough Already!" All it does is muting. Yep, the gadget analyzes the subtitles translated along with the TV video signal and mutes the volume in your TV if "The Enough Already!" finds one of the pre-defined words. So if you tire of listening about Charlie Sheen and his tiger blood, about financial crises in such a manner that your hands start shaking, or about new promises that politicians make every day - "The Enough Already!" is your choice. Just plug it in, add trigger words, and enjoy the silence.

This is it for today, but if you think that I missed a really important piece of news, let me know. Just send an e-mail to geekforparrot@gmail.com

Rosario Rules

Thinking of Bringing your Family to Live in America?

When you, an immigrant, come to reside in the United States, the rest of your family thinks that you will be able to bring the whole extended family (grandparents, cousins, aunts, uncles, parents-in-law, and other) to live in America as well. It is a big misconception. The truth is that a permanent resident can help only his or her spouse (husband or wife), unmarried children under twenty-one years of age and unmarried sons or daughters twenty-one years old or older to come to the United States and become permanent residents too, but not the whole family. There is no visa category for married children of permanent residents.

When a permanent resident becomes an American citizen, things change a lot; this immigrant citizen can petition his/her spouse, married and unmarried children (minor and adults), his/her parents, and brothers or sisters; however, not uncles, aunts, grandparents, cousins and so on. To petition a relative, you as petitioner not only need to be a permanent resident or an American citizen, but also need to demonstrate that you have enough income or assets to support the relative you are petitioning.

For example, if you as permanent resident petition your spouse, the I-130 form has to be filed in order to start the immigration process, you pay the fee of \$420 dollars, submit a copy of your green card (front and back), a copy of your civil marriage certificate (official translation), passport style photos of you and your spouse, and also two G-325A forms, which is the biographical information, and of course an I-864 form that demonstrates your income.

Now, if you without being an American citizen want to petition your unmarried children under twenty-one years old and your unmarried sons or daughters twenty-one years or older, you have to file the I-130 form as well for each child, and pay the fee of \$420 dollars for each I-130 form that you are filing. In addition, you need to send a copy of the front and back of your green card, a copy of each child's birth certificate showing both parents' names and the name of your child, plus the I-864 form that shows you have enough assets to support your children.

Because you are not an American citizen, your spouse and unmarried children under twenty-one years old are in the second preference (2A), and your unmarried adult sons or

daughters are in the second preference (2B). In that sense, after your petition is approved, your relatives have to wait until a visa is available. The average wait these days for most countries (excluding India, Mexico, China, the Dominican Republic and the Philippines) is 4 years for spouses and minor children (2A) and 8 years for adult children (2B).

However, if you become an American citizen and file petitions to bring your spouse and unmarried children under twenty-one years old, they won't need to wait in line for a visa because they become your immediate relatives and more or less in 6 months, they can join you in the United States and after that file the I-485 form to adjust their status as permanent residents too.

As you can see, the age and marital status of the immigrant relatives are important factors in the immigration process. Point in case, a petition for an unmarried child will be automatically revoked if he or she marries, since there is no visa category for a son or daughter of a permanent resident. If you are a U.S citizen and your child marries, that will drop the child down into the third preference with a waiting time of 10

years; so let your children know about it if you are filing a petition for unmarried children.

For more information, see www.uscis.gov.

Rosario Flores



Artie's Easel

Dear Artie,

Have you visited the Picasso Exhibit at the de Young Museum in San Francisco? If you have, what were your impressions of it? I hear that it is an outstanding exhibit.

Waiting to Hear

Dear Waiting to Hear,

Yes, I have visited the Picasso Exhibit at the de Young in San Francisco with my art league, and I believe it to be one of the most exquisite exhibitions I have ever seen in my life. I spent more than two hours walking through four rooms of works produced by Pablo Picasso. I actually lost track of time while I was looking at all of his marvelous art.

The Picasso Exhibit begins with Picasso's first paintings and gradually moves the visitor through the many personal changes as they are reflected in his artworks. In other words, people can see Picasso's life history in all of the painting, sculptures, drawings, and prints. I found this to be truly enlightening, as did most of the visitors to the museum.

After walking through Picasso's exhibit and studying his works, I was able to answer a variety of questions about his personal life. I thought I would share some of these insights in a question format with all of my readers. See if you can answer them. I'll print the answers to these questions BELOW. Here we go:

1. Pablo Picasso is one of the most well-recognized names in art, but Picasso was not his birth name. Rather, he was born Pablo_____. (a. Martinez b. Ruiz c. Leon)
2. It is well known that Picasso spent most of his career working in France, but he was a native of Spain. Though his family was culturally Catalan, Picasso was born in which city in southern Spain? (a. Malaga b. Cadiz c. Granada d. Almeria)



Prof. White-- Artie's Mentor

3. Picasso went through many "periods" in his artistic career, but which of these was his first? (a. Rose Period b. Holocene Period; c. Blue Period d. Rafael Period)

