



The Parrot

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

Issue #60

Spring 2012

Dolores Delgado Campbell: A History

Parrot: Hello, how are you?

Dolores: I'm fine thank you.

Parrot: My name's Guadalupe Hernandez. I'm going to be interviewing you today. As I told you before, this interview will be recorded and you said that was OK with you right?

Dolores: Yes.

Parrot: First of all, your name is Ms. Dolores Delgado, right?

Dolores: Dolores Delgado Campbell.

Parrot: You are a history professor, right?

Dolores: Yes.

Parrot: Now, can you tell me a little bit about yourself?

Dolores: Well, let's see I've been teaching



at American River College since 1972. I came here to teach part-time, and I was teaching Mexican American History and sociology of Mexican-Americans and I was a counselor so I was teaching part-time.

Then in 1977, I was hired to teach full-time. I teach "Women in America History" and "Mexican American History." Those are my two areas of expertise.

Parrot: Right now?

Dolores: Yes.

Parrot: OK and you used to be a counselor here ...at ARC...

Dolores: I have a degree in counseling. I worked as a counselor here one time and I was a counselor at Sac City and at Sierra College.

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German Robber Doesn't Do Homework: Gets Seven Years!

A man who tried to hold up a bank that closed 17 years ago has been jailed for seven years, in what the Bild newspaper on Friday called the case of "Germany's Dumbest Bank Robber".

The regional court in the western city of Osnabrueck said the defendant, identified only as 57-year-old Siegfried K., arrived at the bank branch, now equipped only with cash machines,



with a toy gun in May.

He seized a female "hostage" in the lobby of the building to demand a 10,000-euro (\$13,483) ransom from bank employees.

"This plan failed, however, due to the fact that the building has not held a bank for more than a decade but rather a physiotherapy practice," the court said in a statement.

Continued on page 6

Got Two Tongues?

see page 5

Any time you think some other language is strange, remember that yours is just as strange, you're just used to it.

Linguistic Mystic



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Student Chirpings

Causes of Emigration from My Country



Emigration is a very common trend in the world. There are as many different causes of emigration as there are differences between countries, cities, or villages. Armenia, my country, had a very terrible emigration experience many years ago. That was during WWI in 1915, when Turkey killed 1,500,000 million people just because they were Armenians. They wanted to have Western Armenian lands without Armenians. People who survived immigrated to different countries of the world.

Since that time, there have been many political and social problems in Armenia. Only after independence in 1991 did Armenia begins to develop slowly. In any case, a lot of people can't cope with the difficulties in their every day lives and immigrate to other countries. The causes of emigration from my Armenia to other places are varied, but the major causes are the bad social situation of the country, the desire to get a good education, and the desire to live close to their family members or relatives that live abroad.

As I mentioned, the first reason for emigration from my country to other places is the bad social situation. The general cause of that situation is unemployment. After independence in 1991, many factories were closed in Armenia because they cooperated with the factories of Russia (Armenia was a part of the Soviet Union before). So, thousands of workers lost their jobs. Furthermore, during that period, the form of society changed in Armenia. It became a capitalistic country (it was a socialist country before). As a result, many large farms were closed, and many farm-workers were left without jobs too. That is why former employees started to think about emigration. However, people who have jobs think about that too because the wages in Armenia are very low. So they can't cover their expenses: can't pay the rent for their houses, can't pay for their children's education and so on. In fact, people go into debt and can't pay off their debts. Another effect of the bad social situation in my country is the low pensions of elderly people. They worked hard for a long time and hoped to have a good pension to live on comfortably the rest of their lives. Unfortunately, old people can "live" only a few days a month on their pension. So they immigrate to other countries and want to be citizens of that country to get a good pension. Naturally, each person has the right to live well and comfortably.

The second reason for emigration from my country to other places is the desire to get a good education. I can't say that

there is no possibility to get education in Armenia. There are a lot of colleges and universities in our country where students can get skills in many different specialties. On the other hand, the education is very expensive there. For example, students have to pay about \$2000-3000 per year for tuition while the average Armenian salary is about \$200-300 per month. In addition, there is no financial aid or any help from the government. Not only that, but students can't get jobs to pay for their education. So they immigrate to other countries, hoping to have more possibilities for studying. Next, students don't get enough practical skills at the universities. To get a good job, they need to practice more. Another problem in education is difficulties finding jobs after students graduate. Each year thousands of specialists graduate from universities, but there aren't enough jobs for them. In addition, graduated students can't work in other countries with Armenian diplomas. Eventually, young people decide to get an education in foreign countries.

The third cause of emigration from my country to other places is people's desire to live close to their family members or their relatives. Very often young people get married to girls and boys living in foreign countries, and after marriage they move there. A little time later their parents can't live without them. So parents emigrate from my country to live close to their children. Next, parents want to live with their children who moved to other countries for studying. In other cases, sometimes children want to live with their parents who had already immigrated to other countries because of their debts. So children emigrate also to live with their parents. Very often emigrants are impressed by the country they have emigrated to and suggest that their relatives move to that country to have a better and more comfortable life. Furthermore, relatives want to continue their close relationship as they had in their own country so they send a visa to their relatives and invite them to live close to them. Here is another reason for emigration from Armenia.

As said above, emigration is very common in my country, and there are very different causes of that. In my opinion, every country has different problems, but the most dangerous problem is emigration. It is more dangerous for Armenia, because my "young" country is small with a small population. So first of all, the government of Armenia has to do its best to eliminate the causes of emigration. Lastly, how can a country have a good reputation when it has so many people wanting to emigrate?

Gayanne Mirzoyan
ESL W50

A Ticket

It was a beautiful Saturday. I remember that day well because my husband and I went to Reno. It was October 26th, 2006, and it was our 15th year together. We were celebrating our anniversary! We reserved a room in the Peppermill Hotel in Reno.

It was 10:00 in the morning on Saturday. We left our house in Sacramento and drove our car. We were so pleased because we had anticipated that day for a long time. We drove for around one hour. We talked about the future. We laughed and remembered how we met each other. My husband didn't notice the speed limit, and he drove more than 85 miles per hour. Suddenly, we heard some siren behind us. It was a policeman! We were shocked because we didn't think we did something bad.

He stopped us. He came to the driver's side, and he said, "You were speeding. Your driver's license, please." My husband said, "I am sorry." We have an anniversary today. Can you let us go?" He said, "No, I can't." Then he gave us



a ticket for \$250. We were so dismayed.

From there to get to Reno, we still had to drive one more hour. After the ticket, we stopped laughing and we didn't talk. We felt bad, and my husband started to pay attention to the speed. It was his first ticket in America after eleven years of living here. After one hour, we arrived at the hotel, and then we forgot about the ticket. We spent a nice time that day. We went to a restaurant and celebrated our anniversary. Later that evening, my husband said, "I will never forget my first ticket."

I liked my 15th anniversary. We celebrated very well. Only the policeman made us sad that day in 2006. After one year, my husband got a ticket again, on the same day, October 26th, in the same place, from the same policeman. I was with my husband. We didn't believe it! We were shocked.

Natalya Yakimenko
ESL W30

My First Drive to Downtown

It was two years ago when I had a difficult day. I lived in an apartment on Palm Avenue with my family. It was January, 2010, one month after we arrived in the USA. My wife, my son, and I had our first doctor's appointment at the Refugee Center in downtown Sacramento. We had to be there on Monday at 9:30 a.m.

All of my family woke up at 7:00 that morning. We took showers and ate our breakfast. I had gotten the directions to that address from the computer the day before. So, we got in my car, and I drove off. At first, when we left our house, I was very excited. I drove my car on the 80 freeway to downtown, and I had confidence in myself. Of course, I was especially excited to drive that car because I had bought it only one week earlier.

After ten minutes on the road, I had to change my direction at the next exit. However, when I wanted to do it, I couldn't because the lane where I was driving wasn't close to that exit. The traffic was too fast. What could I do? There were a lot of cars in front, on the right, and in back of my car. I drove on ahead. At that moment, I was very sad and all of my family was sad, too. I didn't know what I could do.

Then, I tried to calm myself down. Slowly, I changed lanes on

the freeway to get off on the right at the next exit. Finally, I made it to that exit, but we didn't know where we were! I stopped at the first gas station and tried to call my daughter to help me. When I explained to her about what happened, she asked me where we were. I told her the address of that station. We waited around ten minutes for her help, but it seemed to us like a whole hour.

At last, my daughter called us and gave the directions from that place. Slowly, we drove to the Refugee Center. In the end, we arrived there too late. In fact, we got there one and a half hours late! Of course, we missed that appointment with our doctor. So, we stood in line a long time and waited for our next appointment. Finally, the doctor received us, and I explained to him what had happened with us. He was very friendly. After he listened to our adventure, he laughed at it.

After that day, I never drove unassisted. I learned from that day. I bought a GPS, and it helped me from that day to this day. I will never forget that first day when I drove to downtown Sacramento.

Anatolie Nituleac
ESL W30



My Accident

The day when I had an automobile accident was a terrible day. I still remember that day, September 7, in 2009. I had been in Sacramento since July, 2009. My cousin lived twenty miles from my house in Roseville on Lead Hill Boulevard. I was very excited to drive on the highway for the first time to visit him.

On this Monday, I woke up at 8 o'clock in the morning. After I brushed my teeth, my cousin called me and asked me to visit his new house. He wanted me to look at the house and help him put a new lock on the front door. I told him, "Before I come to see you, I should fix my car because it is not working. The engine doesn't start." I went outside and started working on my car. I spent about an hour, but it still didn't work. Then, I asked my neighbor for help because he was a mechanic. He helped me, and finally my car started working!

So, I got in the car and drove to my cousin's house. On the highway, I wanted to test how well my car was working. Since I was driving fast, I didn't see a car which stopped in front of me because of slow traffic. When I saw that Honda Accord and started braking, it was too late. I hit this car in the back. Crunch.

