



# The Parrot

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

Issue #64

Spring 2012

## Parrotology Meets Anthropology: Prof. Katrina Worley

**Parrot:** I have some questions for you for my assignment.

**Prof. Worley:** OK, which is, what class is this for?

**Parrot:** Listening and speaking, ESL.

**Prof. Worley:** OK.

**Parrot:** OK, Can I know how long have you been at ARC?

**Prof. Worley:** Almost 10 years.

**Parrot:** Ohhh. And what brought you to ARC?

**Prof. Worley:** I had been teaching part time at several community colleges in this

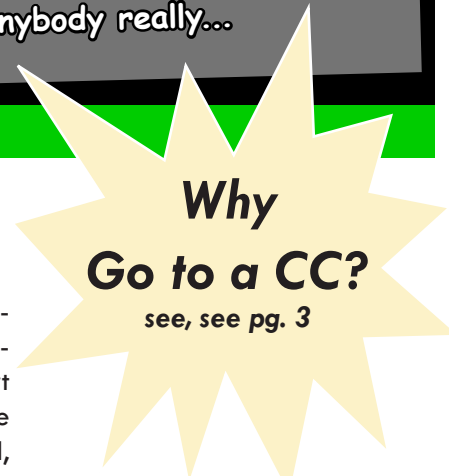
area. I taught part time at Sierra College, at Folsom Lake College, at Sacramento City College. I also taught part time at Sac State and was teaching here at the same time. And, so when a permanent position opened up here seven years ago, I applied for it and was hired.

**Parrot:** And what do you like the best when you teach at ARC?

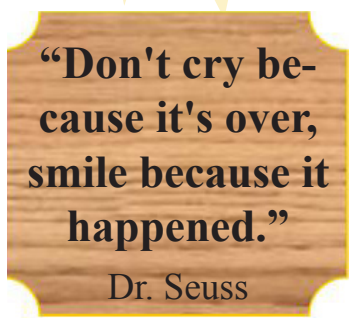
**Prof. Worley:** I didn't catch the question.

**Parrot:** Ah, like how do you like it when you teach at ARC? The most interesting thing

Continued on page 16



**Why  
Go to a CC?**  
see, see pg. 3



**"Don't cry because it's over, smile because it happened."**  
Dr. Seuss

## Tattoo Ad on Forehead for \$10,000

**A mother had her forehead tattooed with the web address of a gambling site after auctioning off advertising space on her head to pay for her son's school fees.**

Karolyne Smith has to live with a permanent billboard on her forehead after she accepted Goldenpalace.com's offer of \$10,000 for the 'advertising space'. She needed the money to send her son Brady to a private school. Karolyne said: "'I really want to do this. To everyone else, it seems like a stupid thing to do. To me, \$10,000 is like a million dollars.'"

"I only live once and I'm doing it for my son. It's a small sacrifice to build a better future for my son." Karolyne did not take the decision lightly.



She discussed it for more than three weeks with her boyfriend Jeremy Williams.

Smith's eBay auction attracted more than 27,000 hits and 1,000 watchers. Bidding reached \$999.99 before Goldenpalace.com, an Internet gambling company met Smith's \$10,000 asking price. Goldenpalace.com also gave her another \$5,000 for her trouble.

Another person, inspired by Karolyne is currently auctioning his forehead as ad space on ebay. [www.stunning-stuff.com/read-weird-news-stories/128.html?ci=1](http://www.stunning-stuff.com/read-weird-news-stories/128.html?ci=1)



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

### Inside this Issue

Financial Aid	2
Iraqi Music	5
Final Exam	6
Bumper Stickers	7
Asian Art Museum	13
Mim's Muffins	14
Trailing Trail Mack	15

## Student Chirpings

### Should Government Reduce Financial Aid to College Students?

Education is a right for everyone who wants to be someone active in society. In many countries education at college is free. In the United States, the federal government helps college students who are low income to cover their college expenses from tuition, transportation, and books. Nowadays, and because of the economic crisis, the government passed a law which reduces the units that could be covered by financial aid from ninety units to seventy two units. Some people accept this law but others reject it. I believe that the government should not reduce financial aid for several reasons.

The first reason why I believe that the government should not reduce financial aid is because it will prevent many low income students from getting their degrees. For example, there are many students who are not native speakers of English attending ARC, and they are low income and are eligible to get financial aid. They have to study English as a second language, and this program will take a minimum of two years of studying, which is equal to forty - eight units. According to the new process, financial aid will cover seventy-two units, including ESL classes; therefore, the remaining units are not enough to cover an AA degree or any diploma, and because of that many students will leave college without getting any degree. In sum, reducing financial aid will prevent students from continuing their education and getting their degrees.

The second reason why I believe that government should not reduce financial aid for college students is the rate of unemployment. Reducing financial aid will increase the number

of people who will not get work. Those people, because of their low qualification, will not have the opportunity to get into the workforce and that will increase the unemployment rate, which will have a bad effect on the whole economy in the future. In short, paying less financial aid will increase the number of people who don't have qualifications for better jobs and make them leave the workforce, which will increase the unemployment rate .

Many opponents claim that reducing financial aid can help the government to keep more money, which it collects from taxes and spends on other projects. It may be true, for the short term plan, but what about the additional cost that the government will carry in the future to control the high level of crime? Most criminals are not educated, or only high school graduates, and they will cost the government two or three times more in the future than what it saves now by reducing financial aid. The government will spend the money on those people in jail, and this will represent an additional cost for the government budget.

In conclusion, the government should not reduce financial aid because it will prevent many students from getting college degrees, it will increase the unemployment rate, and it will add an additional cost to the government budget to fight crime. Based on all that I have stated above, the government must not reduce financial aid.

Hind Hanna

ESL W 310



### Students Should Be Obligated to Pay the Money Back

Have you ever borrowed money and haven't paid it back? Have you ever traded places with your lenders? How did you feel? In Moldova, people don't have credit cards and the only possibility to borrow money is from other people. If you borrow from your friends and relatives, you don't have to pay them with an interest rate. In addition, you don't sign any kinds of contracts. The agreement is based only on personal honesty. Therefore, people generally care about their reputation. However, people from the ex-USSR think that all kinds of financial aid in the United States are free money. That is a wrong perception because financial aid should be

considered as borrowing from the government, which in fact is borrowing American tax from tax payers. The main idea of such kind of borrowing is to get an education and a high-paying job, and to pay back a significant tax contribution later. As a taxpayer, I expect the federal government to invest my money in good students. Therefore, students who receive financial aid should somehow contribute to the future of this country. If they can't achieve this goal, then it will be honest to pay the money back. I don't want that the United States runs out of money by the time my son will be ready to attend college. Therefore, there are three main reasons why

students who receive financial aid and fail a class should be obligated to pay money back: to prevent students from abusing financial aid, to encourage students to be more responsible, and to redistribute the money to other students.

The first reason why students who receive financial aid and fail a class should be obligated to pay money back is to prevent students from abusing financial aid. Several months ago, *The Parrot* wrote that the financial aid office from ARC changed the granting rules in order to prevent students from using federal money for purposes other than school. In fact, some students enroll in the community colleges to get federal aid to use it for other purposes rather than schooling. For example, an adult school clerk with a very strong accent and bad English grammar told me that she went to college and got federal aid in order to buy herself a car. In the past, some students were able to get financial aid failing classes several times. To avoid that situation, students who receive financial aid should be obligated to pay money back for each class that they fail and should not receive new aid until they pay it back entirely. In that way, the abuse of financial aid can be reduced substantial. Of course, some students will enroll in college just to get the money for one semester. However, sooner or later they will be obligated to return the money because of collection process.