4. The first major breakthrough in Picasso's career came after his having settled in Paris in 1904. Which painting, introduced to the public in 1907, caused both a major controversy and the opening of a new art movement? (a. Violin and Grape b. Torosy Toreros c. Old Guitarist d. Les Demoiselles d'Avignon)

5. A female companion in Picasso's life inspired several of his most famous portraits, including "The Crying Woman". Her birth name was Theodora Markovic, but by what professional name was she called? (a. Françoise Gilot b. Marie-Therese Walter c. Dora Maar)

6. Late in the first decade of the 20th Century, Picasso co-developed the art style known as "Cubism". Who was his partner in the creation of the Cubist style? (a. Fernand Leger; b. Georges Braque c. Juan Gris d. Robert Delaunay)

7. One of Picasso's greatest works was painted in 1937, in protest of the bombings of a Basque town in northern Spain. What was this giant mural painting entitled? (a. Bilbao b. Guernica c. Altamira; d. Santander)

8. Picasso was well known for his powerful political inclinations. With which of these political movements was he associated? (a. Fascism b. Communism c. Anarchism)

9. True or False: Picasso lived a relatively long life, surviving into his 90's. Scratch your heads and find out the answers!

Until next time.

Artie

To contact Artie: whiteg@arc.losrios.edu

Answers to Picasso Quiz Below and Continued on page 15

2. Malaga - On October 25, 1881, Pablo Picasso was born in Malaga, Spain where his father was working at the time. Later, the family moved to Coruna and from there to Barcelona. Barcelona was the cultural center of Catalonia. There, Pablo's art talents blossomed like a flower.

3. Blue Period - Pablo's "Blue Period" was characterized by melancholy but beautiful paintings that were in colors of blue. The inspiration for this early period was the suicide death of his friend Carlos Casagemas. One of Picasso's early works is titled



Here are the answers to the Picasso questions

1. Ruiz - Pablo Picasso was born Pablo Ruiz after his father Don Jose Ruiz Blasco, but he chose to be called by his mother's maiden name "Picasso" because it was a rare name in society at that time. Picasso's father was also a painter and an art teacher. Little Pablo began working as an artist from a very young age, encouraged by his father.

Dear Readers,

Picasso Quiz Answer (cont.)

"The Death of Carlos Casagemas". His Rose Period and Negro Period followed in succession after the Blue Period. The Holocene Period is the geological period of time within which we live!

4. Les Femmes d'Alger (O.J. No. 119) - The "Femmes" in question were actually ladies of the night. Picasso painted this work in a rather unorthodox style, and many of his friends and supporters questioned the validity of this piece. Picasso took elements of African art and combined them with ingredients from recent Cezanne paintings to create this "Cubist" work.

5. Georges Braque - Braque, a native French painter, was actually one of the critics of the "Femmes", but seems to have accepted the new "Cubist" style. He eventually surpassed Picasso's work in his innovations during the early period of the "Analytical Cubist" style. The link between Picasso and Braque was broken after several years of partnership at the beginning of World War I.

6. Dora Maar - Dora Maar was said to have cried a lot during the years she spent with Picasso. Because she cried so much, she inspired Picasso to paint the famous "La femme qui pleure" (The Crying Woman). Maar died in 1997 at

the age of 90 and left an interesting collection of Picasso artwork as her legacy.

7. Guernica - Guernica, a town in the Basque stronghold of northern Spain, was bombed during the Spanish Civil War by Franco's German allies. The "Guernica" mural depicts the horror and chaos that was caused by the bombings of that peaceful town and illustrates Picasso's social conscience.

8. Communism - Picasso was a supporter of the Republican government during the Spanish Civil War, but saw his government fall to the forces of Fascism. This event, combined with the horrors committed by the Fascist dictators in Germany and Italy, convinced Picasso to enlist in the growing international Communist movement. He believed in Communism for the remainder of his life even when Stalin was committing atrocities against the people of the Soviet Union.

9. True - Picasso lived from 1881 to 1973, when he died at the age of 91. He left behind a wife, Jacqueline Roque, and several children, including Claude and Paloma. Whether or not people like his work, we have to recognize that his influence on the world of art was enormous.

Until Next Time,

Artie

Granny Noetal

Dear Granny Noetal,

I am studying English at ARC. I have two children, six and nine. Can you tell me some good books in English to buy I can read with my children. My teacher says it's good for my children and for me.

Need to Read

Dear Need to Read,

I took the liberty of asking Prof. Ally Joye, ESL Dept Chair and loving mother for some ideas of her favorite children's books. Here's what she said.

"Perhaps better than my personal favorites would be what the American Library Association suggests!

This is their link to the Newbery Medal winners:

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberymedalwinners.cfm>

This is their link to the Caldecott Honor Books:

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm>

My daughter has recently read *From the Mixed-Up Files of Miss Basil E. Frankweiler* and is currently reading *A Wrinkle in Time*, *Island of the Blue Dolphins*; *Caddie Woodlawn*; *Roll of Thunder, Hear my Cry*; *Sunder*, and *The Westing Game* are also very good. A lot depends on the child and her/his likes and dislikes. Many of the books on this list are fiction but historical in nature and tell a story set in an interesting time in American history.