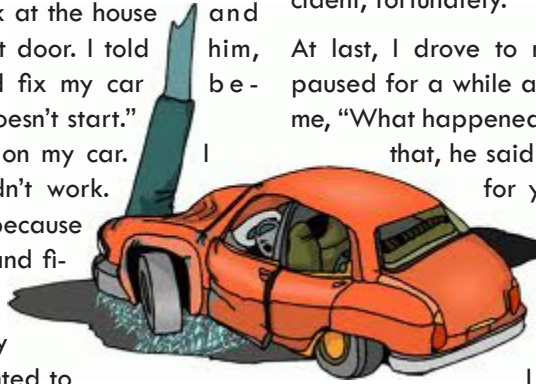
I immediately turned off the engine and got out of the car. My front bumper and hood were wrecked. The car that I hit had a wrecked trunk and rear bumper. The man from the

other car came out and asked me, "What did you do?" I couldn't speak, and he called the police. Then, a police officer wrote an accident report and gave it to me. Also, he gave me a ticket for \$250. I was very scared because the other driver kept frowning at me. Later, the man got back in his car and drove away. I waited about twenty minutes while my insurance company took pictures of my car, and then I started the engine in my car. No one was injured in this accident, fortunately.

At last, I drove to my cousin's house. He came out and paused for a while as he looked at my car. Later, he asked me, "What happened?" I explained everything to him. After that, he said to me, "Don't worry. I will fix your car for you, but first you must put a new lock on my front door for me." I put on the lock. Finally, he drove me back home in his car. I left my car at his house because I couldn't start it again.

I felt very bad about this experience. I never want to see how fast my car can go again! I will never forget this day in 2009. The accident left "a bad taste" in my memory. My insurance paid for the damage to the other and my car. My cousin, who is a mechanic, fixed my car, and I got it back in about two weeks.

Vitaliy Cherevaychuk
ESL W30



A Parking Ticket

I remember my very first time to be in ARC's parking lot. It was a morning on May 1, 2008. My wife and I drove to ARC because we wanted to see some person at eServices for an appointment.

First, I parked our van in the college's parking lot at 8:00 a.m., and we went to the eServices department. We met a staff member there. She was a very polite lady. She helped my wife and me to fill out our financial aid papers. After that, she took all our papers and copied them. We were there about an hour.

When my wife and I came back to the parking lot, we found our van, but as I opened the door, I saw one small piece of paper on the front window shield. I began to read this paper and discovered it was a ticket for the parking lot. My wife and I felt bad because we didn't understand why this had happened to us! So, we tried to ask someone there in the parking lot what we needed to do. One man told us to go to the Police Department on campus

to talk with a police officer.

So, we went to the Police Department. First, we asked to see the police officer who wrote the ticket for us. Finally, we saw him. We were very happy because he spoke the Russian language, but he couldn't help us!!! He said that regardless of our situation we had to pay the ticket for the parking violation! The ticket was \$26. That was big money for us, but we

paid the fee because we didn't have a choice. After that, the police officer explained to us that every time we come to ARC we need to buy a one-dollar ticket in the parking lot for that day or we can buy a pass for a whole semester for \$28.

I will never forget my first parking ticket because I paid the Police Department 26 times the price of the permit since the permit cost just one dollar!!! So, now every semester I buy the pass for the whole semester.

Renat Sultanov
ESL W30





Nestcape - Articles from the Web

The Bilingual Advantage

Published: May 30, 2011

A cognitive neuroscientist, Ellen Bialystok has spent almost 40 years learning about how bilingualism sharpens the mind. Her good news: Among other benefits, the regular use of two languages appears to delay the onset of Alzheimer's disease symptoms. Dr. Bialystok, 62, a distinguished research professor of psychology at York University in Toronto, was awarded a \$100,000 Killam Prize last year for her contributions to social science. We spoke for two hours in a Washington hotel room in February and again, more recently, by telephone. An edited version of the two conversations follows.

Chris Young for The New York Times

Q. How did you begin studying bilingualism?

A. You know, I didn't start trying to find out whether bilingualism was bad or good. I did my doctorate in psychology: on how children acquire language. When I finished graduate school, in 1976, there was a job shortage in Canada for Ph.D.'s. The only position I found was with a research project studying second language acquisition in school children. It wasn't my area. But it was close enough.

As a psychologist, I brought neuroscience questions to the study, like "How does the acquisition of a second language change thought?" It was these types of questions that naturally led to the bilingualism research. The way research works is, it takes you down a road. You then follow that road.

Q. So what exactly did you find on this unexpected road?

A. As we did our research, you could see there was a big difference in the way monolingual and bilingual children processed language. We found that if you gave 5- and 6-year-olds language problems to solve, monolingual and bilingual children knew, pretty much, the same amount of language.

But on one question, there was a difference. We asked all the children if a certain illogical sentence was grammati-

cally correct: "Apples grow on noses." The monolingual children couldn't answer. They'd say, "That's silly" and they'd stall. But the bilingual children would say, in their own words, "It's silly, but it's grammatically correct." The bilinguals, we found, manifested a cognitive system with the ability to attend to important information and ignore the less important.

Q. How does this work — do you understand it?

A. Yes. There's a system in your brain, the executive control system. It's a general manager. Its job is to keep you focused on what is relevant, while ignoring distractions. It's what makes it possible for you to hold two different things in your mind at one time and switch between them.

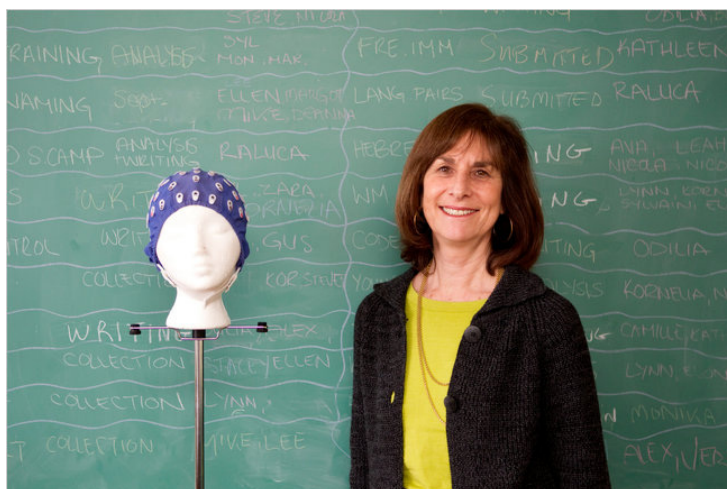
If you have two languages and you use them regularly, the way the brain's networks work is that every time you speak, both languages pop up and the executive control system has to sort through everything and attend to what's relevant in the moment. Therefore the bilinguals use that system more, and it's that regular use that makes that system more efficient.

Q. One of your most startling

recent findings is that bilingualism helps forestall the symptoms of Alzheimer's disease. How did you come to learn this?

A. We did two kinds of studies. In the first, published in 2004, we found that normally aging bilinguals had better cognitive functioning than normally aging monolinguals. Bilingual older adults performed better than monolingual older adults on executive control tasks. That was very impressive because it didn't have to be that way. It could have turned out that everybody just lost function equally as they got older.

That evidence made us look at people who didn't have normal cognitive function. In our next studies, we looked at the medical records of 400 Alzheimer's patients. On average, the bilinguals showed Alzheimer's symptoms five or six years later than those who spoke only one language. This didn't mean that the bilinguals didn't have Alzheimer's. It meant



MENTAL WORKOUT Ellen Bialystok with a neuroimaging electrode cap.

that as the disease took root in their brains, they were able to continue functioning at a higher level. They could cope with the disease for longer.

Q. So high school French is useful for something other than ordering a special meal in a restaurant?

A. Sorry, no. You have to use both languages all the time. You won't get the bilingual benefit from occasional use.

Q. One would think bilingualism might help with multitasking — does it?

A. Yes, multitasking is one of the things the executive control system handles. We wondered, "Are bilinguals better at multitasking?" So we put monolinguals and bilinguals into a driving simulator. Through headphones, we gave them extra tasks to do — as if they were driving and talking on cellphones. We then measured how much worse their driving got. Now, everybody's driving got worse. But the bilinguals, their driving didn't drop as much. Because adding on another task while trying to concentrate on a driving problem, that's what bilingualism gives you — though I wouldn't advise doing this.



Q. Has the development of new neuroimaging technologies changed your work?

A. Tremendously. It used to be that we could only see what parts of the brain lit up when our subjects performed different tasks. Now, with the new technologies, we can see how all the brain structures work in accord with each other.

In terms of monolinguals and bilinguals, the big thing that we have found is that the connections are different. So we have monolinguals solving a problem, and they use X systems, but when bilinguals solve the same problem, they use others. One of the things we've seen is that on certain kinds of even nonverbal tests, bilingual people are faster. Why?

Well, when we look in their brains through neuroimaging, it appears like they're using a different kind of a network that might include language centers to solve a completely nonverbal problem. Their whole brain appears to rewire because of bilingualism.

Q. Bilingualism used to be considered a negative thing — at least in the United States. Is it still?

A. Until about the 1960s, the conventional wisdom was that bilingualism was a disadvantage. Some of this was xenophobia. Thanks to science, we now know that the opposite is true.

Q. Many immigrants choose not to teach their children their native language. Is this a good thing?

A. I'm asked about this all the time. People e-mail me and say, "I'm getting married to someone from another culture, what should we do with the children?" I always say, "You're sitting on a potential gift."

There are two major reasons people should pass their heritage language onto children. First, it connects children to their ancestors. The second is my research: Bilingualism is good for you. It

makes brains stronger. It is brain exercise.

Q. Are you bilingual?

A. Well, I have fully bilingual grandchildren because my daughter married a Frenchman. When my daughter announced her engagement to her French boyfriend, we were a little surprised. It's always astonishing when your child announces she's getting married. She said, "But Mom, it'll be fine, our children will be bilingual!"