The second reason why students who receive financial aid and fail a class should be obligated to pay money back is to encourage students to be more responsible. Students sometimes take too many classes. As a result, they will fail one or two classes. That kind of student can be considered irresponsible, because there is a possibility of dropping the classes before they get financial aid. Students usually get one or two weeks to figure out if they can finish all the enrolled classes from a particular semester. Therefore, students

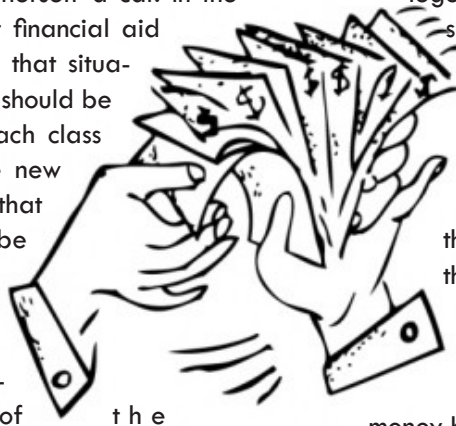
who pay financial aid back because of their irresponsibility will definitely change their attitude toward planning their schedule next semester.

The third reason why students who receive financial aid and fail a class should be obligated to pay money back is to redistribute the money to other students. Despite the fact that some students get enrolled in community college just to get some money, most of the students get enrolled because they want to get a degree. In that way, all students have a chance to figure out if they are capable or not to get a college degree. If you are not capable to get a degree then you should pay money back and try to get a job and learn thought your job. In that way, the money which you paid back can be used for other students to start college. Everybody who lives in the United States should have a chance to get a college degree. Nowadays, when the economy of the United States is going down, it becomes harder and harder to find money to help students who can't afford to pay for college. Therefore, it is a good idea to require the bad students to pay money back and use that money for the new students.

In conclusion, there are several good reasons why students who receive financial aid and fail a class should be obligated to pay money back. Students should think they borrow money from the United State government. They should use that money exclusively for school. In that way all taxpayers expect that sooner or later the aided students will contribute to the economy of this country. The United States government can't afford to spend money on students who are not interested in getting a degree. In addition, the returned money can be used for other students who want to get an education and contribute to the well-being of this country.

Alexei Cioina

ESL W50



## Why do People Choose to go to Community College?

All of us have to make some choices in our lives. We have to choose where to live, where to work, where to study, etc. Usually we look at the effects of and reasons for our choices. Everyone has their own reasons for their choices. Sometimes it is better for our futures, but sometimes we make choices that are better for our present lives. We also know the effects of our choices to where to go to study, but what are the reasons that help us to make our choices? For example, in the U.S., a lot of people choose to go to a community college. What are the reasons that prompt them to make this choice? In my opinion, there are a few basic reasons that

prompt people to go to community college.

The first reason why people choose to go to community college is that it costs less and gives more opportunity to save some money than does a four-year degree in university. In America, to get a degree in the university or even a private college is very expensive. People usually take out a loan to pay for it. For example, my mom wants to be a nurse. She went to a private college to ask about this degree, but she was shocked about the price. It costs about \$40,000 per semester, but she needed to study 3 semesters: in total, it is \$120,000. Of course, not everyone is able to pay this



amount. I also remember when my friend told me her story. She graduated from high school with excellent grades, and the government paid for her first year in university. She went to Sacramento State University. She studied there one year, but after that she transferred back to community college because CSUS was too expensive and she wasn't able to pay this amount. If a person has a good credit history, s/he can get approved for a loan, but not everyone can afford this. My wedding photographer is also a student. He is working on his photography degree. I talked to him when he took our engagement pictures. He told me about his story and why he chose to go to community college. His credit history isn't good, so that's why he cannot take a loan to pay for university. He is working in college on some pre-requisite classes and works as a photographer in his free time. As he put it, it helps him to save some money for university and it also helps him to get more practice when he works as a photographer. Sometimes people don't think about what college to choose after high school because s/he knows that it is expensive and of course they will not be able to afford it. They know for sure that they will go to a community college.

The second reason why people choose community college is that they may not be ready to leave their parents, and it is cheaper for them to live with their parents. Sometimes, after high school, parents think that we are not ready to live by ourselves. They think we are still young and we are not ready to make decisions by ourselves and to cope financially. For example, my friend Jenny is 26 years old, but her parents are still afraid for her. They don't allow her to go to a university, or even to go out after 7 pm because they think she is still a little girl and she cannot take care of herself. For parents, we are all young, but sometimes they have to understand that we have our lives and they must realize that we have to do things that may change our future. Moreover, there are people who want to live with their parents because it's cheaper for them. For example, my friend Andrew lives with his parents and is a student at ARC. As he said, "I don't want to move away from my parents. It's cheaper for me to live with them. I don't have to worry about bills and rent." There are kinds of people that don't want to move away from their parents because they feel they are not ready to live independently. It is strange that at the age of 20, people are not ready to live by themselves. I remember my neighbor, a student in a community college, too. He lives with his mother. He was always laughing. "I like my life. I don't care about anything. My mom pays for everything. The only thing I'm responsible for



is to be present in class and do my homework. Why should I move away from my mom if she supports me? If I move, she will not support me anymore." In this case, I think people just aren't responsible. They don't want to try to achieve something. The only thing they do is to give their parents all their problems. In my opinion, this is irresponsible. So because of irresponsibility, people choose to go to community college.

The third reason why people choose to go to a community college is that some of them qualify for financial aid. In the U.S., the government usually helps the students with low incomes. Some students just use this fact for their own needs. I was surprised when I saw an old lady around 60 years old with me in class. I was confused as to why she needs English at her age. I asked her and I was shocked by her answer, "If the government pays me money, why not accept it? The only thing that I have to do is to go to classes. I'm old, so I even don't have to do anything else." Often, because of

those kinds of students, young students who need to take classes for their pre-requisites can't do it because the classes are full. It is very upsetting that young students can't take classes which they need because there are old students who go to college just for financial aid.

Some students sometimes specifically fail the classes to be able to re-take them. My parent's neighbor is one of those kinds of students. He specifically failed all his classes two semesters in a row. He doesn't want to take some higher level of English, but he also wanted to receive his financial aid. On one hand, it is not ethical to act this way. On the other hand, everyone tries to resolve their problems, especially financial problems, in their own ways. I was surprised when I heard from my friend, "I don't need a job because if I find a job, I'll not qualify for financial aid. Why should I start to work now if right now I can go to college and get money for this? I'll look for a job later, in a few years." This attitude, of course, isn't very noble, but unfortunately there are many students who think this way. I think financial incentives are one of the reasons why people choose to go to community college.

There are many reasons why people choose to go to community college. In my opinion, those three reasons are the most common for people. Unfortunately, people don't realize the seriousness of facts. We have to think about the reasons not for our comfort but for our own future, especially when it touches our future careers.

Mariana Levitchi

ESL W50

## A Classification of Iraqi Music

Iraq is a very old country. Four thousand year ago, its name was Mesopotamia because of the two great rivers, The Euphrates and The Tigris, which moved crossing the country from north to south. The civilization in Iraq was one of the oldest in the whole world. One of the most distinct aspects of Iraqi culture is music. Archaeologists discovered the Ur Lyses in the south of Iraq, which count as some of the oldest musical instruments in the whole world. They were made in 2450 BC. Specialists said that the sound of the Ur lyre was very warm and quiet. Music has changed from one century to another because of the changes in the tastes of listeners and the instruments, but in Iraq they still have the basic eastern instruments which were used three hundred years ago. The diversity of the weather, languages, taste of listeners, history of music, and music instruments all help us classify Iraqi music according to the area of the country. In my opinion, there are three kinds of music in Iraq: The Southern Music, The Northern Music, and The Middle Music.