Hope this helps,

Professor Joye

To contact Granny: braccop@arc.losrios.edu



Parenting the Parrot Way!



Prof. Moon's kids

It is a bittersweet goodbye to summer, and as the coming months turn once more into winter and then spring, the nostalgia for summer will rise to the surface again. But for this moment that the school week begins, I feel like I am celebrating the true New Year. Fresh notebooks, sharpened pencils and the bustle of the school parking lot makes my heart sing for joy. Yet, when I brought my children to school on the first day, a part of me was a bit teary eyed, even though my children are now in 2nd and 5th grade. Later that same morning, as I was searching the internet, I found this article at growing-child.com and in some parts it "hit home" (was true) for me. It is okay to cry when you say goodbye!

IT'S OK TO CRY WHEN YOU SAY GOODBYE

In the next few weeks, if not already, many of you will be sending your youngsters off-to preschool or childcare, to elementary school, and all the way up to college.

You have prepared for this, with lots of talking, maybe some visits, some purchase of new clothes and shiny new school stuff from the required lists.

You have organized the car-pool or bus schedule, you have cleared your schedule for the send-off, and you and the kids are all ready. Or are you? Have you acknowledged to yourself and to your child what is really involved in some of these big transitions in your lives? The parent-child relationship is one of the most complex love relationships we will experience. From the beginning, you and your child have formed a transactional circle, with each of you providing necessities for the other.

In the case of children, we provide the physical care and nurturing, the emotional support, and the introduction to the

world.

In the case of parents, children provide a loving relationship, often tender and adoring, such as when sticky-faced toddlers lavish us with kisses or carefully picked bunches of dandelions, or older children make it clear that Mom and Dad are the final authorities in their worlds.

Parents feel deep and unconditional love, pride, satisfaction, and joy when they contemplate their offspring, not to mention exasperation, frustration, and a myriad of other emotions (I told you it was a complex relationship!).

This next step you are preparing for will change that relationship forever. Whether the child will go off to the care of a teacher for a few mornings a week, or to the mysterious all-day world of "big school", or even move into a college dormitory, the expansion of this world will put the two of you in a different place. And how you support the child and give yourself wisdom will determine much of your relationship for the future. You have heard the old saying about giving your children roots and wings. In the earliest years, you concentrated on the roots, I am sure. Your unconditional love and support have helped your children build confidence and succeed in new experiences. Those are the roots, and therefore the essential nature of your relationship will remain.

The hardest part is giving the wings: the chances to fly away from you, soaring in a direction that you will not go and may not even be able to imagine.

Granted, they will be back. As Bill Cosby said, "Human beings are the only creatures on earth that allow their children to come back home!" But they will be back with new thoughts, new experiences, and sometimes new heroes and values.

As one mother of a first grader said to me, through gritted teeth, "It sounds to me like Miss Jones should be nominated for sainthood -SHE does no wrong!" Nobody ever prepares us enough for how much change there is in our lives. So, as you approach this next transition, it's okay to cry when you say goodbye, okay for both of you to be a bit scared and a bit sad, mixed in with the worry and the excitement.

Just make sure to balance your open talk between parent and child with chances for you both to admit sadness without it becoming such a drag on the wings that the child cannot get air-borne when it is time to go.

© Growing Child 2011 Please feel free to forward this article to a friend.

To Contact Parenting: moone@arc.losrios.edu

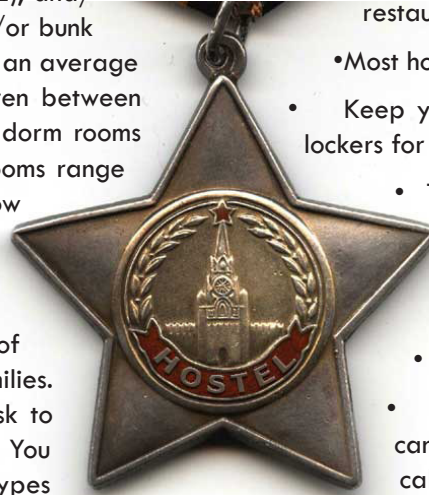
Continued from page 12

Some youth hostels are private (website or phone number is listed) and many belong to Hostelling International or "HI" (reserve these through hiusa.org or call for a private room).

Sleeping arrangements and pricing vary among youth hostels. Youth hostels typically have shared, dormitory style rooms (with bunk beds that sleep 4 to 22), and/or private rooms (with double beds and/or bunk beds). Dormitory-style shared rooms are an average of \$25.00 per person per night. Children between 7 and 12 usually get a discount. Some dorm rooms are co-ed and some are not. Private rooms range from \$68.00 to \$150.00—depending how many people are in your group or family. Solo travelers may also reserve a private room. Most private rooms have a maximum number of people allowed of 6, but they are co-ed and good for families. If you have a large family, you can ask to reserve a dorm room for just your family. You will usually share a bathroom in both types of rooms.