<http://www.nytimes.com/2011/05/31/science/31conversation.html>

Continued from page 1

Bild said the bank had moved out 17 years ago.

"After the defendant recognised the situation, he changed his plan and demanded a passer-by withdraw money from the cash machine," the court said.

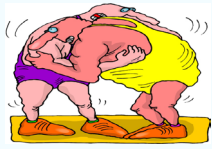
"She withdrew 400 euros and the defendant made off with the cash in a car he had stolen."

He later abandoned the vehicle but left the plastic pistol, covered with his fingerprints, between the seats.

The court said Siegfried K. had confessed to the robbery and judges handed down a seven-year sentence on Tuesday due to 22 previous convictions over the last 40 years.

<http://news.yahoo.com/germanys-dumbest-bank-robber-gets-seven-years-000925672.html>

Parrot Warbling



Grappling with Grammar

The Period

Use a period [.] at the end of a sentence that makes a statement. There is no space between the last letter and the period. Use one space between the period and the first letter of the next sentence.

Use a period at the end of a command.

Hand in the poster essays no later than noon on Friday.
In case of tremors, leave the building immediately.

Use a period at the end of an indirect question.

The teacher asked why Maria had left out the easy exercises.

My father used to wonder why Egbert's ears were so big.

Use a period with abbreviations:

Dr. Espinoza arrived from Washington, D.C., at 6 p.m.

Notice that when the period ending the abbreviation comes at the end of a sentence, it will also suffice to end the sentence. On the other hand, when an abbreviation ends a question or exclamation, it is appropriate to add a question mark or exclamation mark after the abbreviation-ending period:

Did you enjoy living in Washington, D.C.?

Occasionally, a statement will end with a question. When that happens, it is appropriate to end the sentence with a question mark.

We can get to Boston quicker, can't we, if we take the interstate?

His question was, can we end this statement with a question mark?

She ended her remarks with a resounding why not?

Idiom-Attic



Apple of My Eye:

Someone who is cherished above all others. For example, "She is the apple of her father's eye".

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

There are many things that you can do to improve your pronunciation and your speaking skills.

1. Listen to spoken English as often as possible.

Listen to how speakers pronounce various words and phrases and "model" your pronunciation on what you hear.



2. Learn the phonetic alphabet.

Use the phonetic alphabet page (at the beginning of most good dictionaries) as a guide to pronouncing new words.

3. Don't forget to learn the word stress of a new word.

Every English word has its own stress, or intonation. For example, the word "believe" has two syllables (be and lieve), but only the second syllable is stressed. We say be'lieve and not 'be lieve. Your dictionary will show the syllable stress by an apostrophe (') before the syllable to be stressed.

Word stress is important. In fact, it is more likely that someone misunderstands you because of wrong word stress than because of the wrong pronunciation of a sound.

4. Work out which sounds cause you the most problems in English.

Depending on what your first language is, you may have problems with certain sounds. For example, French speakers have difficulties with "th"; speakers of Mandarin have difficulties with "r" or "l", and Arabic speakers have difficulties with "p" and "b".

Some More Parrot Fun Stuff



Oddities in English

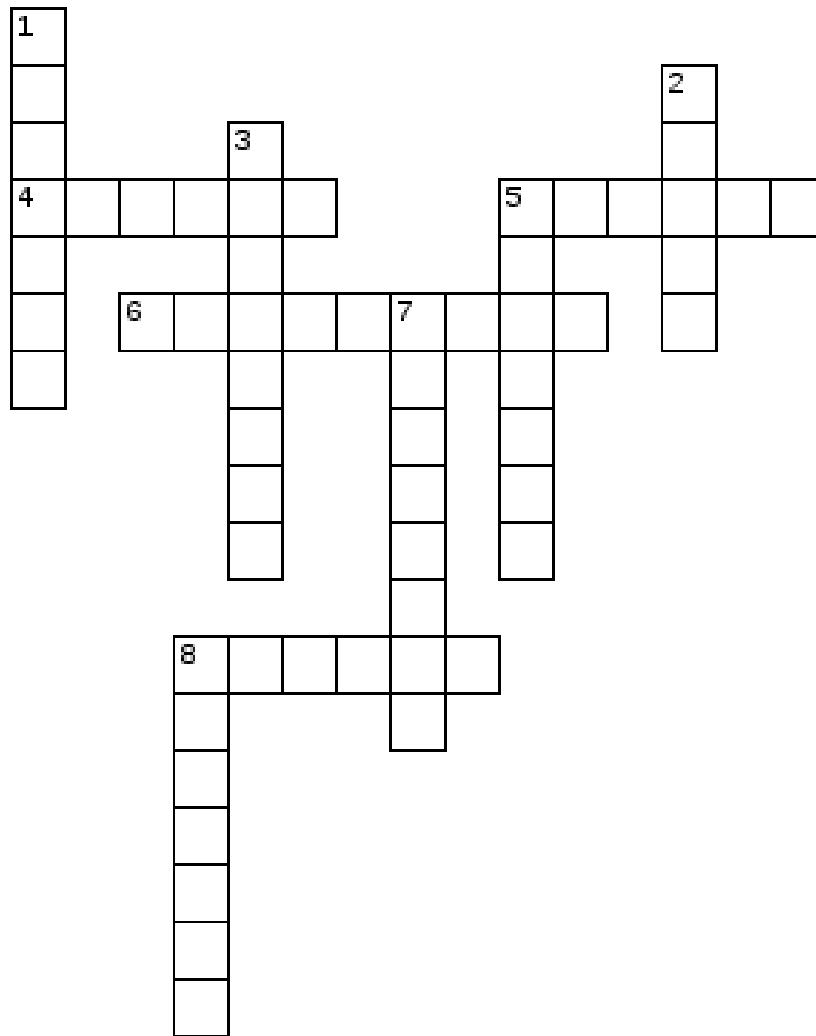
Use the clues to figure out which words to search for.
It's 10 trivia questions in one wordsearch!

Oddities in English

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

- Can you find the only English word that ends with the letters -mt? 1. _____
- Can you find the only English word to contain two Us in a row? 2. _____
- Can you find a word that, when capitalized, changes from a noun or verb to a nationality? 3. _____
- Can you find a 9-letter word that only contains one syllable? 4. _____
- Can you find a 2-word phrase that (sort of) rhymes with orange? 5. _____
- Can you find a word with three consecutive double letters? 6. _____
- Can you find a 6-letter word without a regular (a, e, i, o, u) vowel? 7. _____
- Can you find a word that is spelled the same forwards and backwards? 8. _____
- Can you find a word with 4 Zs? 9. _____
- There are 2 English words that end with -gry. Can you find them both? 10. _____

Narrow Strip of Land



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Across Clues

4. A large crack in the earth caused by a river or earthquakes
5. An area of low land between mountains or hills
6. A strip of land that extends out into a body of water
8. An area of land that is completely surrounded by water

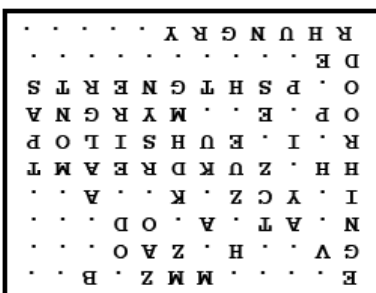
Down Clues

1. A giant body of ice
2. Low, water land that is formed at the mouth of a river
3. A large, tall mass of rock with steep sides
5. An opening in the earth's crust from which lava flows
7. A hill made of sand that is shaped by wind and is always changing
8. A narrow strip of land that connects two large areas of land

If there is light in the soul,
 There will be beauty in the
 person.
 If there is beauty in the per-
 son,
 There will be harmony in the
 house.
 If there is harmony in the
 house,
 There will be order in the na-
 tion.
 If there is order in the nation,
 There will be peace in the
 world.

A Chinese Proverb

Solution to Wordsearch



- 1. dreamt
- 2. vacuum
- 3. Polish / polish
- 4. strengths
- 5. doorhinge
- 6. bookkeeper
- 7. rhythm
- 8. madam
- 9. pizzazz
- 10. angry

Rigoberto's Riddles

Forward I'm heavy, but backwards
 I'm not. What am I?

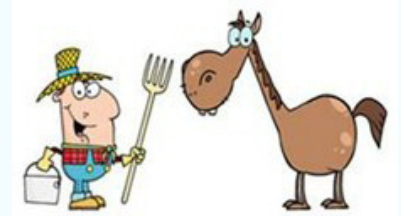


Ton

Silly Vasily's Chuckle Chamber

The Jogger and the Farmer

John, a jogger, is running down a country road and is startled when a horse yells at him, 'Hey, come over here, buddy.'



John is stunned but still runs over to the fence where the horse is standing and asks, 'Were you talking to me?'

The horse replies, 'Sure was; man I've got a problem. I won the Kentucky Derby a few years ago and this farmer bought me and now all I do is pull a plough and I'm sick of it. Why don't you run up to the house and offer him \$10,000 to buy me. I'll make you some money because I can still run.'

John thought to himself, 'Wow, a talking horse.' Dollar signs started appearing in his head. So he runs to the house and the old rancher is sitting on the porch. John tells the farmer, 'Hey, man, I'll give you \$10,000 for that old broken down nag you've got in the field.' The farmer replies, 'Son, you can't believe anything that horse says. He's never even been to Kentucky.'

Solution to Crossword

- 1. GLACIER
- 2. DELTA
- 3. MOUNTAIN
- 5. VOLCANO
- 7. SANDDUNE
- 8. ISTHMUS

- 4. CANYON
- 5. VALLEY
- 6. PENINSULA
- 8. ISLAND

The Frugal Flamingo

Stretch Those Dollars, Stretch Those Muscles

Ready for a new you! In my quest for a lighter and healthier me, I have been trying to buy more fruits and vegetables—and shopping at those farmer’s markets. But, last week I had a few ailments so I went to the doctor. This was our dialog:

Me: “My hip has been hurting. Do I have arthritis?”