The first kind of music in Iraq is The Southern Music. I was born in Iraq, and lived there for more than forty years. I heard a lot of this kind of music, which we call "countryside" music. The south of Iraq is a very hot area with high humidity in summer, but in winter it is warm. Two great rivers join together and become Shat-ALarab Deep South in a very beautiful town named Al-Gurna, which is the main port of Iraq in the Arabian Gulf. There are three big marshes in the south of Iraq. The music was affected by the area's history, geography, the hot desert weather, the marsh, the rivers, and it goes back to Ur civilization. Southern people have a sense of sad music, and most of them can recite poems and sing with their warm voices. They depend on fishing and growing rice, which takes a lot of water and special long care, for their living. When they went fishing, one of them started to play on his flute, and sang the traditional sad songs for the rest of them. The music is charming and slow, but it sounds sad for some listeners. They use the southern accent in their songs which is different a little bit from the capital's accent, and they use Arabic words. They have their own musical instruments such as the flute, which they made from cane papyrus, and "Al-Rababa" which looks like a small violin, but with different usage and a different sound. Musicians put the violin on their shoulders to play, but the Iraqi people put Al-Rababa on their lap, and play it. I like southern music because it reflects the synergy between sad rhythms, sad words, and the warm sound of the

singer. The effect of such music can last for a very long time, especially when you feel homesick, or sad. In our language we say, "It is a medication of sadness".

The second kind of music in Iraq is The Northern Music. Iraqi people call this kind of music "Kurdish music". The weather in the north of Iraq is very cold and snowy in winter, but it is very beautiful in summer and spring. Iraqi people from other parts of the country go north on vacations because of the good weather, and the beautiful area. There is a diversity of flowers, fruits, and there are many waterfalls. The chains of the Hemereen Mountains create the natural border of Iraq with Iran. Northern people depend on breeding animals, and growing all kinds of fruits, walnuts, almonds, and the best kind of wheat, which Iraqi people call "Saber-Beg," for their living. They speak Kurdish and Aramaic, and they sing their songs in these languages. The music of the north goes back to the Al-Abbasi age which means 780AD. Zeryab was the principal musicians at that time, and he added a fifth string to the lute. These factors made the music of the five northern provinces sound happy, and fast. When they heard the music, people started to dance in groups to their traditional dancing which they call Al-Dabka. When you listen to their music, you feel it sharp, happy, and fast. They use their own musical instruments such as the oboe, the Bouzouk, which is similar to the lute in structure, but it is smaller in size, and big drums. When



you hear the music, the sound of these instruments makes you dance. My mother was born in Nenva. It is one of the biggest provinces in the north; for that reason I used to dance Al-Dabka at our wedding, and our parties. I enjoy listening to Northern Music, but many Iraqi people cannot enjoy it because they don't like the rhythm and they don't understand the languages.

The third kind of music in Iraq is The Middle Music. The Iraqi people call it "Iraqi Maqam," or "Baghdadi Maqam." Baghdad is the capital of Iraq, and it located in the center of Iraq. The weather in the four middle provinces is hot in summer and cold in winter. People have different kinds of work like, trading, farming, industry, and services. They are mixed from what we call in our language "Baghdadi Thoroughbred," and people who came from either the north or south provinces. People in the middle area speak Arabic, and they sing in Arabic. The music in this area is mixed between the warm rhythm and the happy rhythm. "Al-Maqam Al-Iraqi" is the basic music for Baghdadi people. A group

which plays Al-Maqam consists of five to seven players and one singer. In their music they use different kinds of musical instruments such as the lute, dulcimer, small drums, and "Aljoza." Music history goes back to the Al-Abbasi age. Abraham Al-Mosely was the teacher of Zeryab. He was born in Baghdad in 742 AD and he was the best musician at that time. He used to play music for the Al-Abbasi Caliph. The listeners can hear different kinds of sounds from these instrument. The sound of music is a combination of warm, happy, sharp, sad, and fast. Players use in their music track the original rhythm which was used three hundred years earlier. In each part of the music you can feel different kinds of feelings which make you go with the music to many places at the same time. In five or ten minutes, your feelings will go from happiness to sadness. The charming part of this music is the variety of feelings. My father was born in Baghdad. For this reason people called us in our language Baghdadi family. We used to hear this kind of music in our home in Baghdad and we were interested in it. To keep this musical life, Iraqi musicians played it with new instruments like guitar, but they kept the same rhythm. For my boys, it seemed good, but for me, I can feel the difference between the original one and the new

one. Nowadays, I use the internet to listen it. When I hear the music, I go back to my home, my big family, and sometimes I imagine that I hear our conversations, and our laughing.

In conclusion, music is the food of our soul. Each person has a special kind of music in which he interested in. People without music are like a garden without water, or a day without light. Iraqi Music has a great history because Iraq is one of the oldest civilizations in the world, so music is very old. Iraqi musicians still use the eastern musical instruments with the basic rhythm. There are many kinds of music in my country Iraq. I can classify them according to the area where they come from. There are three kinds of music: The Southern Music, The Northern Music, and The Middle Music. Each of them has different characteristic, different musical instruments, different sounds, and different listeners. For me, I love and enjoy listening to all of them because they are my spiritual food.

Hind Hanna

ESL W50

## The Exam I Couldn't Study For

A few years ago, in my year of medical studies in Romania, I had a few important exams, exams that were necessary to get my medical diploma. I could not study for one specific exam because of the circumstances surrounding my father's life.

It was my last year of medical school. I was very happy to finally come to the end of a grueling six-year medical school: 10 hours per day studying, lots of hours in the hospital setting, late night courses, and lots of studying and practice during summer vacation. Mentally, I was already preparing for what was to come after school: my medical residency, paperwork, signing up with doctors for practice, finding which hospital to go to, what friends I would work with.... But not so fast. I had one more semester to go. However, this was not just like all the other semesters; it was the last one. Not only was this the last semester, it was going to be the hardest. We had to take a lot of tests; therefore, we had to study really hard. However, as I was studying for my tests, my father's health became an issue.

My father was a healthy man, but that year his health became fragile. As he was working on this big construction project, he started to complain about being tired all the time. I told him to go to the doctor, but because he was involved in



many things, he kept postponing going to the doctor. Lots of people do that and my father was no exception. But when he finished his project, he asked me to go with him. Why ME? I was very busy with school and he knew it. Besides the fact that I was daddy's girl, he also knew something was not right and he wanted ME to be besides him. He was always there for me and going to the doctor with him was the least I could do for him. After a few doctor's visits and many tests, the results came in not good. I was devastated. I knew what it meant. School was the last thing on my mind. I tried to balance school with hospital visits, but my father won, even though ultimately, he lost.

As I faced my tests at school, I realized how ill prepared I was. Six years of school had come to these couple of tests and all I could think of was the few days I had left with my father. It was a hard time not only because I had an insufficient time to study, but I worried, I couldn't concentrate on the task at hand, coupled with little sleep and lots of stress. Even though I got a low grade on my test, but still passing, it was all right. My time with daddy was A+.

Dorotyia Pop

ESL W50





## Nestcape - Articles from the Web

### The Early History Of Bumper Stickers

In 1927, Henry Ford changed the way we got from point A to point B. We replaced the horse and carriage with the Model A and then we quickly found a way to turn these metal contraptions into a new way to express our opinions. Henry Ford also did something else for us with the automobile. He put them out for thousands of people to purchase and as people began to have accidents, he added the bumper to provide some protection to the front and back of the car. Combine this bumper with America's desire for free speech and people found a new way to advertise their products and ideas.

The first bumper "stickers" were made of cardboard and metal. These were then connected by wire and string. In fact, they looked more like a license plate than a sticker. Nevertheless, these were the forerunners of bumper stickers, as we know them today.

A change to the way bumper stickers were made would come later. In the 1930's, Forest P. Gill worked for the Crawford Manufacturing Company in Kansas City, Missouri. The company had been making canvas items such as seat and tire covers. The canvas was a sturdy material that was also very versatile, as it could be printed on with ink through silkscreening. These inks were different from the dyes that had been used in the past, as the dyes would fade or run in the sunlight or rain. As a result, the canvas turned out to be an excellent option for printed advertisements for the outdoors. Soon, canvas was used for outdoor advertisements on the canvas awnings that went over store windows and later they were used for covering spare tires and turning those into advertisements as well.

After the Crawford Manufacturing Company went out of business, Gill chose to go into business for himself. Gill received some printing equipment from his ex-employer and began a printing business in the basement of his home in 1934.