Here are some tidbits on youth hostels:

- Most have "quiet times," but can get noisy during other times
- Most have kitchens where you can cook your own. Ask in advance what cooking utensils you need to bring.



- Be prepared to socialize with strangers. You will meet people from all over the world—and you may give or get some good travel tips!
- Most hostels have a TV lounge and an internet connection.
- Hostel staff can usually recommend good sights/restaurants etc.
 - Most hostels include breakfast.
- Keep your valuables on you and ask if there are lockers for your things.
 - There are curfews and early check out times (usually 9 am).
 - Bring your own bath towel and find out if you need to bring bedding.
 - Bring quarters to take a shower.
 - Make reservations well in advance. Most can be done online, but some require a phone call, email or fax. Private rooms require a phone call.
- If you must cancel, give a 24 hr notice.
- In some youth hostels you may be asked to help out with a chore.
- Most have free parking.

To contact Frugal Flamingo: casperj@arc.losrios.edu

Continued from page 7

ARC Football Schedule 2011

Day	Date	Opponent	College/City	Time
Sat. (home game)	Sep 10	Cabrillo College	ARC/SACRAMENTO	1:00 PM
Sat.	Sep 17	Los Medanos College	LMC/Pittsburg	7:00 PM
Sat. (home game)	Sep 24	San Joaquin Delta College	ARC/SACRAMENTO	1:00 PM
Sat.	Oct 01	Sierra College	SC/Rocklin	1:00 PM
Sat. (home game)	Oct 08	Yuba College	ARC/SACRAMENTO	1:00 PM
Sat.	Oct 15	College of Siskiyous	COS/Weed	1:00 PM
Sat.	Oct 22	Contra Costa College	CCC/San Pablo	1:00 PM
Sat. (home game)	Oct 29	Feather River College	ARC/SACRAMENTO	2:00 PM
Sat.	Nov 05	Mendocino College	MC/Ukiah	1:00 PM
Sat. (home game)	Nov 12	Sacramento City College	ARC/SACRAMENTO	1:00 PM

Mim's Cafe

My favorite seafood is Dungeness crab. I usually buy five or six fresh crabs (I have a large extended family and most are crab lovers), have them cut and cleaned, and take them home to stir fry with ginger, onions, and a little bit of curry paste. Delicious! However, my husband doesn't like to eat crab. His reason: too much work for such a small return. He's right; eating whole crabs does take work. Also, crab meat contains high cholesterol and sodium, so it's not the best food for people who are already afflicted with high cholesterol. But it's a great source of protein and my motto is "everything in moderation." Not many of us can afford to eat crab every week and some of us are allergic to it. My siblings and I just enjoy the process of eating crab. It's plain fun to savor the flavor and talk. Recently, though, I've been playing around with canned crab meat. I found that crab cakes are easy to make and are scrumptious. They make great appetizers or even entrees and can be frozen for later use. It's wonderful to have already-made food in the freezer when you have company. Below is a crab cake recipe I found from allrecipes.com.

(Read more about Dungeness crab at: <http://fishcooking.about.com/od/shrimpcrablobster/p/dungeness.htm>)
To Contact Prof. Montgomery: montgot@arc.losrios.edu



Prof. Montgomery with happy eater.

Crab Cakes

Ingredients:

- 2 tablespoons olive oil
- 6 green onions, chopped
- 3/8 cup olive oil
- 1 (16 ounce) can canned crabmeat, drained
- 1 egg
- 1 tablespoon mayonnaise
- 1 teaspoon dry mustard
- 8 ounces buttery round crackers, crushed
- 1/2 teaspoon ground cayenne pepper
- 1 teaspoon garlic powder
- 1/4 teaspoon Old Bay Seasoning TM
- salt to taste
- ground black pepper to taste
- 1 cup regular dry bread crumbs



Directions:

1. Heat 2 tablespoons oil in a skillet over high heat. Sauté green onions briefly until tender; cool slightly.
2. Combine crabmeat, sautéed green onions, egg, mayonnaise, dry mustard, crushed crackers, cayenne pepper, garlic powder, Old Bay seasoning, salt and pepper. Form into 1/2 inch thick patties. Coat the patties with bread crumbs.
3. Heat 1/2 cup oil in a skillet over medium high heat. Cook cakes until golden brown on each side. Drain briefly on paper towels and serve hot.

"Crabby" Health Benefits

Crab is an excellent addition to a healthy eating plan. It is low in calories with only around 85-90 per 100g (depending on crab type). It does contain some fat, but it is generally unsaturated fat which is considered heart healthy. Crab is also a natural source of omega-3 fatty acids, which can help to improve memory, decrease the chances of having a heart attack, decrease risk of cancer, and possibly help to improve depression and anxiety.

Crab is a low risk seafood for mercury. Many fish, particularly at the higher end of the food chain, contain dangerous amounts of mercury and are not recom-



ended as frequently eaten foods. Crab contains many of the benefits of other seafood, but without the risk of mercury poisoning.