Doctor: “That is not the place for arthritis. That is a muscle. You need to exercise.”

Me: “My knee hurts when standing, after sitting for a long period of time. Do I need physical therapy?”

Doctor: “That is from lack of exercise. You need to exercise.”

Me: “My big toe has pain sometimes. Is it from my shoes?”

Doctor: “That is not from your shoes. You need to move your body and stretch. You need to exercise.”

Me: “But I have a young child and I work. I do not want to leave him again to go exercise! And I have many other things to do!”

Doctor: “You need to be able to keep up with your son as you both get older. You need to be healthy for him. You can do an activity with him. Or, one of the best ways to ensure your child will be a lifelong exerciser is for him to see you (and your husband) exercising.”

And that is what got me. I need to do it for myself and for my son. We are in this together. Leaving for 30 minutes to one hour most days of the week doesn’t sound so bad when you think of it in terms of the benefits for you and your family. And some days we can do something together, or he can simply see me exercising. I need to exercise to instill the value of it in him.

So there it is. It is not only the importance of eating fruits and veggies. We have to move our bodies to live longer and feel better while we live longer. Of course we all know that! The lifelong quest seems to be how we fit it into our lives, and how do we make it fun?

Taking a walk in your neighborhood is probably the simplest thing to do. I do that, but more often than not, I plan to do that without ever doing it! I need something that involves other people and is a bit more.....exciting. So, I have been thinking and thinking about how to get exercise in that is fun and affordable. It would be nice to join a beautiful gym and hire a personal trainer, but that is not in my budget! I have been looking into low cost fitness activities and fitness centers. Here is what I have found so far.

1. Take a fitness class at a community college. I am always

amazed when I hear about how many of our students do that. I have heard of students taking dance, yoga, swim, and weightlifting classes, and signing up for boot camp sessions. There are so many exciting fitness choices and they are relatively cheap. I have to remind myself that as a staff member, I can do this too!



2. Join the YMCA. The YMCA is a non profit, charitable, social service organization that seeks to “build healthy mind, spirit and body for all.” Participation in YMCA programs offers youth and adults opportunities for friendship and community, a sense of well-being, increased self-confidence and improved mental abilities. Depending on the community you live in, the YMCA provides a variety of health and wellness programs including group and water fitness classes for individuals and families, health and wellness seminars, educational classes, personalized training programs, non-competitive youth and adult sports leagues and social opportunities for seniors and families.

It was founded in 1844 by a 23 year-old Englishman who was concerned about the lack of healthy activities in major cities. YMCA’s are funded by donations, membership and program fees, grants, and through government contracts. Many of the staff members are volunteers. There are over 44 million YMCA members in 125 countries. The YMCA has three Sacramento locations: 3127 Eastern Avenue, Sacramento 95821, 1926 V Street Sacramento, 95818, and 2220 Capitol Avenue, Sacramento 95816 (the Capitol Avenue YMCA focuses on getting youth involved in the government). Refer to their website for more information:

<http://www.ymca.net/find-your-y/?address=95821&x=0&y=0> (Click on the location that interests you).

The YMCA offers a variety of activities and services. Here are some of the benefits of the low-cost membership (you can also pay non-member fees):

- The best value in healthy living and wellness programs for you and your family
- Access to America’s largest provider of child care
- FREE personalized healthy living orientation
- Open gym, swim, volleyball, basketball
- Swim lessons for adults and children
- Free aerobics, Pilates, Yoga, Indoor Cycling, Water Fitness classes and more

Here is the best part: The YMCA will NOT turn anyone away due to lack of ability to pay!

3. Go ice skating! One of the best bargains around is at the Iceland skating rink. The non-profit rink is open November through April and costs \$5.00 to ice skate including skate rental! They offer group or private ice-skating and ice hockey lessons for children as young as five through adults. Please check their website to confirm skate dates and times. <http://www.skatesacramento.com>

4. Take a bike ride on the American River. It is a little cold in the winter, but with the number of beautiful days we've had, it's hard to find an excuse not to take advantage of them and get outside! You can hop on the beautiful trail anywhere.

Please let me know if you know of any other fun, low cost ways to exercise!

To Contact Frugal Flamingo: Casperj@arc.losrios.edu

Media Peeps! by Media Mike

Happily ever after....



This past fall, two new TV shows arrived on the scene that deal with fairy tales. Fairy tales, or folk tales, are those stories that were read to us as children and usually end with 'good' conquering 'evil'. They usually end with a moral ... that if we behave and follow the rules, we'll be successful and achieve our dreams. For instance, Cinderella is poverty-stricken young maiden who is treated poorly by her cruel stepmother and stepsisters, yet she ends up getting her wish to go to the dance thanks to her fairy godmother and then she marries the prince. Not bad! Snow White has a similar experience, although because she is so nice to everyone the creatures of the forest help her win her prince. Being good is rewarded in these fairy tales. In other fairy tales, clear thinking and smarts are rewarded. The children Hansel and Gretel are thrown into the woods by their stepmother, and yet escape from a nasty witch when they outsmart her. Don't forget Rapunzel, with her long hair, or Little Red Riding Hood (who must avoid that wolf!), or even the Three Little Pigs (with another appearance of a Big, Bad Wolf).

Many of the fairy tales known in the United States have been adapted from the tales collected and written down by the brothers Jacob and Wilhelm Grimm in Germany and Hans Christian Anderson from Denmark. These stories are usually based on folk tales, or those stories that are passed on from generation to generation. Since these old stories often have endings which teach moral values, many of them can be found across different cultures, although with different names. If many of these fairy tales sound familiar, it's also because many of them have been made into animated movies by Disney. Remember that Disney movies always have a happy ending, while the original stories did not always end so happily or peacefully.



Two television shows have resurrected many of these childhood stories, although from quite different perspectives. NBC took the darker path in "Grimm". In this fantasy/crime drama, the main hero, Nick, is a descendant of the original Grimm family. That means he can see 'monsters', or the original mythological creatures in the Grimm brothers' fairy tales. So far he has rescued a girl wearing a red sweatshirt from her kidnapper who was a man who turns into a wolf (Little Red Riding Hood). He stopped a feud between two families, one of which was pig-like and one that was wolf-like (Three Little Pigs). He has also tracked down a missing girl who lived in the woods for so long her hair was very, very long (Rapunzel). Since Nick works for the police, he encounters these strange cases and his 'Grimm' abilities assist him in catching the bad guys. This is a dark show, meaning that there is violence at times and the subject matter is for a mature audience. If you like crime dramas and mysteries, this is a show that you should check out. Many of the past episodes are available for free online (www.nbc.com/grimm).

The other fairy tale show is much more light-hearted. "Once Upon a Time", aired on ABC, splits its time between two realities: our reality and a fairy tale reality. The characters exist in both. In the fairy tale reality, the evil witch wants to kill Snow White. Rumpelstiltskin is crafty, evil and makes a deal with Cinderella for her first born child. Prince Charming loves Snow White, but politics get in the way. An evil curse is cast over "Storyland" and all of the characters are sent to another world – our world – where there are no happy endings. In our world, Snow White has forgotten her fairy tale self, and is now a grade school teacher. Prince Charming has amnesia and is married to a strange lady.

The Huntsman is now the sheriff of the town, the evil witch is the mayor who rules everyone, and Rumpelstiltskin is a rich antiques dealer. The only person who knows that everyone is really a fairy tale character with memory problems is the young hero, a boy named Henry. As the series continues, we find out more about the characters in both worlds, including Emma, who is actually Snow White's daughter and destined to break the curse. View past episodes at abc.go.com/shows/once-upon-a-time.

To read more about fairy tales and folk tales, check out these websites:

www.grimmfairytales.com

<http://www.familymanagement.com/literacy/grimms/grimms-toc.html>

www.andersonfairytales.com

WHY WATCH? WHY NOT!??

Just like other multimedia, watching American television shows can help you with your English skills as well as with your cultural understanding. If you watch the shows on their original airdate, you may want to watch with the closed captioning to help you with vocabulary and rapid speech. If

you watch online, try the CC button that's on the bottom left or top right of the little video screen to read the dialogue. If you don't want to watch, then read – the three websites above contain many of the stories as well as small media clips.

Media Tweets:

Happily ever after: a phrase used when there is a good ending for the characters of a story

Moral: a value of what is right or wrong

Arrive on the scene: something new that can be talked about

Feud: a long conflict between two groups

Once upon a time: a phrase used to start stories that were never true

Outsmart: to think more intelligently than someone else or a problem

Check out: to find out more about something

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

Rosario Rules Attention Salvadorans!!

Edition's Note: Rosario Flores is a trained lawyer in Peru currently attending classes at ARC. Rosario's column will focus on immigration law topics. To contact Rosario with your question, email braccop@arc.losrios.edu

The Secretary of Homeland Security has extended the Temporary Protected Status (TPS) for eligible Salvadorans for an additional 18 months. It begins on March 10, 2012, and ends on September 9, 2013. Current Salvadoran beneficiaries seeking to extend their TPS status must re-register during the 60-day re-registration period that is already running from January 9, 2012 to March 12, 2012. For your convenience it is very important to register as soon as possible within the 60-day re-registration period.

The 18-month extension also allows TPS re-registrants to apply for a new Employment Authorization Document (EAD). Eligible Salvadorans who re-register on time will receive a new EAD with an expiration date of September 9, 2013. Maybe all re-registrants may not receive their new EADs until after their current EADs expire. Therefore, USCIS is extending the current TPS El Salvador EAD bearing a March 9, 2012, expiration date for an additional six months, through Sept. 9, 2012.

