



# The Parrot

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

Issue # 89 Spring 2015



## Professor Simpson: Physics Matters

**Parrot:** Good morning, Professor you have been in American River College for a while. How are you today?

**Simpson:** I'm great, thank you.

**Parrot:** So please tell me where are you originally from, Professor?

**Simpson:** I grew up in Oregon. The town is called Salem. It is the capital up there.

**Parrot:** That's really interesting. So

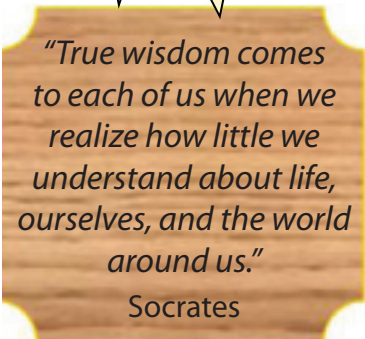


Could you please tell us how you got here?

**Simpson:** I've been here for a little over ten years. Before I was here, I was teaching part-time at Sac State and before that I was a computer programmer. And before that

I was in graduate school getting my

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## You Are What You Eat — and How You Translate the Menu

*You are what you eat, or so the saying goes. And much of what we eat — and how we eat it — is influenced by what linguist Dan Jurafsky calls the "grammar" of food.*



Credit: Ryan Basilio/Flickr

"The grammar of cuisine is the idea that every

culture has a different way of thinking about what makes up a meal," says Jurafsky, whose new book, *The Language of Food*, comes out this month.

Part of what

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# Student Chirpings

## Where to Park?

Ussuriysk, the city in Russia where I was born and grew up, is not too big of a city, with a population of about 165,000. In spite of this, it's a really nice town with "homey" picturesque streets and narrow roads, with one-car lanes. In summer, it's a very green city with a lot of trees and flowers. In winter, Ussuriysk becomes white with huge snowdrifts. Multi-storied houses, shops, hospitals, banks, schools, and other buildings are located near to each other. You

don't need a car because you can go on foot or by bus where you need to go. There had never been any problem with parking. Unfortunately, this situation changed six years ago. A lot of people began to take out loans to buy cars, and a lack of parking spaces became the real

problem. For example, you need about one hour to find a parking place when you go to school, have an appointment, or go shopping. Some people even leave their car wherever they can and go on foot about twenty or thirty minutes to their destinations. Despite the madness, the crazy situation, however, the problem of parking in Ussuriysk has three solutions.

The first solution to the scarcity of parking problem is a four-story parking garage. There are some kinds of buildings which have parking, but not enough. A four-story parking structure is the best solution for schools and shopping centers. That time which students spend for finding parking places can be used for going to the library or doing homework. If there were such kinds of parking garages, many students would stop being late. For shopping centers, this is a great opportunity to attract and in-

crease the numbers of new customers. Unfortunately, neither the government nor the owners of private businesses want to spend money for this genius solution.

The second solution to the parking problem is underground parking. There are a lots of kinds of buildings which don't have parking places at all. People just leave their cars along the road or wherever they can. It's

really very difficult to find any parking place when you go to a bank, hospital, or café. Such kinds of buildings are adjacent to multi-storied houses, so there are not any ways to build parking places. Underground parking is the best way to solve this problem. But, like a four-story parking structure, it's a very

expensive way. Russia is a very rich country, but the government is accustomed to stealing money from ordinary people. Moreover, they never do anything good for people, all the more so to build good parking facilities.

The best solution to the parking problem is for people to use public transportation or go on foot. In my opinion, it's the most practical way to solve this problem. First of all, you save time and avoid the stress of looking for finding parking. Secondly, you don't have to pay for gas all the time. As a result, you save money. Finally, you prevent air pollution because exhaust makes air dirty. In addition, it's very useful to go on foot instead of using a car because you can exercise when you move, and be healthier. Nevertheless, this is not a step to the future. That's why people should never give up using their cars.



There are three solutions to the parking problem. Unfortunately, neither government nor people want to solve this problem. I hope that some day this situation will change, and the government will adopt a genial American experience and will start to build wonderful parking facilities for people. In any

case, they must do something because if they won't, traffic will be the next problem in the near future.