Crab is also a good source of vitamins A, C and the B vitamins including B12, and minerals like zinc and copper. It is a source of selenium, which may be a means of preventing cancer. Crab also has some chromium, which is considered a useful mineral if you have insulin resistance, as it may improve blood sugar metabolism.

www.fitday.com

Boots on the Ground: Get Slick with Trail Mick

Midtown to Downtown - Sacramento, California

We wanted to do a different, "urban" kind of hike. A couple of months ago some friends and I met at Sutter's Fort State Historical Park and walked 2.5 miles down to Crocker Art Museum before returning along a slightly different route. We found the hike through downtown Sacramento interesting and not at all strenuous.

To get there from American River College, take College Oak Avenue south and turn right onto Winding Way, then left on Auburn Blvd. to Watt Avenue. Once there, take the I-80 west ramp. Merge onto the Capitol Freeway (Business 80) west toward Sacramento. Take the 7A exit (J Street) and turn left on 29th Street and drive a few blocks to L Street and turn right where you will see the high, whitewashed walls of Sutter's Fort (originally founded by Captain John Sutter in 1839). You can park for free on the street, though you may have to drive around a couple of blocks to find an open space. For a fee you can tour the historic Fort. We chose not to, as our party was out for a hike and some exercise.

Eight of us met in front of the Fort's main entrance on L Street. We started walking westward "down" L Street, passing through Midtown. This area is at the southern fringe of the "Second Saturday" Art Walk. On the second Saturday evening of every month, thousands of people gather in Midtown Sacramento to party in the streets. At that time all the restaurants and bars and art galleries are wide open to the revelers. There are street fairs and several musical bands set up on street corners for the event. On the crisp May morning of our hike, we saw only a handful of other pedestrians out and about. We admired the landscapes and architecture of stately old houses we passed by. This is the area known locally as "Lavender Heights", reportedly named after the Spanish Lavender plants that adorn the front yards of so many homes there (not really). All along our walk we commented on the numerous azalea shrubs that we found particularly beautiful - all in full bloom. After several more blocks of Midtown, we found ourselves "Downtown", approaching the beautiful gardens and trees of Capitol Park. We left L Street to meander through the International World Peace Rose Garden. The Victorian style garden features hundreds of roses in dozens of varieties of colors and fragrances. We followed the walkways

past blooming roses as we studied the numerous plaques engraved with messages of world peace. Arriving at a small courtyard with a fountain in the center, we rested a while on some benches provided there for visitors. We continued on a short distance to the Vietnam War Memorial Exhibit. There were full sized statues of soldiers and a wall containing the engraved names of thousands of Californians who died in or remain missing from the Vietnam War. Soon we found ourselves walking down N Street, with the impressive California State Capitol building looming on our right. The mammoth structure was originally built in 1869 to house the California legislature, later to be remodeled and enlarged.

We walked around the front of the Capitol and started down Capitol Mall, a wide boulevard starting at the base of the Capitol steps. This area contains many of the high towers that form the City's skyline. With the golden Tower Bridge over the Sacramento River rising a few blocks ahead of us, we turned left onto Third Street past the wooded Crocker Park to our destination, the Crocker Art Museum. The old converted mansion (built in 1872) has recently undergone an expansion. The new wing has a modern look in contrast to the 19th century Crocker building. In addition to adding exhibit space, the new wing contains a buffet style restaurant. As the hiking made us a bit hungry and thirsty we were ready for a meal. Earlier, we had arranged to meet a few more people there for lunch. They had saved a large table for us.

After lunch we said goodbye to our friends and worked our way over to K Street. This downtown "mall" segment of K Street is open to pedestrians, bicycles, and light rail trains only - no cars. At 11th Street we turned left in front of the Cathedral of the Blessed Sacrament. This tall and impressive-looking church was built in 1887. Some of us peeked into the chapel, but as there was a Mass in progress, we didn't go in. We continued on one block over to J Street, where we turned uptown past the Sacramento Convention Center and the tan-bricked Memorial Auditorium. Some in our party wanted to go by the historic old Governor's Mansion, so we turned left again onto 15th Street and hiked a couple of blocks over to H Street. Once there, we admired



the well preserved old Victorian mansion for a moment before continuing on our hike. Once back on I Street, then J Street, we walked through the heart of Sacramento's Midtown, passing a number of enticing eateries, watering holes, and art galleries.

At 26th Street, we turned south and walked the few final

blocks back from where we had started 3 1/2 hours earlier from Sutter's Fort. For me, as well as for the others I think, our 5-mile round trip served more as a long, relaxing stroll than as a workout.

Enjoy the hike!

To Contact Mick: braccop@arc.losrios.edu

Media Peeps! by Media Mike

What's the hulabaloo about Hulu and Netflix?