Gill struggled to make ends meet and printed everything from bumper signs to can labels. The prints were treated with chemicals to keep them from running and to withstand the weather. As Gill's operation grew, he had to hire em-

ployees. Gill moved out of the basement to 906 Central in Kansas City. The shop was right down the block from the Hotel Savoy, where Harry Truman would lunch at the Savoy Grill.

Later in 1946, a new trend in inks and dyes came about. The Switzer Brother's Inc. located in Cleveland, Ohio created these. They introduced new colors that were called Day-Glo because of their bright, glowing appearance during the day. Gill soon began experimenting with these new inks and creating signs with them. These inks were very eye catching and advertisers wanted to use them to draw more attention.

At the same time, another revelation was being created. This revelation was a new sticky-backed paper that became available to commercial printers. On the back of these papers, a backing could be pulled off and the paper could



then be stuck to a smooth surface. Up to that point, silk screen stickers had only be used with water-activated gum papers, but these couldn't hold up in weather and fell apart over time.

Elsewhere in Kansas City, a printer told Gill about a company that used independent salesmen to advertise products that were sold in regional territories by traveling salesman

door to door. Gill contacted the Nationwide Advertising Specialty Company located in Arlington, Texas. The company helped Gill to create an ad that would advertise bumper stickers to the sales reps who could then sell them to various places, such as tourist destinations. The bumper sticker quickly became the perfect souvenir as people purchased cars after the war.

The first bumper stickers were printed on blue and black backgrounds. The ink was fluorescent and they brightly announced where the family had been vacationing. They soon helped to spread the word about tourist destinations located across the country. To advertise himself, Gill placed the name of his company on the very bottom of the bumper stickers he printed. This launched a product that would soon become part of our democracy and the become an symbol of the first amendment.

## Seen on Your Bumpers

"I love animals, they taste great."

"EARTH FIRST! We'll stripmine the other planets later."

"I don't suffer from insanity. I enjoy every minute of it."

"What is a "free" gift ? Aren't all gifts free? "

"Better to understand a little than to misunderstand a lot. "

"All generalizations are false, including this one."

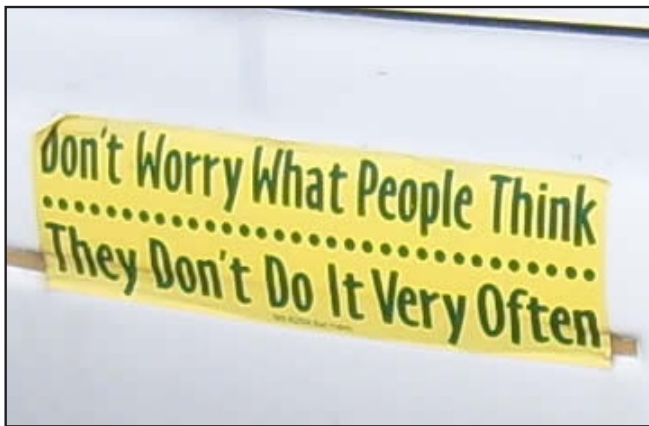
"Some people are only alive because it is illegal to shoot them."

"If you can read this, I can slam on my brakes and sue you!"

"You're just jealous because the voices are talking to me and not you!"

"Don't get me mad! I'm running out of places to hide the bodies!"

"Ever stop to think, and forget to start again?"



"I want to die in my sleep like my grandfather.... Not screaming and yelling like the passengers in his car..."

"Your kid may be an honor student, but you're still an IDIOT!"

"All generalizations are false."

"Time is what keeps everything from happening at once."

"Seen on an old, beat-up car: "This is not an abandoned vehicle."

"Born Free. . . .Taxed to Death"

"The more people I meet, the more I like my dog."

"Work is for people who don't know how to fish."

"I didn't fight my way to the top of the food chain to be a vegetarian."

"Women who seek to be equal to men lack ambition."



"It's as BAD as you think, and they ARE out to get you."

"If you don't like the news, go out and make some."

"I Brake For No Apparent Reason."

"When you do a good deed, get a receipt, in case heaven is like the IRS."

"Sorry, I don't date outside my species."

"I may be fat, but you're ugly - I can lose weight!"

"No Radio - Already Stolen"

"Few women admit their age, Few men act it! "

"I don't suffer from insanity, I enjoy every minute of it!"

"I'm out of bed and dressed, What more do you want?"

"Happiness is a belt-fed weapon"

"3 kinds of people: those who can count & those who can't."

"Why do psychics have to ask you for your name?"

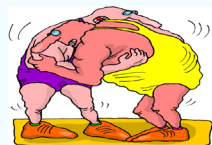
"I intend to live forever - so far, so good."



"I used to have an open mind but my brains kept falling out."



## Parrot Warbling



### Grappling with Grammar

#### Sentence fragments

A sentence fragment is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with, however, are dependent clauses—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought. They're called "dependent" because they can't stand on their own. Look at these dependent clauses. They're just begging for more information to make the thoughts complete:

Because his car was in the shop (What did he do?)

After the rain stops (What then?)

When you finally take the test (What will happen?)

Does each of these examples have a subject? Yes. Does each have a verb? Yes. So what makes the thought incomplete?? It's the first word (Because, After, When, Since, If). These words belong to a special class of words called subordinators or subordinating conjunctions. If you know something about subordinating conjunctions, you can probably eliminate 90% of your fragments.

First, you need to know that subordinating conjunctions do three things:

1. join two sentences together
2. make one of the sentences dependent on the other for a complete thought (make one a dependent clause)
3. indicate a logical relationship

Second, you need to recognize the subordinators when you see them. Here is a list of common subordinating conjunctions and the relationships they indicate:

Cause / Effect: because, since, so that

Comparison / Contrast: although, even though, though, whereas, while

Place & Manner: how, however, where, wherever

Possibility / Conditions: if, whether, unless

Relation: that, which, who

Time: after, as, before, since, when, whenever, while, until

Third, you need to know that the subordinator (and the whole dependent clause) doesn't have to be at the beginning of the sentence. The dependent clause and the independent clause can switch places, but the whole clause moves as one big chunk. Look at how these clauses switched places in the sentence:

Because his car was in the shop, John took the bus.

John took the bus because his car was in the shop.

Finally, you need to know that every dependent clause needs to be attached to an independent clause (remember, the independent clause can stand on its own).

How do you find and fix your fragments? Remember the basics: subject, verb, and complete thought. If you can recognize those things, you're halfway there.

## Idiom-Attic



### A Penny Saved is a Penny Earned:

By not spending money, you are saving money (little by little).

Sample sentence: I spend money on things I need, not what I want. A penny saved is a penny earned.

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

### Beak Speak

Readers, below is a website and a sample of sounds and spellings that can be practiced with both audio and video! Good luck this summer!