To re-register, current TPS beneficiaries must submit the I-821 Form, Application for Temporary Protected Status, and the Form I-765, Application for Employment Authori-

zation, whether they are applying for an EAD or not. Registrants do not need to pay the Form I-821 application fee, but they must submit the biometric services fee, or a fee waiver request, if they are age 14 or older. However, if you are applying for an Employment Authorization (Form I-765), you need to submit the fee of 380 dollars, or a fee waiver request.

In order to apply for a fee waiver, Salvadorans have to request that USCIS waive any or all the fees by filing the Form I-912, Request for Fee Waiver, or submit a personal letter. Failure to submit the required filing fees or a properly documented fee waiver request will result in the negation or rejection of the TPS application. It is very important to sign the form or letter, all supporting documents must be in English, and if they are in other language they will not be accepted. Applicants can download free TPS forms from the USCIS website at www.uscis.gov/forms, or call to USCIS toll-free at 1-800-870-3676 and request the forms.

For more information and details go to: www.uscis.gov

Rosario Flores

Artie's Easel

Dear Artie,

What kinds of art activities are coming up in the community? I know you have access to information on tours, etc. Do you have any new information for your readers?

Yours,

Love To Go On Tours

Dear Love To Go On Tours,

As a matter of fact, I have information on five up-coming tours that are being sponsored by the Creative Arts League of Sacramento. If you don't want to go on a tour, you can grab your best friend and simply head to the location of the show. Here goes:

Tour #1: Sunday, January 29, 2012- "Pisarro's People "(at the Legion of Honor) and "Masters of Venice" (at the de Young Museum)

Pisarro's People celebrates the painter's unique and life-long interest in the human figure with over 100 paintings and works on paper spanning the artist's entire career. "Masters of Venice-Renaissance Painters of Passion and Power" is a world-wide exclusive exhibition of 50 paintings by 16th Century Venetian artists, including Titian, Giorgione, Veronese, Tintoretto and Mantegna, all of whom are on loan from the Kunsthistorisches Museum in Vienna, Austria. (Tour price is \$90.00)

Tour #2: Thursday, March 15, 2012-"Bouquets to Art" (at the de Young Museum)

"Bouquets to Art" is a spectacular floral exhibition. You can immerse yourself in the museum's exceptional, annual rite of Spring as more than 120 designers fill the galleries with beautiful floral interpretations of artworks in the collection. (Tour price is \$67.00)

Tour #3: Saturday, March 31, 2012--"Maharaja-The Splendor of India's Royal Courts" (at the Asian Art Museum)

"Maharaja" will explore the extraordinary culture of princely India, showcasing rich and varied objects that reflect different aspects of royal life. On display will be both Indian and Western works, featuring painting, photography, textiles and dress, jewelry, jeweled objects, metalwork and furniture. This sounds too good to be true! (Tour price is \$65.00) This will be

a terrific tour because Artie is going to be one of the leaders of the tour.

Tour #4: Wednesday, May 16, 2012--"The Art Glass of the Tiffany Era" (at the Reno Museum of Art)

This tour offers a unique presentation uniting two distinct exhibitions that explore the range of art glass produced during the early 20th Century. The era was popularly known as the Art Nouveau Period, when Tiffany Studios was widely acknowledged as one of the finest makers of fine decorative glassware in the world. This exhibition features 20 exquisite lamps manufactured in the early 20th Century by Tiffany Studios, Handel, Durand, and Duffner and Kimberly. Shown along with these pieces are "In Company with Angels: Seven Rediscovered Tiffany Windows" created by Tiffany Studios

in New York City at the beginning of the 20th Century and named for angels in the Biblical Book of Revelation. The seven windows in this show were originally installed in the Church of the New Jerusalem in Cincinnati, Ohio. The church was taken by "eminent domain" and demolished for highway construction in 1964. The windows were crated and stored in various garages and sheds for decades until their re-discovery in 2001. This will be a private, docent presented tour. (Tour price is \$75.00)



Prof. White-- Artie's Mentor

Included in all of these tours is a bus for travel, bottled water, juice, and a pastry to eat and drink on the way to the museums and snacks for the ride home. Lunch is on your own at the museum. Most tours leave about 8:00 AM and return by about 6:00 PM. If you want to sign up for a tour, see Artie (Professor White in ESL) or call one of the following people listed here: Lynn Babcock--916-253-7071 or Lesli Pletcher--916-488-3163. Lynn or Lesli can send you the paperwork to fill out in order to register for a tour. These tours are the best in the Sacramento area. They are just like a mini-vacation.

Hope to hear from you soon about a tour.

Until next month,

Artie

To contact Artie: whiteg@arc.losrios.edu

Granny Noetal

Dear Nanny Groetal,

I am hoping to take advantage of your knowledge of the growing of food crops. I am guessing by your name, Groetal, that you can help me.

I moved to this area 9 months ago from The Sawyer Islands, and have been attempting to get a job. Here is a little background on me and my skills.

For five generations my family has grown sugar cane on the islands. The entire family and extended families are involved and work the fields. The single exception to this was my Great Uncle Spreckels. Here is his picture.



Claus Spreckels

Uncle Spreckels moved to California in 1846, saying he wanted out of the business. It was quite a scandal. It was nicknamed the Cane Mutiny.

I have been applying to lots of farms and commercial gardens, and I am usually granted an interview. When questioned about my strength, I reply "Raising Cane". When asked about my dream job, my reply is the same, "Raising Cane". I even add that I hope to Raise Cane my entire life.

No job offers yet. Any suggestions?

Thank thou much.

R.T. Broinlaw

Dear Mr. Broinlaw,

You are confusing me with my sister Nanny Groetal, who writes for *The Fertile Farmer*. However, I do know most everything so it wasn't such a bad choice writing me --- you lucked out. I've been trying to find The Sawyer Islands with my GPS but to no avail. I'm beginning to wonder about your claims...

or your rather "fertile" imagination! I also know that Claus Spreckels and the Spreckels family were big in the sugar industry in Hawaii and California. Sweet! So, Mr. Broinlaw, you're looking for a job! My advice to you is to consider going to the ARC Career Center to learn about interviewing techniques. You need to "diversify" in your answer to the questions about your agricultural strengths and goals. "Raising cane" shouldn't be your answer to every question. In fact, this answer may have some implications that preclude employers from having a "growing" interest in you. They may seriously doubt you are "able" to raise cane... or even wonder if you can can cane! Let me know how you make out.

Granny

To contact Granny: braccop@arc.losrios.edu



The Cyber Bum--Bogdan Komlyk

Would you like some SOPA?

First of all we not "gonna" talk about any soup recipes. I know, I know y'all expected me to do some cooking, but today I want to talk about S.O.P.A. - Stop Online Piracy Act. By now you probably already know what it is and why it's bad as it is. Nevertheless, for those of you who are not familiar with the problem...

The bill was introduced by Lamar S. Smith (R-TX) to expand the abilities of the U.S. Government to fight online piracy and to limit access to web-sites that somehow do not agree to standards. Sounds like a reasonable thing to do. But, as usual, "the road to hell is paved with good in-



tentions". That's what happened with this bill. Bad wording made out of SOPA the censorship machine. Let me give you few examples. This bill doesn't have definition of a web site be exclusively for the purpose of piracy. Why does it matter? Well if your site has a picture upload form or comment box, you as an owner of the site, may be accused of copyright violating. How come? Well if one of your users uploads copyrighted material, a picture for example, this becomes your legal problems. Let me give you a better example. According to the bill "...At least 10 copies or phonorecords, or of at least 10 public performances by means of digital transmission, of 1 or more

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Parenting the Parrot Way!

Is Education for the Overall Good, or is it a Private Right?



Prof. Moon's kids

On my vacation I have been catching up on issues in parenting and education. This blog, posted just before school began, really caught my attention. It asks about the fundamental right in America to education and whether that is a private family matter or a public matter. In the state of New Hampshire, a law has been passed allowing parents to object and pull their child from ANY curriculum in class that the parent finds objectionable.

I will have to admit, I highly disagree with this trend in education. In my opinion, it is one that discredits a professional educator from choosing the right materials for the class they are teaching, if it in any way goes against even one family's belief.

My own personal experience as a parent came when my eldest child was in kindergarten. My child had the most loving, engaging educator who loved children to share their favorite snacks everyday. Of course this led to many delicious sweets. As a parent, I was upset that my child was getting cookies, candy and cupcakes almost everyday that he went to school. I wanted to tell the teacher to change this practice. However, upon speaking to another parent in the class, I learned the most valuable lesson: I can not, nor should I, shelter my child from the bigger world. Every moment is a teaching moment. This parent had a discussion with her daughter about her family's values and daily practices. In their family, they only had one treat a day. Her daughter was given the independence to choose when that would be; at school or after dinner. This was my "lightbulb" moment.

Now when my child faces ideas or teachings in school, at church, in the media or from friends that counter our family's beliefs, we spend time as a family talking about the issue. It is a time for us to provide our child with the cornerstones of our family and practical ways for him to act and deal with those contrary issues, especially when he is with his friends. As a parent, it is not our responsibility

to keep the world from our children, but to equip our children with the tools necessary to live in this world.

What do You Think?

Parenting.blogs.nytimes.com

January 17, 2012, 1:23 PM

When Parents Can Opt Out of School Curriculum

By KJ Dell'antonia

Once upon a time in Bedford, N.H., a teacher in a high school personal finance class set out to educate her students on what day-to-day life was like in a minimum wage job. The teacher assigned the students to read Barbara Ehrenreich's "Nickel and Dimed: On (Not) Getting By in America." Here's Ms. Ehrenreich on her time working as a member of a corporate housekeeping team:

So here I am on my knees, working my way around the room like some fanatical penitent crawling through the stations of the cross, when I realize Mrs. W is staring at me ... would she at least be inspired to offer me a glass of water? Because I have decided that if water is actually offered, I'm taking it, rules or no rules ... Not to worry, though. She's just watching to make sure I don't leave out some stray square inch, and when I rise painfully to my feet again, blinking through the sweat, she says, "Could you just scrub the floor in the entryway while you're at it?"