Hulu, Hulu Plus and Netflix are all video-streaming sources for your viewing pleasure. You can watch TV episodes from the past and present as well as movies – including foreign movies. They are an alternative to the high cost of paying for cable or satellite networks and a bit easier to navigate than YouTube if you want to watch an entire episode of a television program or a movie. But they're not all free: Netflix will cost \$8/month for getting DVDs or Blu-ray discs sent to your front door plus another \$8 for "streaming" TV shows or movies (or you can get just one of these services for \$8). Hulu is free – but you must be patient and watch commercials as well as be content with a limited catalog of full episodes of TV shows. More and more are being added, however, they are usually only the most recent five episodes of a TV show. Hulu Plus is also \$8/month (although it still has commercials), but if you sign up with your .edu student email account you can get one month for free.

So, Which is Better?

According to Mashwork.com, which somehow compiled tweets of user preferences about Netflix vs. Hulu Plus vs. cable, the top reasons that users prefer Netflix over Hulu Plus is that Netflix is commercial free and has lag-free streaming. What does that mean? You can watch a Netflix show all at once – without waiting in the middle for your computer/device to get more data or wait while a commercial plays. Hulu Plus was preferred for its better mobile apps (you can watch it on iphone and android), has a bet-

ter catalog (of television shows) and has higher quality (available in HD). On another interesting note, according to Venturebeat.com, 86% of Hulu viewers use their computers to watch content, while only 43% of Netflix users do. What does this mean? If you want to watch TV or movies streamed onto your TV while sitting on the couch with your family, Netflix might be the way to go. If you want to watch the same on your phone while you're waiting at the bus stop, however, perhaps Hulu might be a better bang for your buck.

One alternative to any of these is Redbox. Redboxes are located around town in supermarkets, outside the local Circle K, etc, and allow you to rent a current DVD or Blu-ray disc for \$1/night. The selection is slim, however, and you must use your credit or debit card to rent one. Unlike the internet based systems, you must leave your house to choose your movie.

What About Subtitles?

Both Hulu/Hulu Plus and Netflix have subtitles, or closed captioning, available for some of their TV episodes and movies. But not all of them.

Words to squawk at:

"The way to go": (idiom) the correct choice

"Bang for your buck": (idiom) to get the most for your money

To contact Media Peeps: speckee@arc.losrisos.edu



Netflix	Hulu	Hulu Plus
\$8 DVDs / \$8 online streaming of TV shows and movies	Free – limited TV shows & some movies	\$8 TV shows and some movies
Standard definition – set caps for your internet capability	Standard definition	High definition
Wii, blu-ray players like xbox, HDTVs, phones (android & iphone)	Computers and xbox, phones (android & iphone)	Computers and xbox, phones (android & iphone)
No advertising	Limited advertising during movies & shows	Limited advertising during movies & shows
Old and current TV shows, English and foreign movies in DVD and Blu-ray	Current TV shows, some movies	More TV shows and movies than regular Hulu

Community College Vision

(special letter to the editor)

Community colleges serve many returning students: career changers, empty nesters, and the third, somewhat unacknowledged, category: parents of school-age children. Just as the workplace is changing to allow parents to be more involved in their children's lives, so, too, should community colleges.

While there are a decent number of classes offered during daytime hours, many of the classes are scheduled at times which conflict with parents' obligation to drop off and pick up their children from school. To support the students who are parents of young children, community colleges should offer a "Parents' Track" schedule which would enable parents to be parents who are present in their children's lives.

In the "Parents Track", morning classes would start at 9:45 a.m., instead of 8:00 a.m. and the noon hour classes would end by 2:15 p.m. to allow parents enough time to commute to their children's schools. Once the parents have picked up their children and brought them to daycare, they could return for afternoon classes or evening classes, as long as they began after 4:00 p.m. Ideally, parents could be home in time for other "quality times" of the day: dinner and/or the bedtime tuck-in ritual. Night classes would end by 7:00 p.m.

Class times could be shortened to allow for the same number of classes during these time blocks, or they could be length-

ened to fill these blocks: 3-hour-long daytime or early evening classes. As many instructors are also parents of young children, this sort of scheduling would be well-received by them, as well. Night classes which end earlier would save the colleges money by not using as much electricity to light and heat as many classrooms during the colder, darker hours.

Graduates of a "Parents' Track" college program would carry this vision with them as they shape the workplaces of the future. The corporate world is starting to encourage working parents to be hands-on parents, not just executives with pictures of children on their desks. Hewlett Packard already guides its employees to "work anywhere at any time" (Carly Fiorina), through wireless technology.

As more and more classes are offered with an on-line component, parents will be able to take classes from home. When scheduling group "chat-room" discussions, care should be taken to schedule these discussions during public school hours so that parents will not be "distracted" parents when their children are home from school. It is the moral obligation of the community college system to prevent the next generation from being the "ADD Generation," raised by adults who are not "there."

It takes a community to raise a child.

By Professor Samra Kor, ESL



Quick Responses of 143 ESL Students

Do you think the schedule should be changed to fit parents' schedule?

Yes 46 No 97

Do you think online classes would be more helpful to parents?