#### Vowel Pronunciation Lessons

Lesson 1 - heel, key, piece, seat

Lesson 2 - eight, mail, pay, taste

Lesson 3 - food, shoe, to, true

Lesson 4 - coat, grow, toe, woke

Lesson 5 - calm, hot, on, spa

Lesson 6 - building, busy, sit, women

Lesson 7 - friend, head, said, tell

Lesson 8 - hat, jam, pan, ran

Lesson 9 - book, could, full, woman

Lesson 10 - bought, cost, lawn, walk

Lesson 11 - fun, couple, money, does

Lesson 12 - time, type, pie, height

Lesson 13 - mountain, now

Lesson 14 - toy, royal, coin, point

Lesson 15 - near, year, beer, here

Lesson 16 - hair, wear, stare, there

Lesson 17 - are, barn, party, star

Lesson 18 - poor, tour, your, sure

Lesson 19 - port, pour, door, more

Lesson 20 - were, bird, turn, learn

<http://funeasyenglish.com/american-english-pronunciation.htm>

## Some More Parrot Fun Stuff



### Onomatopoeia

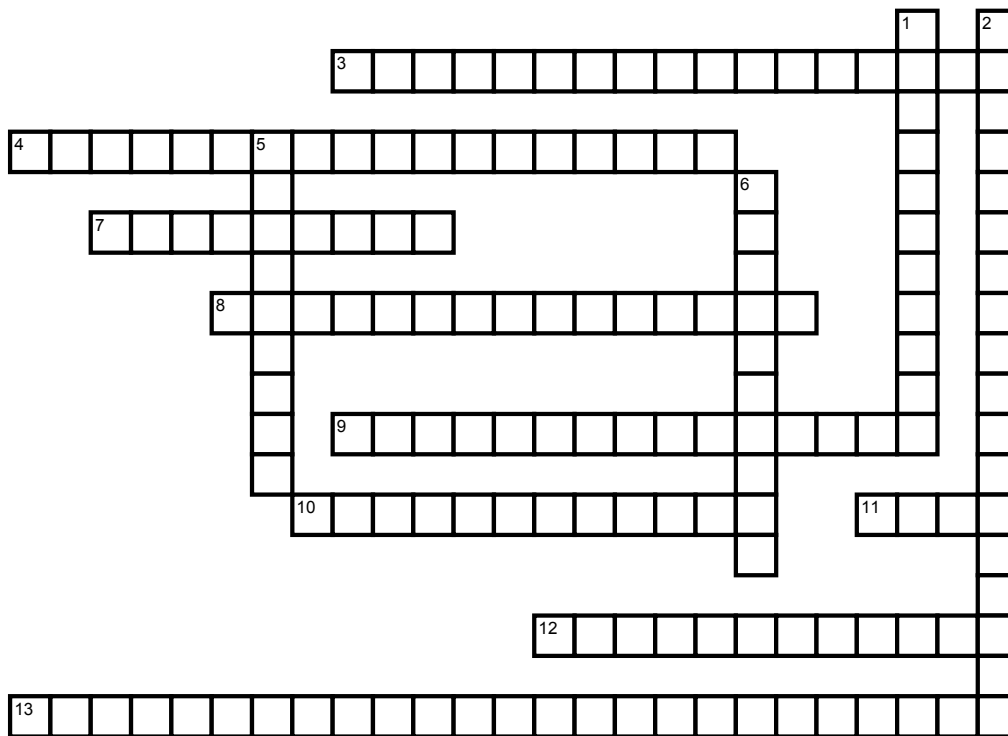
Search for onomatopoeia words like Thump, bumpity bump, groan, kaboom, and roar!  
Trivia to find: At what speed does sound travel?

### Sounds to Break the Silence

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

<b>buzz</b>	<b>gurgle</b>	<b>wheeze</b>	<b>ka-ching</b>
<b>whir</b>	<b>drip</b>	<b>sniff</b>	<b>howl</b>
<b>zip</b>	<b>tick tock</b>	<b>chatter</b>	<b>hiccup</b>
<b>beep</b>	<b>snort</b>	<b>scream</b>	<b>rip</b>
<b>click clack</b>	<b>zap</b>	<b>bumpity bump</b>	<b>smash</b>
<b>kaboom</b>	<b>crack</b>	<b>scuff</b>	<b>swish</b>
<b>thump</b>	<b>whoosh</b>	<b>meow</b>	<b>toot</b>
<b>thud</b>	<b>kerplunk</b>	<b>splash</b>	<b>vroom</b>
<b>ding dong</b>	<b>squeal</b>	<b>crash</b>	<b>scrape</b>
<b>ring</b>	<b>bark</b>	<b>arf</b>	<b>zoom</b>
<b>roar</b>	<b>tap</b>	<b>gasp</b>	
<b>growl</b>	<b>ah-choo</b>	<b>sigh</b>	

U.S. Symbols



Across

- 3. honors the author of the Declaration of Independence
- 4. honors the first president
- 7. seen in the air and on coins
- 8. she lifts a torch
- 9. honors the author of the Emancipation Proclamation
- 10. first ten Amendments
- 11. AKA old glory or the star-spangled banner
- 12. "We the People..."
- 13. "We hold these truths to be self-evident..."

Down

- 1. let freedom ring
- 2. Words to the salute to the Flag
- 5. a symbol full of symbols
- 6. where the President lives



## Summer Sun

Great is the sun, and wide he goes  
Through empty heaven with repose;  
And in the blue and glowing days  
More thick than rain he showers his rays.

Though closer still the blinds we pull  
To keep the shady parlour cool,  
Yet he will find a chink or two  
To slip his golden fingers through.

The dusty attic spider-clad  
He, through the keyhole, maketh glad;  
And through the broken edge of tiles  
Into the laddered hay-loft smiles.

Meantime his golden face around  
He bares to all the garden ground,  
And sheds a warm and glittering look  
Among the ivy's inmost nook.

Above the hills, along the blue,  
Round the bright air with footing true,  
To please the child, to paint the rose,  
The gardener of the World, he goes.

by Robert Louis Stevenson

## Rigoberto's Riddles

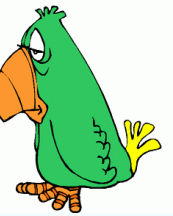
Boys use it, girls like it, parents hate it. What is this 5-letter word?



Phone •

## Silly Vasily's Chuckle Chamber

There was a terrible bus accident. Unfortunately, no one survived the accident except a monkey which was on board and there were no witnesses. The police try to investigate further but they get no results. At last, they try to interrogate the monkey. The monkey seems to respond to their questions with gestures. Seeing that, they start asking the questions.



The police chief asks, "What were the people doing on the bus?"

The monkey shakes his head in a condemning manner and starts dancing around; meaning the people were dancing and having fun.

The chief asks, "Yeah, but what else were they doing?"

The monkey uses his hand and takes it to his mouth as if holding a bottle.

The chief says, "Oh! They were drinking, huh??!" The chief continues, "Okay, were they doing anything else?"

The monkey nods his head and moves his mouth back and forth, meaning they were talking.

The chief loses his patience, "If they were having such a great time, who was driving the stupid bus then?"

The monkey cheerfully swings his arms to the sides as if grabbing a wheel.

### Solutions to Wordsearch

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

### Solutions to Crossword

- Across:
3. Jefferson Memorial
  4. Washinfton Monu-ment
  7. Baldeagle
  8. Statue of Liberty
  9. Lincoln Memorial
  10. Bill of Rights
  11. Flag
  12. Constitution
  13. Declaration of Inde-pendence
- Down:
1. Liberty Bell
  2. Pledge of Allegiance
  5. Great Seal
  6. White House

## Artie's Easel

**Dear Artie,**

What can you tell me about the Asian Art Museum in San Francisco?

**Curious**

**Dear Curious**

Your question is very timely, as I recently headed up a tour to the Asian Art Museum in order to visit the "Maharaja" exhibit. I'll tell you about the exhibits that really impressed me.

First, let me say that the "Maharaja" exhibition was incredible. What I remember specifically was that the Maharaja exhibit included over three gallery spaces. This exhibit displayed many two-dimensional colorful paintings that depicted the years from 900 to 1400 A.D. in India and showed the cultural and political life of Indian and some Pakistani history. Most of these paintings showed the court life of the Maharajas and their relationship with palace supporters as well as the working class. I was fascinated by the extreme separation of the Indian palace residents from the working classes. The paintings certainly explained to me how a caste system arose among the East Indians in the country's early, formative years.

To go on – I also saw magnificent jewels from Maharajan turbans, neck pieces, and other decorative items. In addition, there were many miniature items worked from pure silver as well as full-scale items, such as a full-size silver carriage. (The carriage on display had to be lowered into the museum with a



Prof. White--Artie's Mentor

crane.) It was spectacular! I'm sorry to write that the Maharaja exhibit is now gone from the Asian Art Museum.

In addition to the "Maharaja" show, I visited the second and third floor of the museum, where I viewed both traditional and modern ceramic collections brought over from China, Bhutan, Pakistan, Japan, and India, to name only a few of the countries. These were all incredible displays! After spending over two hours on these exhibits, I found the bookstore/gift shop

where I purchased two mythology books (on sale) and a packet of herbs and curry to be used in making a special chicken dish.