Those aren't words that would inspire me to choose a life of scrubbing floors, and they might just have stayed with me, as a high school student, at a moment when I was deciding between the apparent immediate gratification of independence at minimum wage and sticking it out through high school and beyond. But they won't stay with the students of Bedford, N.H.

As you might have gathered from the quote, Ms. Ehrenreich's attitude toward work is scarcely reverent, and neither is her attitude toward historical religious figures. At one point she describes Jesus as a "wine-guzzling vagrant and precocious socialist" (while making the point that he would have been sympathetic to the struggles of low-wage workers), and she is occasionally mildly profane.

One parent objected to that. Objected so strongly that the school district removed the book from the curriculum. The resulting flurry of argument and debate over the rights of parents in public schools led to New Hampshire legislators passing a law (over a gubernatorial veto) that allows parents to request an alternative school curriculum for any subject to which they register an objection.

Any subject. Any objection.

This appears to be the broadest such law in the nation. Many

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Mim's Cafe

I have to confess that I did not like pasta for the longest time because of its taste. But all that changed when my husband became a vegan and introduced me to the pasta dish below. (I've become a guinea pig for my husband's vegan dishes!) I never knew that pasta could taste so good, and I was even more surprised to find that a lot of vegan dishes are tasty and easy to make. The recipe below comes from a cookbook called *Quick-Fix Vegan* by Robin Robertson. The flavors of the olives, roasted walnuts, sun-dried tomatoes and artichokes blend really well together. The pepper flakes also add personality to this dish. The best part about this recipe is it can be made in less than thirty minutes! Bon Appétit.



To Contact Prof. Montgomery: montgot@arc.losrios.edu Prof. Montgomery with happy eater.

Penne with Artichokes, Walnuts, and Olives

Ingredients:

12 ounces penne or other bite-size pasta (I use bow tie pasta)
 2 tablespoons olive oil
 5 cloves garlic, chopped
 ½ cup walnuts, chopped
 1 (14 ounce) can artichoke hearts, drained, rinsed, and halved
 ½ cup pitted olives, halved
 1/3 oil-packed sun-dried tomatoes, cut into thin strips
 ½ teaspoon salt
 ½ teaspoon red pepper flakes
 ¼ teaspoon freshly ground pepper
 3 tablespoons dry white wine
 ½ cup vegetable broth
 1 tablespoon minced fresh basil or parsley



Cooking Instructions

1. In a large pot, boil the penne for 10-11 minutes. Add a pinch of salt when penne is almost ready.
2. While pasta is boiling, use a pan to heat the oil over medium heat. Add walnuts and cook until golden brown.
3. Add garlic and stir for one minute.
4. Add artichokes, olives, sun-dried tomatoes, salt, pepper, red pepper flakes, and wine.
5. Then add broth and simmer for 1 to 2 minutes.
6. When penne is done, drain and put in a bowl.
7. Add artichoke mixture to pasta and toss gently.
8. Add salt and pepper to taste.
9. Sprinkle with basil or parsley before serving.

Vegans Won't Eat Parrots

What is a Vegan?

Vegetarians do not eat meat, fish, or poultry. Vegans, in addition to being vegetarian, do not use other animal products and by-products such as eggs, dairy products, honey, leather, fur, silk, wool, cosmetics, and soaps derived from animal products.

Why Veganism?

People choose to be vegan for health, environmental, and/or ethical reasons. For example, some vegans feel that one promotes the meat industry by consuming eggs and dairy products. That is, once dairy cows or egg-laying chickens are too old to be productive, they are often sold as meat; and since male calves do not produce milk, they usually

are raised for veal or other products. Some people avoid these items because of conditions associated with their production.

Many vegans choose this lifestyle to promote a more humane and caring world. They know they are not perfect, but believe they have a responsibility to try to do their best, while not being judgmental of others.

Vegan Nutrition

The key to a nutritionally sound vegan diet is variety. A healthy and varied vegan diet includes fruits, vegetables, plenty of leafy greens, whole grain products, nuts, seeds, and legumes.

<http://www.vrg.org/nutshell/vegan.htm>

Boots on the Ground: Get Slick with Trail Mick

VOLCANO / INDIAN GRINDING ROCK TRAIL

A few years back, on a sunny winter day, a professor friend and I drove up to the little town of Volcano. Set in the Sierra foothills an hour from Sacramento, Volcano has a colorful history going back to the gold rush in 1849. Though in 1852 Volcano had swollen to thousands (mostly miners and the business people who supplied them), today there are just over a hundred permanent residents there.

We had arranged to meet another professor-friend in Volcano for lunch. After lunch we planned to go hiking in nearby Indian Grinding Rock State Historical Park. Around mid-day we arrived at our designated meeting place, the Country Store Restaurant on the town's Main Street. The place was just as the name indicates -- an old rustic country store containing a restaurant that served great fire-oven roasted burgers along with fine draft beers. After a satisfying lunch, our friend decided to opt out of the hike. After parting with our friend, we drove the 2 miles back down the road to Indian Grinding Rock Park.

We parked our car in a paved lot and paid a \$6 day use fee at the adjacent Indian Museum. A well-marked loop trail nearly two miles in length started near the museum. Though full from lunch, without delay we began our hike, heading first toward the park's namesake, the large, flat piece of bedrock limestone containing 1,200 mortars. The mortars were dug out long ago by Miwok Indians, who used the holes (mortar and pestle style) to grind into flour the acorns they gathered from the area's numerous oak trees. We viewed the grinding rock along with some nearby petroglyphs that are said to be over 2,000 years old! Most of the park's attractions were located within the first half mile or so. These are identified by exhibits along the trail. The other exhibits included: a big reconstructed "Roundhouse" used by the Miwoks as a meeting place; an impressive 600 year old Valley Oak known as the "Mother Oak"; and a reconstructed village of hut homes comprising the "Miwok Village". As we continued past the exhibits we crossed a small stream (Else Creek) on



a wooden footbridge. From this point the trail climbed a bit into a hilly, forested area consisting of Grey Pines, Incense Cedar, Oaks, Madrones, and Manzanita. For the next mile we wound through these wooded hills until we descended again to the little valley containing Else Creek. We passed an old farm house dating to 1880 before re-crossing Else Creek on a second footbridge. Up ahead we could see the parking lot and the museum. By the time we returned to the trailhead we had pretty much walked off our lunch, and were thinking about dessert. We found a picnic table and enjoyed some water and cookies that we had brought with us. Plenty of daylight remained when we returned to our car

and headed back down the hill to Sacramento.

To get there from American River College, take Auburn Blvd. westward toward Watt Avenue. Turn left on Watt and continue for several miles to the junction with Highway 16, Jackson Highway. Turn left on Highway 16 and stay on it for 29 miles, where it ends at Highway 49. Take 49 south for 6.8 miles until you arrive at Ridge Road. Turn left on Ridge and stay on it for 8.3 miles, where you

turn onto Highway 88 east for a short distance (only .7 mile). Turn left again onto the Pine Grove/Volcano Road. Drive on this road for just over a mile until you arrive at Indian Grinding Rocks State Historical Park. To get to Volcano, continue on Pine Grove/Volcano Road for 2 miles, then take a slight right onto Sutter Creek/Volcano Road. Just ahead you will see the town of Volcano. The Country Store Restaurant is at 16146 Main Street. Return to Sacramento via the same route, which in each direction is about an hour's drive.

The Park's trails are well maintained and, due to the sensitive nature of the historical features, are open only to hikers. The loop hike takes about an hour to complete. Allow some more time to take side routes to view exhibits. You might want to carry your own water and snacks on the hike. Facilities near the trailhead include a paved parking lot, plumbed restrooms, picnicking, and the Chaw'se (Miwok) Indian Museum. For an additional fee, a campground is available for tent campers*

and RV's. The campground is closed during the winter months, but the park is open year around, daily from sunrise to sunset.

Enjoy the hike!

* Adjacent to the parking lot, the first section of trail that includes some of the Miwok exhibits and the Grinding Rock is wheelchair accessible.

- Turn left onto Auburn Blvd 0.6 mi
- Turn left onto Watt Ave 1.4 mi
- Turn left onto CA-16 E/Jackson Rd 7.0 mi
- Continue to follow CA-16 E
- Slight right toward CA-49 S 28.8 mi
- Slight right onto CA-49 S 0.1 mi

- Turn left onto Ridge Rd 6.7 mi
- Turn left to stay on Ridge Rd 5.2 mi
- Turn left onto CA-88 E 3.1 mi
- Turn left onto Pine Grove Volcano Rd 0.7 mi
- Slight right onto Sutter Creek Rd/Sutter Creek Volcano Rd 3.0 mi
- Take the 2nd right onto Consolation St 0.2 mi
- 217 ft

To Contact Mick: braccop@arc.losrios.edu

Parenting continued from page 16

states (including New York) allow parents to opt their children out of sex education classes. Texas allows for the exception of students from any class or activity that "conflicts with a parent's religious or moral beliefs." But only New Hampshire permits parents to have their children opt out of anything from the teaching of evolution to the teaching of phonics.

The mechanics of an "opt-out" are unclear: this is a law created by politicians, not educators. The school district is obligated to develop an alternative plan for each student that still allows the student to meet specific state educational requirements on the subject matter (should they exist). The parent is obligated to pay for the cost of the change. How the cost will be calculated or a new curriculum for one implemented aren't addressed. But on the substance, the law is clearer. Think your child should be shielded from an understanding of the civil rights movement? Believe spelling is a waste of time in the age of spell check? Just raise an objection, and in New Hampshire, your child should be accommodated.