Yes 37 No 100s

WHAT DO YOU THINK?

Send Responses to: moone@arc.losrios.edu

ARC Childcare Availability

American River College operates child care programs for student parents who are continuing their education. There are multiple centers which serve toddlers, preschool and school age children. Students-parents must meet eligibility requirements regarding income and need as established by the State Department of Education/Office of Child Development. Authorization for admission is made once the child is determined to be:

- 2 years to 10 years of age at the beginning of the semester that is requested for care.
- ready for the type of group experience that the child

care center will offer.

- socially, emotionally and physically mature for their age.
- able to benefit from the program.

Applications are available at the center office, located in the Child Development Center CDC 300, on the east side of campus behind the cafeteria. Please complete the application in full, incomplete applications will not be accepted.

to read more, see http://www.arc.losrios.edu/Support_Services/Child_Development_Center/Admissions_and_Eligibility.htm

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Parrot: How did you like teaching at ARC for 33 years?

Prof Hinks: I enjoyed it for teaching. It was fun and nice. Teaching is my true job; I use different new techniques and skills. Teaching is different now and I can use PowerPoint.

Parrot: What is the most challenging aspect of your work?

Prof Hinks: The biggest challenge is when the administrators talk about the budget cuts. It's a challenge to keep the program going and to keep all the classes available at the same time.

Parrot: How did you learn sign language?

Prof Hinks: My mother and father are deaf and I grew up at a house with sign language. I went to school for the deaf. I am like a fish in water with sign language.

Interpreter: When you were a baby, what was your first memory about you signing and other people talking? Or do you remember when you saw hearing people talking?

Prof Hinks: I have a large family; many of them are deaf. Therefore, it was not strange for me to see people signing, gesturing, and speaking.

Parrot: What school did you go to? Was it mainstream school or deaf school only?

Prof Hinks: Most of the time I went to a deaf school in Wisconsin. Then I went to a college for the deaf in Washington DC—Gallaudet University. I got my master's degree at Northridge in Southern California.

Parrot: For what major?

Prof Hinks: My bachelor's degree was in history and political science. My master's was in Deaf Education and Administration.

Interpreter: Did you work in administration? At which school?

Prof Hinks: No. I came here after graduating 4 years later.

Parrot: Did you come here to teach at high school or at ARC?

Interpreter: Teaching college here in ARC.

Parrot: Was there anyone at your school who had a great impact on you?

Prof Hinks: There was one teacher who taught social studies. He was always a dramatic teacher who was a very important influence on my life. Then the teacher became the principal at the school and I worked there with him.

Parrot: What kind of influence did he have on you?

Prof Hinks: He was a good teacher; he was a lousy scout master but a great teacher. (Big smile...)

Parrot: So did that have any influence on you wanting to teach? Did that teacher help you decide you wanted to teach?

Prof Hinks: Yes, a little. Back when I started working, there were not many options for deaf people. Now there are many more options but in the past many deaf students who graduated from college became teachers.

Parrot: Yeah...that will be my next question. What would you say about the services for deaf population in the school system right now compared to the time when you were at school?

Prof Hinks: For the deaf, they are pretty much the same. Basically, elementary is about the same. Nowadays, there is more skilled technology. People are better trained for the deaf schools. The technology and skills and the training for the teachers are better now than before.

Parrot: Ah...that's good. What is the most challenging aspect in your daily life?

Prof Hinks: Getting through one day to the next, just like everybody else.

Parrot: How do you usually communicate with others who don't know how to sign?

Prof Hinks: I speak some, write notes, and use some gestures. It's easy to get by with basic information, and it's not a problem to communicate with others most of the time. If I really have to communicate with somebody in the hearing world, then I will get an interpreter.

Parrot: Have you ever experienced any discrimination?

Prof Hinks: With the ADA Act, discrimination has been reduced. It's not as obvious now as it used to be.

Parrot: How do you respond to those people who discriminate against you? Or how do you handle it?

Prof Hinks: It depends on the situation. If there is something I really want or care about it then I will fight for it. If it is something in daily life that is not important, then I will let it slide.

Parrot: I noticed that you actually speak very well. How did you learn that?

Prof Hinks: I could hear when I was a boy and I still have



that memory. And I could speak. But I cannot hear now at all without a hearing aid. But I could hear before.

Parrot: So now if you have the hearing aid, are you able to hear?

Interpreter: Are you wearing a hearing aid?

Prof Hinks: No. When I wear a hearing aid I get headaches and nausea. I don't use a hearing aid because it makes me feel sick. My skills are better, so I don't really need them. I don't want to take the risk of feeling sick, and they are expensive too.

Interpreter: Have you heard of other people talking about hearing aides and cochlear implants?

Prof Hinks: Most deaf people are against cochlear implants. It depends. For some people it's fine and works well and some others have problems with it.

Parrot: What are cochlear implants?

Interpreter: A cochlear implant is a device put in the inner ear with surgery, and is permanent, and it sometimes really helps with hearing.

Parrot: Did you ever think about getting an implant?