*Olga Strizheus*  
ESLW50

## Solving this English Problem

When new immigrants arrive in the USA, they probably run into some problems in their new country. However, the primary problem for them is English. When I arrived in the US, I understood how important it is to know English. This problem is not easy, but if there is a problem, there is usually a solution. So, what is the best way to solve this task? In my opinion, first you need to have a plan for how you are going to study the new language, second, you need to have people who are great in English, and last, you need to work hard yourself.

What plan, do you have to improve your English? If you want to become better in knowing English, you can make a plan for how you will create your language. You may study at college. Try to do all the homework and a little more. Try to read English books. For example, you can start with children's magazines. They are attractive, colorful and simple, but, more importantly, they are illustrated, so it allows us to understand new works without using a dictionary often. After some time passes, you can read other books at a higher level. Then improve your writing skills. Make a habit of watching English TV every day and listening to the radio when you drive your car. If you follow this plan, your English skills will improve.

The second solution for how to study English is to

surround yourself with English speakers. If you have some friends who are great in English, make conversations with them every day. Invite them to your home and listen to how they use English words in different areas in life. Some people are afraid to talk to native speakers and escape the situations where they need to talk with Americans. Don't stop yourself! Try to talk. Ask questions. It's necessary if you want to speak English.



Lastly, you need to work hard on your goal to improve your English. What do I mean? When we have a difficult situation, we often try to run to a comfort zone. We come back home and forget English, listen and speak in our native language, and

read books in our language. Don't do it! Use English as much as you can. Don't be afraid to make mistakes. Don't run to your comfort zone.

In conclusion, if you want to do well in English, you have to remember that doing something is better than doing nothing. So, create your own plan to study English, make new friends with native speakers, and work hard yourself. As a result, your English will be better. Don't give up your opportunity to know English!

*Mila Tarshikova*  
ESLW50

## Birthdays in the US vs. Birthdays in Moldova

A cultural event is a celebration which gathers people together according to their traditions, customs, and values. But every country has its own customs and traditions. As a result, celebration of an event in one country differs from celebration in another one, and sometimes one country has an event which is unique only to it. A birthday is a universal event. I would like to show you a birthday celebration in two countries: the Republic of Moldova, where I lived, and the USA, where I've been living for two years, to demonstrate that this celebration, although different in some minor ways, has more similarities.

The first feature of a birthday in these two countries which is similar is food. No one birthday celebration in Moldova takes place without food. Similarly, the Americans always have food on their tables at such a nice event to treat guests to delicious lunch or dinner. The main dish for a birthday celebration in Moldova is birthday cake with candles. Likewise, the USA can't imagine birthday without birthday cake. The cake is gifted to a birthday person in America, but is given by the birthday person in Moldova. Even though food is an integral part of a birthday in these two countries, the Moldavians always cook and always bake homemade cakes, while the American people, in general, buy already cooked and ready-to-serve dishes. In the USA, we can see a big variety of products in the stores at acceptable prices. In contrast, Moldova's stores and supermarkets don't have a wide assortment of provisions, and prices on products are very high. In spite of the fact that price

and a variety of products differs in both countries, food is a necessary part of birthdays in Moldova and in the USA.



The second feature of a birthday in Moldova and in the USA is the place of celebration. Both the Moldavians and the Americans like to celebrate their birthdays in fresh air such as in a park or near a lake or a river. For example, I have my birthday in June; it is a very nice month to celebrate my birthday outside. Almost every year, when I lived in Mol-

dova, I celebrated my birthday in the park with my friends. When I came to the USA, I was invited to a birthday which also took place in a park. The main place, however, for celebrating this in both countries is home. The home environment is more acceptable if the weather is bad or the person doesn't like to eat outside. Although a birthday in Moldova as well as in the USA could be celebrated in a restaurant, prices of food in American restaurants are acceptable for the Americans relative to income, while prices on food in Moldavian restaurants are very high relative to very low salaries. As a result, only high-paid officials and businesspeople in Moldova can afford to celebrate their birthdays in restaurants. In Moldova a person whose birthday is celebrated pays for everything in the restaurant. In contrast, American guests pay for a birthday celebration in restaurants. Thus, even though places for a birthday celebration are the same in both countries, every person chooses one which is more suitable for weather conditions, preferences, or for family budget.