That's the problem. Education isn't the private right of parents. It's for students, and for the public good. We, as a nation, have an interest in a well-educated citizenry, and we should have the

ability to define that education on a local, state and sometimes national level. Shielding students from information or discussion that conflicts with an individual parent's view of the world is not in the public interest. You don't have to live in New Hampshire (as I do) to be concerned about the impact of New Hampshire's new law, which is at the forefront of a general trend.

In 2009, when President Obama addressed the nation's students over the Internet, schools across the country were faced with calls from parents demanding the right to shield their children's eyes and ears. A "parental rights amendment" to the constitution has been proposed and has 17 co-sponsors; it states that "the liberty of parents to direct the upbringing and education of their children is a fundamental right."

What began in New Hampshire may well sound like an excellent idea to legislatures in other states. As a nation, we're moving toward an education system that turns e pluribus unum into "out of one, many" (and no outdated, elitist Latin for my child, thank you very much). Do you share my sense that this is a dangerous trend, or would you welcome the opportunity to demand that your child be allowed to drop "Singapore math" or skip that unit on the Holocaust? Is education for the overall good, or is it a private right?

To Contact Parenting: moone@arc.losrios.edu

Cyber Bum continued from page 15

copyrighted works, during any 180-day period, which have a total retail value of more than \$2,500..." So if you upload a video of yourself singing Lady Gaga's song that sells for \$1 to YouTube and the video gets 2500 hits, guess what? It's a felony. You also become a candidate for up to three years in prison. And there is much more.

At the present moment voting was delayed, as well as further committees, only because a lot of people took action. More than 7 million in the U.S. signed the SOPA petition. Wikipedia didn't provide access to articles for 24 hours and instead showed only a message in protest of SOPA and

PIPA (another fun law similar to SOPA). Even Anonymous took some actions. The point is people weren't silent and stood for their rights. After all, as Neelie Kroes, European Commissioner for Digital Agenda, tweeted (wrote in her Twitter): "Speeding is illegal too: but you don't put speed bumps on the motorway".

For those who still wants more, just go here: <http://mashable.com/2012/01/17/sopa-dangerous-opinion/> or google it. If you want to share some ideas, have any suggestions or proposals, just send me an e-mail:

geek.for.parrot@gmail.com

Continued from page 1

Parrot: Wow ! You have a lot of experience.

Dolores: Yes.

Parrot: And you liked being a counselor?

Dolores: I like both. I liked being a counselor; I like being a teacher but there was a time that the administration of the colleges decided that they would prefer that you take one area or the other... and at the time there was nobody teaching in the history department that could teach about the Mexican American experience and the woman that was teaching was going to go to teach at another college so that's why I gave up counseling and I started teaching.

Parrot: Where were you born?

Dolores: I was born in El Paso, Texas

Parrot: OK and you came to Sacramento...?

Dolores: I was born in El Paso, Texas and I went to college there and I went to high school there; my parents and my family live there. After I graduated from college, I taught for three years. I was recruited to teach in Pasadena, California and so I came and I taught in California for a year. While I was teaching here, I was offered a full scholarship to get my master's degree at Sac State. Eventually, I got my second master's degree and you know that's where I am.

Parrot: OK, so you said that you were born in Texas?

Dolores: Yes, I was.

Parrot: You liked Texas?

Dolores: Well, I grew up there. I have family there, my parents were there, my brother, my family; I can't say that I liked it. It was a place that I lived in. I can't say that I would ever go back to live there because there's too much discrimination, too many things that are bad, and I don't want to be part of that.

Parrot: So that means you like Sacramento?

Dolores: I like Sacramento very much. I've lived in Sacramento since 1971 and I went to graduate school at CSUS I got my master's degree and I married Dr. Duane Campbell.

Parrot: Do you have kids?

Dolores: I have one son! I have one son, who is thirty one.

Parrot: Thirty one! Did he go to college?

Dolores: My son graduated from college and got his bachelor's and master's degree in accounting.

Parrot: OK. You must be proud!

Dolores: I'm very proud of him, yes.

Parrot: What was your favorite subject in college?

Dolores: History!

Parrot: History?

Dolores: History was my favorite, favorite subject. History and probably English literature, not the writing part; I loved it.

Parrot: And that is why you chose to become a history teacher?

Dolores: I chose to teach history in part because when I was growing up at home my family was... history was really important; my "abuelito," my grandfather, lived with my parents for twenty years after my grandmother died, my mother's mother. My other grandfather, my father's father, lived with us. All my grandparents lived with us at one time or another because they got sick, my grandfather or my grandmothers, Elena and Juanita, and so I learned a lot about my family and my background and my culture from them and when I went to college, that was history.

Parrot: Did you have any special teacher in college?

Dolores: Special teacher?

Parrot: Like a favorite teacher?

Dolores: I had a couple of teachers who were really good to me. I liked them because they treated me with respect. They would encourage me; they told me that I was smart. I was constantly being told I was smart because I was a Mexican girl and was encouraged to do well in college and then when I had any questions about history or Spanish ... my other thing, I studied Spanish, I was a Spanish teacher for four years before I became a history teacher and I was really good because the teachers, the professors encouraged me, respected me, and were nice to me.

Parrot: OK, so you said you taught Spanish?

Dolores: Yes, when I first graduated from college I taught Spanish. I taught Spanish for three years in Texas and I taught Spanish for one year in Pasadena.

Parrot: Did you ever have a funny or interesting experience when you went to college?

Dolores: Oh God! ... one would be difficult! Well I think I can think of the fact that when I was in college we were very poor and I never had a car so I always had to find people to get a ride with and often times there were people that I had to pay, give some money to, so I could go to college again and a lot of times their cars... I remember that I had a friend who had a car about as small as this desk, a little tiny car and where I come from it's very windy and it rains and terrible dust storms when it's raining, so we're driving up to the university and this little car is, to go to the university there was a very tall mountain so this little car was like puff, puff, puff and then it would roll up and then it would stop and would roll down the hill again and it would have... so I remember one day on a day like that having to get out of the car and my friend gets out and he's a tall thin guy and we're trying to push this little car up the hill and so we start-

ed running, running, running, running, we pushed, jumped in the car and then the car starts and we get to the top of the hill and I jumped in the car and it rolls all the way back and even though it was sad, it was funny, we started laughing and then that same day trying to get to the university, parked the car in a place where you don't pay for parking because, you know, parking was expensive, and the wind was so strong that by the time we got to our school, part of the wind had taken the trunk and lifted up the car and put it down the street and one of the doors, we never found the trunk, but we were able to find the other door so...

Parrot: It was kind of scary, too, right?

Dolores: It was funny, but it was scary; we did laugh, we did laugh...

Parrot: Besides being a teacher, have you been involved in other curricular activities?

Dolores: Well, in terms of curriculum at American River College, I wrote the curriculum for the classes that I teach. I wrote the curriculum for Women in American History, and then I wrote the curriculum for the Mexican American History.

Parrot: Can you say what the difference is?

Dolores: Well the *Women in American History* class is an American history class that you can take to transfer to a four-year school for the university so it's about American history but from the multicultural perspective. I teach about women from four different ethnic groups so I teach about European American women, African American women, Asian American women, and Latina and native American women. I include the teaching about all of those women in the Mexican American history class. It's history of people who came from Mexico but either were born in the US or were raised in the United States and how that history has been involved with either workers or unions and making the laws and being the workers. Those are the two class that I teach.

Parrot: Mrs. Dolores, can you please describe how you got interested in your area of expertise?

Dolores: In teaching? Well again as I said earlier because I grew up with all these grandparents, for example, my "abuelito" (grandpa) Romulo, my mother's father, he was from Mexico, he was a little guy, he had been through the Mexican Revolution and so he would tell us stories and when I was growing up we didn't have a TV so we had Abuelito Romulo after dinner. We would sit at the table and Abuelito would drink coffee and make himself a cigarette and we had to sit there. We couldn't just get up and when we sat there, he would talk about what it was like-battles, he was a very interesting story teller; he told the stories and he would reenact the parts on the ground and he'd growl, whatever, to make it interesting. So history became really interesting for me and I realized that those were things he was telling

me that I never learned in a history class and when I went to college, I took a History of Mexico class and the professor asked, "Have you taken this class before?" And I said no. "Because you seem to know a lot and you are so young." Then I told him why, what I told you about my grandfather. The more classes I took, I learned a lot about American history, but I also learned a lot of things that I have never learned in an American, regular American history course about my people, my culture; what history is all about.

Parrot: So your grandpa was born in Mexico?

Dolores: My grandfather was born in Mexico, my father was born in Mexico, but my mother was born in the United States. Her mother was an American Indian.

Parrot: Oh! What advice do you think is the most important for your students or students in general?

Dolores: Advice? Well, I think when you go to school, you ought to take it seriously, and if you are going to school, don't waste your time or the teacher's time or your money. if you are going to go, go to class, do your homework, read your material, study for your test. If not, you are going to fail and if you fail, you're responsible for failing. It is not the teacher's fault that you fail. It was your fault because you haven't put in the time studying, doing the homework, going to class and all that. I always tell my students if you are going to be here, be here.

Parrot: Were you a responsible student when you went to college?

Dolores: I was a very responsible student. There was a short time that I wasn't a responsible student and because of that I was put on selective probation for one semester and that was a shock for me and my family. I realized first of all it was embarrassing; it was humiliating that I couldn't go back to college because my grades were so low. I stayed up and worked for a semester and I realized that I really did want to finish my college and that I had to be more serious about being a student than I had been. That only happened one time and after that I graduated from college with honors.

Parrot: What do you like the most about your career?

Dolores: Working with students. I really like working with students. I look forward to coming and working with students having them look at my classes, talking to them. I'm the faculty sponsor with Manuel Ruedas of the Latinos Unidos Club and that's really interesting and fun and exciting.

Parrot: Can you tell us about the Latinos Club?