Prof Hinks: I don't want the risk of having the headaches and the nausea, so no.

Parrot: Have you ever thought about how your life would be different if you could hear?

Prof Hinks: Maybe I would have died in the Vietnam War. The deaf can't be drafted. I was in college during the War, and if I could hear maybe I would have had to go.

Parrot: Very positive thinking.

Prof Hinks: I didn't have to worry about it. I did not have to go. I did not have to worry about the same things hearing people worried about then.

Parrot: Is there anything you want to share with us about yourself?

Prof Hinks: I have four children, two are hearing, and two are deaf.

Interpreter: How old are they?

Prof Hinks: Twenty, twenty one, twenty two, the oldest one is twenty eight. I have a boy and girl that are deaf, and a boy and a girl that are hearing.

Parrot: I heard Lori said that the sign language sentence is very different from the spoken language. Have you ever

learned sign language in different languages?

Prof Hinks: Sign languages have different structures, such as lots of facial expressions and different structures. No, I have not learned the other sign languages; no opportunity to do so.

Interpreter: Pei-Lun said that some of the ASL sentences are the same structure as her language.

Prof Hinks: Some deaf students and ESL students share the same language difficulties.

Parrot: Do you have any international students in your class?

Prof Hinks: It depends. Very few ESL students. If they have difficulties in English, then they need better skills in English before learning ASL. They have got to read information and it's hard without understanding English. ASL books are written in English. So if they don't have English skills, then they have a harder time to learn ASL.

Parrot: Do you know any history about where sign language comes from?

Prof Hinks: From France. There was a man named Gallaudet who went to France to learn about teaching the deaf to help a neighbor with his daughter. He went to France and brought back a French teacher and opened the first deaf school.

Parrot: That's cool. I heard about baby sign language. Does this relate to American Sign language?

Prof Hinks: It's different. It's not the same.

Parrot: So those two are totally different things.

Prof Hinks: I taught my children in ASL. There are some books for both deaf and hearing children.

Parrot: I see. Thank you so much. How do you say "thank you" in sign language?

Prof Hinks: Thank you. (Professor signed.)

Pei-Lun Hung

ESLL 320

"Signs are to eyes what words are to ears."

Ken Glickman



Out of the Cage

Step It Up! Exercise Science and Gerontology

Thursday, September 22, 2011/12:15 pm - 1:15 pm



Regular exercise will not only maximize your potential to live longer, but also to enjoy a full measure of living – in a healthy, functional, capable way. Come and get more information that can effectively cause you to modify your behaviors. Get answers to not only why it's important to exercise, but how, how often, and how much to exercise. Let our mantra be "It's never too late to start exercise, but it is always too soon to stop".

Location: Raef Hall 160

TAG Workshop (Transfer Admission Guarantee)

Friday, September 23,28, 2011

TAG Workshop (Transfer Admission Guarantee) Learn more about this program presented by the Transfer Director, Doctor Ramirez from 2:00 p.m. - 4:00 p.m. In the LRC (room 104). No appointment is necessary.

Pompeii: Ashes to Ashes

Thursday, October 6, 2011

12:15 pm - 1:15 pm

On August 24, 79 AD, the Roman city of Pompeii was covered by 15-20 feet of molten ash. Seventeen hundred years later archaeologists began the three hundred year process of uncovering this ancient city. Come spend an hour viewing what remains of the temples, eateries, dwellings, and streets of this city trapped in time.



Location: Raef Hall 160

Farthest Outpost: The Unknown Story of Russian California

Thursday, September 29, 2011

12:15 pm - 1:15 pm

While many Californians know about the Spanish and Mexican history of their state, far fewer are aware of the Russian presence and their contributions to the history of California during the first half of the nineteenth century. The main Russian settlement, Fort Ross, had the most ethnically diverse population in California up until the Gold Rush. At one time or another, Russians, Siberians, Alaskan and California Indians, African-Americans, Hawaiians, and Japanese all called Fort Ross their home. Learn more about this fascinating and little known story from California's past. John Allen is an adjunct history professor and a former board member for the Fort Ross Interpretive Association. He also has served as a consulting historian on Fort Ross State Park projects and has been a costumed interpreter for its Living History Day programs for many years.

Location: Raef Hall 160

Transfer Day Event

Wednesday, October 5, 2011

9:30 am - 1:30 pm

An opportunity to meet college representatives from UCs, CSUs, Private/Independent and Out of State universities from 9:30 a.m. - 1:30 p.m. in the Rose Marks Quad. Come by the Transfer Center to find out which institution plans to attend. Our phone number is 916-484-8685.



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), call (916) 484-8988, or e-mail braccop@arc.losrios.edu or Professor Elizabeth Moon at moone@arc.losrios.edu Student Editors: Narineh Mousa, Ligia Goga parrot-arc@live.com

To see the Parrot in color go to http://www.arc.losrios.edu/Programs_of_Study/Humanities/ESL/The_Parrot/The_Parrot_Newsletter.htm