All in all, I had a wonderful and most educational visit to the Asian Art Museum. By the way, it also has a top-of-the-line restaurant with very reasonable prices. If you have a spare Saturday or Sunday, drive to San Francisco with your friends or family and visit the Asian Art Museum.

Before signing off for the semester, I also recommend going to Archival Framing's Gallery to see "Gone Fishing." This is a show that is set up every year by several well-known local artists, and it's about fishing. Archival Framing is located between 32nd and 33rd Street on Folsom Boulevard in Sacramento. You'll love it!

Have a great summer, all of you art lovers!

Artie

To contact Artie: [whiteg@arc.losrios.edu](mailto:whiteg@arc.losrios.edu)

## Granny Noetal

**Dear Granny,**

I'm an ESL student. I heard the expression, "wag more, bark less" from a friend – she said it's a bumper sticker -- and I want to know what it means.

**Thanks,**

**Nari Acloo**

**Dear Nari,**

I had never heard of this expression nor had I ever seen one on a bumper (I'd have to tailgate other motorists to be on the hunt, and tailgating is dangerous) so I did what any self-respecting, over 80-year-old advice columnist would do – I whipped out my Encyclopedia Britannica – surfed the pages – and found nothing. So I went 21st century, went on-line, and found a number of similar interpretations, albeit with dif-



ferent shades of interpretation:

"I've never seen them personally but I am assuming it means anticipate/be excited more (since dogs wag their tail when they are anxious/excited for something) and cause less commotion with talking."

"Shake your butt not your tongue!"

"SHUT UP and just be happy like a dog."

So, from what I can gather, it means "smile more, complain less."

PS. Bumper sticker wisdom is now so prevalent that The Parrot editors decided to include an article on bumper stickers in this issue of The Parrot. Have a peep.

To contact Granny: [braccop@arc.losrios.edu](mailto:braccop@arc.losrios.edu)

## Mim's Cafe

My husband loves sweets because he grew up eating them after most meals. (I on the other hand only have a sweet tooth once a month, so I hardly have sweets lying around the house.) He had to give up sugary delectables when he became a vegan because it was too much work trying to peruse the supermarkets for vegan desserts. I was amazed at his will power, so I decided to reward him by looking for vegan dessert recipes to make. I happened upon this recipe from the website Food.com. I was really excited to try this recipe. Not until I started cleaning up after the muffins had gone in the oven did I realize that the canned pumpkin was unopened. I had made my first batch of vegan pumpkin muffins without the pumpkin! My husband, being a good sport, ate all of the muffins and even complimented me on them. Determined to get it right, I made the muffins again the next day, but the second time around, I added chopped dates and mangoes. The muffins turned out moist and they disappeared in less than 24 hours. Let me know if you ever have a chance to try this recipe. Have a wonderful summer break!



Prof. Montgomery with happy eater.

To contact Prof. Montgomery: [montgot@arc.losrios.edu](mailto:montgot@arc.losrios.edu)

## Vegan Pumpkin Muffins

### Ingredients:

1 3/4 cups flour  
 1 1/4 cups sugar (you can also use splenda or brown sugar)  
 1 tablespoon baking powder  
 1/4 teaspoon salt  
 1 teaspoon cinnamon  
 1/2 teaspoon nutmeg  
 1/2 teaspoon ginger  
 1/4 teaspoon allspice  
 1/8 teaspoon ground cloves  
 1 cup pumpkin puree (fresh or from a can)  
 1 tablespoon soy yogurt  
 1/2 cup soymilk  
 1/2 cup vegetable oil  
 2 tablespoons molasses

### Directions:

1. Preheat oven to 400°F.
2. Grease muffin tins with vegetable shortening or spray on oil.
3. Sift together dry ingredients (flour through cloves).
4. In a separate bowl, whisk together wet ingredients (pumpkin through molasses).
5. Pour wet into dry and combine.
6. Fill muffin tins 2/3 of the way.
7. Bake for 27-30 minutes, or until a toothpick inserted in the center comes out clean



## Pumpkin Nutrition Facts

Pumpkin is incredibly rich in vital anti-oxidants and vitamins. This humble backyard vegetable is very low in calories yet good source of vitamin A, flavonoid poly-phenolic antioxidants like leutin, xanthins and carotenes.

Pumpkins vary greatly in shape, size and colors. Giant pumpkins generally weigh 4–6 kg with the largest capable of reaching a weight of over 25 kg. Golden nugget pumpkins are flat, smaller in size and have sweet creamy orange color flesh.

Although pumpkins, in general, feature orange or yellow color, some fruits are dark to pale

green, orange-yellow, white, red and gray. Rind is smooth and usually lightly ribbed. Color of pumpkins is due to yellow-orange pigments in their skin and pulp.



In structure, the pulp feature golden-yellow to orange color depending up on the poly-phenolic pigments in it. The fruit has hollow center, with numerous small, off-white colored seeds interspersed in the net like structure. Pumpkin seeds are great source of protein, minerals, vitamins and omega-3 fatty acids.

[www.nutrition-and-you.com](http://www.nutrition-and-you.com)



## Boots on the Ground: Get Slick with Trail Mick

### Lake Tahoe's West Shore Near Emerald Bay Affords Great Short Hikes! Hike from Bay View Parking Lot Up to Granite Lake and Back Via the Bay View Trail

*This the third of three little hikes near Emerald Bay I like to return to again and again. That's not only because they're fairly short and accessible. Each of these hikes features great views and a good sampling of glaciated sub-alpine Sierra terrain.*

To get to the Emerald Bay area from the Sacramento area, drive east on U.S. Highway 50 for about an hour and a half to the Lake Tahoe Basin. Once in the basin, keep driving on Highway 50 to the city of South Lake Tahoe. When you will arrive at a "Y" junction surrounded by strip malls, leave Highway 50 and take State Highway 89 North for several miles. Once past the city limits you enter into the Tahoe National Forest, passing through Camp Richardson and several forest service recreation sites. The road then narrows as you climb high above Lake Tahoe in a series of switchbacks. Upon reaching a high point at a site called "Bay View" (also called Inspiration Point). You will see Emerald Bay far below on your right. Park either in the paved lot to the right or the dirt area to the left of Highway 89.

Though only a mile and a quarter in length in each direction, this hike offers a good aerobic workout. It's quite steep, but the trail is well maintained and smooth enough to jog on if you're up to it. Horses are okay but bikes are not, as most of the trail is located within the Desolation Wilderness where bikes are not permitted. The hike is entirely within the Tahoe National Forest. On the left side of the road you will see Bay View Campground. Begin the hike by walking up through the campground on the one-way looped campground access road. At the far (west) end of the campground you will see the trailhead, marked by a signboard containing a trail-map and other information. As with Eagle Lake, most of the Bay View Trail is within the Desolation Wilderness area. One person in your party will need to fill out a brief (free)



day use permit and display it on your hike. Once again, forms are provided at the trailhead. Take a look at the map displayed before proceeding on to Granite Lake. Unlike the Eagle Lake Trail, which navigates a rocky canyon, Bay View trail makes its way up through tall pine and fir forest in a series of long switchbacks. In spite of the trees, there are several places where you can look back and see Cascade Lake and Emerald Bay below and the blue expanse of Lake Tahoe beyond.

In a little over a half mile the trail levels out somewhat as it follows the tiny Granite Lake outlet stream up toward the Lake. The trail shies away from the stream and traverses a sunny slope thick with Manzanita brush and dotted with large fir trees. You'll soon spot the Lake below on your left. There is a little access trail leading from the main trail down to the shore. Granite Lake occupies a quiet, tree-filled

glaciated basin at the foot of South Maggie Peak. It's so peaceful you might want to find a smooth rock and have a nap, as I did the last time I was there. At some point you'll have to tear yourself away from all the serenity and retrace your steps back down to your car.