Dolores: Well, the Latinos Unidos Club is a club that has been here on the campus, I would say for at least twenty, twenty-five years. Before there were other clubs for Mexicanos, Latinos, but that one that been the longest here, and the purpose of the club is to actually, help students who are Latinos feel better about their culture and who they are.

Maybe some of them, their families never went to college, never went to high school, so we support them and nurture them and help them to be successful students. We also try to teach them about the culture. We try to do fundraising every semester, like selling tamales for our fundraiser to raise funds for our scholarships. We give two scholarships, so every semester we try to sell something traditional. We have a five-hundred dollar scholarship if you're transferring, and a three-hundred dollar scholarship if you're a continuing student.

Parrot: This is a very good help for Latino students. Have you been to an exciting place that you would like to recommend I visit one time?

Dolores: Well, this past year my husband and I went to Russia for two weeks. We've traveled pretty much all over the world but the latest trip was two weeks to Russia, a cruise from Moscow to St. Petersburg on rivers and lakes. It was very exciting because we got to visit very important cities and learn more about the culture and the arts and music and history. We already knew something about it because I studied Russian history in college and my husband studied the Russia language in college so we were really excited to go there. That was one of the places that I always wanted to go to!

Parrot: You said that you've been in a lot of parts of the world but do you have a dream trip that you want to take?

Dolores: Well, I've gone on a lot of dream trips already. I've gone to Australia, to Machu Picchu, Spain, Italy, France, Brazil, Canada, Ecuador, Costa Rica... you know I have been to a lots of places. I think the other dream trip that we have is China, maybe Turkey. I would like to go to Japan, Bhutan? Someday...

Parrot: What is the place that you most liked?

Dolores: Spain. Spain. I mean I love Mexico and I used to go to Mexico all the time but now with all the things that are happening I'm not going there any time soon. But I would say Spain, Mexico. Probably because they speak Spanish and probably also because when I go to either of those countries, I feel a certain part of my culture and it's really exciting.

Parrot: Do they speak Spanish the same?

Dolores: No, the Spanish of Spain is very different from the Spanish of Mexico because the Spanish of Mexico is mixed with the indigenous words from Mexico, like chocolate, tecolote and aguacate. The Spanish in Spain is very European and they also have regional Spanish in Spain so that they don't all speak the same. They don't all speak Castellano; sometimes they speak Gallego, you know they speak different dialects of Spanish. It's just like the difference between American English and British English.

Parrot: Do you know another language besides English and Spanish?

Dolores: I speak some Italian because my great grandfather was from Italy so I speak some Italian and just a little tiny bit of Russian.

Parrot: Do you have a hobby that you enjoy doing?

Dolores: Gardening!!! I love gardening. I grew up in the country. My parents had a little "ranchito," a little farm, and we used to go plant vegetables and chiles and tomatoes. I don't have a little farm, but I have a really nice backyard and I have a lots of roses and geraniums and bougainvillea. I have lots of beautiful flowers, and I have a small vegetable garden where my husband and I grow tomatoes and chiles and then we have a little beautiful peach tree.

Parrot: Is there anything that makes you lose your temper?

Dolores: I try not to lose my temper very often but I have a hard time with people speaking, acting rudely or when people are disrespectful to me or to others. I don't have much tolerance for that. At times I have students who come to class and they are not prepared and they come late and leave early and they don't do their homework and at the end of the semester they come and they complain either to me or to the dean. Bottom line is if you want to be in my class, there are rules and if you don't want to be in my class and don't follow the rules, you'll be gone. But I think it's important for students to respect rules. If you don't respect them, then you know you're in trouble!

Parrot: Well, because you care about students!

Dolores: I care very much about students! I care about students even after all these years I care if they're doing well. If a student fails, if they're getting low grades on the quizzes, I worry about that and I truthfully invite them to come to talk to me. I send them an e-mail before I drop them for lack of attendance. I do this job because I love my job. I hate grading papers but I love what I do for a living. Somebody pays me for something I love to do and that's exciting.

Parrot: What is something important for you in life?

Dolores: Family! Family is very important. I have a picture here. This is a picture of me and my mom. My mom died a few years ago and I have an old picture here that you can hardly see, my mom and dad, my son, and myself. My dad also passed so I don't have any parents anymore. My parents died two years ago, my brother died, so family! My son just got married so I'm excited! Yeah, family is very important and I was brought up with that. I was brought up with the idea that family was important, something you have, something you care about, something you reach out to and it's hard because I only have one brother now; my other brother died.

Parrot: I'm sorry. Ms. Dolores, if you had to choose another

profession, what would it be?

Dolores: Oh God! Other than teaching and being a counselor?

Parrot: Yes.

Dolores: That's a hard question! Probably working with people, probably helping, working in a shelter for women or family... something to help people because I have this desire and because I have this education maybe, maybe a way to help other people who are less fortunate than me.

Parrot: It sounds like you are that kind of person that likes, loves to help others!

Dolores: I do. My mom and dad were poor. We didn't have a lot of fancy stuff. I never had a car when I went to college and you know didn't have a lot of nice clothes or whatever but my parents were... you know my mom was the oldest of eleven and my dad was the oldest of seven and by hard WORK my parents were able to buy a house and eventually they had a little business and so my parents taught me and my brothers that it's important that you share with other people; that it's important that if you have two cups of something, you're not going to drink those two cups but you can give the other cup to somebody else and you shouldn't expect that person to do anything in return for you but you do it because you want to help that person, you feel responsible to help those who unfortunately don't have anything. So my mom and dad really instilled that in us when we were children to reach out to other people and so my mom and dad were like social workers. You would go to my mom and dad's house and they had a garage with full bags of clothes, shoes and if you came to the door and you told my mom, "I'm hungry!" My mom would say, "Just a minute!" She would make you a taco, a sandwich, and give you a cup of coffee. So I was brought up helping and I tried to bring up my son that way. I think it's an important part of life.

Parrot: What are things that you do when you went to improve your teaching?

Dolores: I try to never be satisfied that I know everything about what I'm teaching. I always try to find something different, interesting or exciting, something that excites me and helps me because you know it's one thing to sit in the classroom and listen to the teacher talk and it's another experience if you do something exciting because you are going to do something fun and you get in there and the teacher always has something fun, different, rather than just sitting there and just have the teacher talk!

Parrot: What is something exciting about teaching history?

Dolores: History is always changing; history is being made every day! To me that's what's new and different and then when something happens or it's new I want to know about it. I want to know who started it, who participated in it, what the

outcome was, how it is going to be applied, or how it's going to affect me or my students, and my son. That's why I think I really like teaching history because history is knowledge, is power, and opens your world. I'm a really inquisitive person. That's why I travel all over the world with my husband. We always find new history and that's why I was trying to learn to speak Russian this past summer. We studied Russian and we're been reading Russian history and literature. Whatever I learned from college years ago, I could remember again and learn new things about Russia or Russian people.

Parrot: This interview was very interesting for me because you are a very interesting person. You make me want to finish my education all the way through because even though you had problems in college you still wanted to finish college. That's a great example for some students that might have these kinds of situations. I would like to say thank you very much for your time. I really appreciate it. I'm glad we have teachers like you here at ARC.

Dolores: You're welcome! And hopefully some time if you feel like it, you'll come and be a student in my class!

Parrot: YES!

Dolores: That would be wonderful!

Parrot: Thank you.

Guadalupe Hernandez
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PROFESSORS DIETER KIEFER, CPA AND ROBIN REILLY, CPA
SUPERVISE THE PROGRAM

Out of the Cage

African American History: Inspirational Stories and Amazing Facts!

Thursday, February 9, 2012/12:15 pm - 1:15 pm

Since 1761, when Benjamin Banneker made the first wooden clock, African Americans have demonstrated a propensity for making life easier for all through their inventions.



Often, these inventors were never given credit for their creations. For example, most people know about Thomas Edison and the light bulb; however, African American Louis Lattimer invented the black carbon filament that went inside the light bulb to make the light bulb illuminate, and few know of his accomplishment. Please join author James Henry Williams for more inspirational stories and amazing facts!

Location: Raef Hall 160

What are you doing next summer? How 'bout 5 weeks in Italy?

Thursday, February 16, 2012

12:15 pm - 1:15 pm



Bill Wrightson, Professor of History, will discuss opportunities to study abroad, focusing on the 5-week summer program in Florence, Italy. The presentation will highlight the nature and cost of the program, including images of apartments, museums, the language & history classes offered, day trips, as well as the 3-day trip to Rome. This opportunity is open to anyone 18 or older

Location: Raef Hall 160

The Future with Stem Cells

Thursday, February 23, 2012/12:15 pm - 1:15 pm

What is the future of stem cell research for treating human disease and injury? Recently, Sacramento became home to the UC Davis Institute for Regenerative Cures, a world-class facility working to transform stem cell discoveries into new therapies and cures to patients. Join us in learning about the state-of-the-art UC Davis Institute and its cutting-edge work to develop stem cell cures for patients



Location: Raef Hall 160

To Kill a Mockingbird

February 24,25, 2012 at
8:00 pm

February 26, 2012 at 2:00
pm

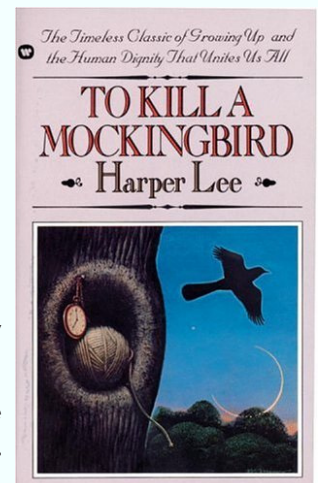
March 1, 2012 at 6:30 pm

March 2, 3, 2012 at 8:00 pm

March 4, 2012 at 2:00 pm

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Tickets at the ARC Theatre Box Office, or at <http://www.seatyourself.biz/arctheatre>



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