You might want to carry water and a sweater with you on the hike. Though there's more shade along this trail than on the other Emerald hikes, sunscreen is a good idea too. If you don't mind the steep grade, this would be a good snowshoe trail in winter. It's too steep for cross-country skiing though, at least at my modest skill level!

See you on the trail!

Enjoy the hike!

To Contact Mick: [braccop@arc.losrios.edu](mailto:braccop@arc.losrios.edu)

Continued from page 1

about teaching at ARC? Your coworkers, your co-teachers?

**Prof. Worley:** Ohhh, wow, I think probably the main thing I enjoy about American River College is the diversity both of the faculty and the students. We have a lot of students from a lot of different cultures. And because I teach Anthropology, diversity is an important part of my discipline, both biological diversity and cultural diversity.

**Parrot:** Oh!

**Prof. Worley:** And, so it's a big part of what I teach, so being in the midst of the diversity is really good. I enjoy it.

**Parrot:** Yeah, and in the past, what is the reason, why did you choose Anthropology as your subject to teach?

**Prof. Worley:** Well, my main interest is textile and particularly, textile in archaeology. And when you start looking at textiles of the past, uhm... Anthropology is kind of the discipline that, is what studies that. So what I look at is... why do different cultures do textile thing like making baskets differently. When people make clothing...

**Parrot:** Uh, huh.

**Prof. Worley:** How do they make it? Why do they make it in the way they do? What technologies do they use? What materials do they use? What kind of looms do they use? What kind of, you know, spinning implements do they use? Spindles do they use? Spinning wheels? And how does that affect their entire culture? So, it's the textile part of it that got me into it. But, once I got into it, then everything else about culture is fascinating.

**Parrot:** Wow. And do you remember the first time you came to the college and teaching?

**Prof. Worley:** (laugh) Yes, actually, I do. Uhm, it was a summer session and it would've been summer... of probably two thousand and one?

**Parrot:** Were you nervous?

**Prof. Worley:** Well, I had been teaching before, so...

**Parrot:** Oh!

**Prof. Worley:** So it wasn't too bad, um, but it was a kind of a sudden thing. Somebody had agreed to teach a class. And the last minute, couldn't.

**Parrot:** Oh.

**Prof. Worley:** So I got a phone call from the Dean. At that point saying. "We have this class. We need somebody to teach it. It'll start in a week and a half. Can you do it?"

**Parrot:** Oh, huh-huh.

**Prof. Worley:** And so, it's kind of like ... SURE, why not? So, it was one of those like a rushed thing. So, I had to scramble

a little bit to get everything pulled together in time. And then, of course, it was a summer session, so it was eight weeks instead of the normal, at that time, eighteen weeks that we taught a regular semester. So, it was kind of fast.

**Parrot:** Yeah.

**Prof. Worley:** But it was fine. I enjoyed it. It was good.

**Parrot:** Oh. And when you were little, did you dream about a future career and did you dream to be a teacher when you were little?

**Prof. Worley:** Well, I was really interested in, was... the fabrics, the textiles. And I knew I wanted to do something with that, but I envisioned working in a museum or something like that.

**Parrot:** So, you worked in a museum before you became a teacher?

**Prof. Worley:** That was ... That was what I was originally thinking about and I actually did while I was in graduate school, I did work at a museum.... uhm for a while. But, I found, while I was doing that, what I really enjoyed was teaching people about the artifacts.

**Parrot:** What does artifact mean?

**Prof. Worley:** Artifacts are things like ...Okay, this is an artifact. (Shows artifact)

**Parrot:** Ohhhh...

**Prof. Worley:** So, while I was interested in the artifacts, what I was really interested in was teaching people about it. You know, what this is, how it's made, why it's made, the way it was, what it meant to the culture that was using it.

**Parrot:** Oh. And the meaning behind it.

**Prof. Worley:** The meaning behind it. So, that really was what I was more interested in.

**Parrot:** Where did you go to ... like the school you went to?

**Prof. Worley:** I went first to Sierra College. I didn't get my Associates Degree, but I did all of my transfer work at Sierra College and then, when I left Sierra College, I transferred over to Sac State, so I got my bachelor's degree and my master's degree from Sac State.

**Parrot:** So, you used to study at Sierra College, and Sac State, and how did you think about coming back to school and become a teacher?

**Prof. Worley:** I liked it. That was the part of the reason why I went back into teaching. I felt that I really liked the academic environment. I liked being a student.

**Parrot:** Oh...

**Prof. Worley:** And so, when I started teaching, it's kind of like oh yeah, I get to go back to school. It's me on the other

side of the podium. Ah yeah, I really enjoyed it too; it's a lot of fun.

**Parrot:** I heard about the Anthropology Expo.

**Prof. Worley:** Oh!

**Parrot:** Can you give me any information about that? I found it online.

**Prof. Worley:** Yeah, the Anthropology Expo is an event that is held usually once a year, sometimes once every year-and-a-half. But, the last couple of years, it's been every fall. It rotates around the schools in the area. So, it's been hosted here at American River College a couple of times. It's been hosted at Sacramento City College. This year, it's going to be at Cosumnes River College. It's an environment where local anthropologist can share what we're doing. It's kind of like a mini conference.

**Parrot:** Yeah.

**Prof. Worley:** But, it's the local community college faculty and students who kind of get together and share what we do. And then, they often times bring speakers from outside. So, this time I think there's an archaeologist speaking and there are a couple of other people who'll be talking about what they do. So, it's a way of sharing, kind of our own special tea with everybody else in the local community. It's a lot of fun.

**Parrot:** Have you ever thought that if you weren't a professor, what you would be?

**Prof. Worley:** What would I be doing? I'd probably still be working in the museum.

**Parrot:** Oh.

**Prof. Worley:** I enjoyed working in a museum, but I like this better.

**Parrot:** And for your students, do you require a lot from them? What should they do to be successful in your class?

**Prof. Worley:** Well, obviously, read the text book, pay attention in class, all of the normal things, but the main thing is that I want my students to get a sense of the big picture. Too often I find that students focus on minute details, and they don't see how all of that fits together.

**Parrot:** Oh.

**Prof. Worley:** We talk a lot about, you know, in archaeology, we talk about things like cultural change, and we can talk about cultural change on a small scale, but we can almost talk about cultural change on the large scale.

**Parrot:** Uh-uh

**Prof. Worley:** Over not just years and decades, but over millennia, and that's really what I'm more interested in, these

long term, big picture issues rather than focusing on little tiny details. I'm not really interested in what exact age of something, but how this artifact fits into the broader cultural pattern. If it's seeing that big picture. It's hard to do sometimes.

**Parrot:** Can you tell me about, something about your personal life? Like your family?

**Prof. Worley:** I'm married. My husband and I've been married for almost thirty seven years.

**Parrot:** Wow!

**Prof. Worley:** We have 2 sons. My older son got his degree in Anthropology and History. He was a dual major at San Francisco State. My younger son is a musician and artist. Both of my kids live in the Bay Area. My older son is in Oakland; my younger son is in San Francisco. I have four cats. And I have lots and lots of spinning wheels and looms, and other textiles. I'm currently working on some Kumihimo. You're familiar with Kumihimo? This is a Japanese braiding technique. It's a round stand with weights that hang off and you braid threads to make round cordage.

**Parrot:** In my country, Vietnam, they used to have a big machine like that... and they have a lot of string.

**Prof. Worley:** Weaving

**Parrot:** Yeah, the weaving

**Prof. Worley:** I have looms; I do all of that kind of stuff. I do spinning. I make thread out of fiber, like out of cotton.

**Parrot:** Right.

**Prof. Worley:** You take cotton; make it into strings.

**Parrot:** Right.

**Prof. Worley:** I do that.

**Parrot:** So, your older son followed you in Anthropology.

**Prof. Worley:** Well, that's what he got his degree in, but he actually works with computers. So, he had a degree in anthropology and he ended up working in computer. So...

**Parrot:** Wow. A big change.

**Prof. Worley:** It's a big change. Yeah. But it sounds like a lot of what he does is he sets up computer networks for a company, so he goes into companies and looks at how the company does what they do, so he studies the culture of a company to figure out the best way to set up the network. So, that network works for the company the way it should because not all companies are the same, and not all computer networks are the same. So, if the company and the network fit together, then everybody's a lot happier. So, he actually does use his anthropology in computers.

**Parrot:** Oh! Wow, it's a connection, right?



**Prof. Worley:** Yes.

**Parrot:** And what do you do in your spare time for fun?

**Prof. Worley:** I knit, and do other textile stuff.

**Parrot:** Oh, I knit too! But, I don't have a lot of like patience to complete, to finish my work.

**Prof. Worley:** Yeah

**Parrot:** It requires a lot. In your opinion, in this life, what is the most important thing?

**Prof. Worley:** To make a difference. Too often, I think, people get too caught up in themselves, and they don't stop to think about how their actions affect the people around them. I like to feel like I'm making a difference in how my students see the world. Anthropology is a discipline that teaches us how to understand people who are fundamentally different from us. I think that when I get it across to my students that just because another culture is different, that they do think differently, it doesn't mean that other ways of doing things are wrong. So teaching anthropology is part of teaching tolerance, part of teaching understanding, it's part of helping people realize that difference isn't necessarily bad. I like that. I like making a difference and thinking that I'm making a difference in how my students see the world.

**Parrot:** Oh, we're all different.

**Prof. Worley:** We're all different, every one of us, and there is no one right way of doing things.

**Parrot:** You know, I want to tell you this. I was in your first class, the first day in your class. Because I didn't have enough,

like English skill, I dropped your class. I still remember what you taught on that day. It was very interesting for me, especially, when you called one guy in the front of class, and you, walked toward him, and he stepped back, like the space between two persons. It was very interesting.

**Prof. Worley:** Yes, it's important to understand those differences.

**Parrot:** Yeah. And, do you want to ask me something?

**Prof. Worley:** No, I think no. OK.

**Parrot:** I think we're good.

**Prof. Worley:** Good, I'm glad you were able to get what you need for your class.

**Parrot:** Thank you for helping me.

**Prof. Worley:** You're welcome.

**Parrot:** I want to have another chance to get into your class. Thank you. I will get better, and get into your class.

**Prof. Worley:** It's hard to take a class like anthropology if your English skills are not...

**Parrot:** not strong enough.

**Prof. Worley:** Right. But you'll get there.

**Parrot:** Thank you. And have a nice day.

**Prof. Worley:** You too.

**Parrot:** Good night.

Ngan Nguyen

**NEW for FALL!**  
**ESL 311**



**NEW for FALL!**  
**ESL 311**

## ***Put Your ENGLISH into ACTION!***

- . Combine your Reading, Writing, Listening & Speaking skills!
- . Be prepared for future job opportunities!
  - . Be a leader for other ESL students!
  - . Meet important people on campus!
  - . See your name in print!

**Register Fall 2012**

**ESL 311: College ESL Newsletter Production**

**M/W 5–7 pm**

## Out of the Cage

### ARC Concert Band & Symphonic Band Concert

Monday, May 7, 2012

7:30 pm

Enjoy the exciting "Pines of Rome" by Respighi as the concluding major work by the ARC Symphonic and ARC Concert Band. Also programmed is Shostakovich's famous finale to his 5th Symphony!

Admission to the concert will be \$9-General; and \$6-Students and Seniors.



For more information, contact Susan Hamre at 484-8541.

### Orchestra in the Park

Wednesday, May 9, 2012

7:00 pm

Experience the epic force of Mahler's First Symphony (Titan) as the ARC Orchestra presents one of the composer's best-known works.

The suggested donation is \$5 student; \$10 general to this concert held in the Gibbons Park Community Center located at 4701 Gibbons Drive in Carmichael.

For more information, contact Dr. Steven Thompson at 484-8368.



### Chamber Singers & Concert Choir

Tuesday, May 8, 2012

7:30 pm



The ARC Chamber Singers and Concert Choir will sing a rousing mix of choral pieces learned during the spring. We'll feature spirituals, the music of Eric Whitacre, and other

contemporary choral composers.

Admission to the concert held in the ARC Theater will be \$10-General; and \$6-Students and Seniors.

For more information, please contact Dr. Ralph Hughes at 484-8357.

### Amazing Race: Outrigger Canoeing Then and Now

Saturday, May 12, 2012 at 12:15 pm - 1:15 pm

Celebrate Asian Pacific Islander Month by learning about outrigger canoeing! Did you know that Sacramento has one of the top outrigger teams in Northern California, who practice on Lake Natoma every week? Take a look back and forward at outrigger canoeing in the 21st century with Professor Roxanne Morgan. Outrigger canoe racing is six people driving a 400 pound, 45-foot long, 20-inch wide sleek canoe through the water as one powerful and gracefully precise unit. This exhilarating and challenging sport of today had its origins not long after the ice age. "Land locked" people began to explore new territories in outrigger canoes not unlike the sophisticated Fiberglass canoes that challenge the oceans of today for the sole purpose of sheer physical challenge and the ultimate in competition" (sbocc.org/2008).

**Location:** Raef Hall 160

### Questions/Comments?



Please let us know what we can do to improve "The Parrot." We appreciate any and all feedback you are willing to give us. Send us an e-mail, call, or just drop by Professor Bracco's office D337 (Davies Hall), call (916) 484-8988, or e-mail [braccop@arc.losrios.edu](mailto:braccop@arc.losrios.edu) or Professor Elizabeth Moon at [moone@arc.losrios.edu](mailto:moone@arc.losrios.edu)

Student Editors: Narineh Mousa, Ligia Goga [parrot-arc@live.com](mailto: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](http://www.arc.losrios.edu/Programs_of_Study/Humanities/ESL/The_Parrot/The_Parrot_Newsletter.htm)

# The Caviar of Courses!

Russian for Business and Travel - NEW, low-stress,  
NOT-FOR-CREDIT Community Service Courses

## CSERV 2030

### Russian for Business and Travel I

Description: This is an introductory course in Russian that emphasizes basic business and travel-related vocabulary as well as cultural/nonverbal aspects of Russian business communication. This low-stress course introduces only the grammar and structures absolutely necessary for speaking and is oriented to the development of travel and business speech habits. It covers such topics as formal and informal greetings and farewells, getting acquainted, talking about self and family, asking for directions and transportation, describing weather, feelings and emotions. The course also enhances participants' general understanding of Russian-speaking cultures and introduces some significant aspects of Russian geography and modern history. No prior knowledge of Russian is required.

**Dates:** Sept. 5, 12, 19, 26, Oct. 3, 10, 17, 24 2012

(8 sessions)

**Class Time:** 2:50—4:50 p.m.

**Room:** Foreign Language Lab 125 ARC

**Must register by:** August 21, 2012

**Cost:** \$126

## Questions about registering for the Russian for Business & Travel Classes?

Call American River College Community

Services at (916) 485-6000. We are open Monday–Friday  
8:00 a.m.—5:00 p.m.

## Have questions about the class?

Contact instructor **Diana Lysinger** at

**Lysingd@losrios.edu**



## CSERV 2031

### Russian for Business and Travel II

It covers such topics as airport procedures, baggage claim information, daily routine, hotel-related phrases, money, and vocabulary and ethics of phone conversations. The course also enhances participants' general understanding of Russian-speaking cultures and introduces some significant aspects of Russian geography and modern history. Intended for community members with minimal previous knowledge of Russian.

**Dates:** Oct. 31, Nov. 7, 14, 21, 28, Dec. 5, 12, 19, 2012

(8 sessions)

**Class Time:** 2:50—4:50 p.m.

**Room:** Foreign Language Lab 125 ARC

**Must register by:** October 9, 2012

**Cost:** \$126



- Relax and Learn -

- No prior knowledge of Russian required
- Content-based, minimum grammar
  - Stress-free environment
  - No homework
  - No tests

**Flyers will be available in the Humanities Office soon!**