The last but not least point of a birthday in Moldova and the USA is birthday presents. The Americans and the Moldavians prefer to give money, gifts, or flowers to a birthday person. As I said before, prices on everything in Moldova are much higher than prices in the USA relative to salaries. If guests in Moldova want to give money to cover the cost of food they consume during a birthday celebration, they have to give a big sum, which will hit their pocket very much. In contrast, Americans give the sum of money which is acceptable for their pocket and for the host of the birthday celebration. For example, when a child goes to a birthday in Moldova, he or she has to give 20 dollars, but the median and average salary is 250 dollars per month there. When I came to the USA and my son was invited to a birthday celebration, I found out that he had to give 20 dollars as well, but the average salary in the USA is 2,500 dollars a month. This fact shocked me. In addition, even though a bouquet of flowers is necessary for a birthday in both countries, the Americans give an even number of flowers, for example, fifty or a hundred, while this number of flowers in Moldova is

appropriate only for a funeral. Only odd number of flowers, for example one, three, fifty one, a hundred and one, are given at a birthday in Moldova. In addition, American stores or malls sell gift cards, which are one of the most favorite gifts for a birthday, but the Moldavian people have never seen these cards. Thus, a guest can always choose from a variety of presents to give for a birthday, but developed countries like the US have more possibilities than poor countries such as Moldova.

A cultural event is a part of our lives, especially if it is a birthday. It is very important and amazing not only for children, but also for adults all over the world. The United States and the Republic of Moldova, which are situated on different continents, have much in common in celebration of a birthday when it comes to food, place for celebration, and presents.

*Olga Cuzeac  
ESLW310*

## Concerns of the Elderly

Life has four stages: childhood, youth, adulthood, and old age. Most people believe that their happiest time is childhood. At that time, they are loved by their family and everyone. Most teenagers have exciting times and adventures without worrying about their lives. Most adults have a great time because they can fall in love with someone, take care of their family, and become a part of the community. However, all people believe that old age is the most horrible time in their lives. They are no longer loved by everyone. They don't have any adventures. They can't even take care of themselves. No matter where people live or how rich they are, the elderly have three types of worry: losing their status, losing their independence, and losing their minds.

One type of worry the elder people have is losing status. In Vietnam, most elderly can't support their children because they can't go to work to make money. Instead, their children have to take care of them.

Furthermore, they are no longer an important contributors in most conversations, parties, and communities. One time, at a birthday party of my friend, I saw an old man. He was sitting quietly in a corner. I went to talk to him. After a short conversation, he suddenly told me, "No one wants to talk to this old man." I said, "No, it is not true. We all love to talk to you." He laughed and said, "Do you want to listen to Jose, who can tell you about the new cars that will be released next year? Or do you want to talk to Kathy who can tell you about new dresses at Macys? Or do you prefer to talk to me, so I can tell you how many times that I fell last week or how many trees that I planted last month?" I saw a loneliness expressed in his face. After the conversation, he was quiet again in the corner and didn't talk to anyone. Seniors also worry about their appearance. My uncle, who is 60 years old, told me, "I don't want to walk with a cane on my hand. I will look weak." Other people are also afraid that one day their health will not allow them

to play sports. The elderly feel that they are losing their status when they get old.

Another type of worry the elderly have is losing independence. This is a more common type of worry compared to losing status. When we are young, we can go everywhere we want and do whatever we like. We can do all of those activities by ourselves. However, the elderly can't do everything by themselves. My uncle is 70 years old. He is living in Florida right now. One time, he told me that he couldn't lift anything heavier than 40 pounds. He said, "One time, I had to ask my neighbor to help me move two heavy flower pots."

He can't drive either, so whenever he wants to go somewhere, he has to call his grandchildren to drive him. He told me, "Another time, I had to call a taxi to take me to a market." He continued, "Sometimes, I feel that it is not helping or supporting. I feel like someone is watching



me. It is an inspection." It is even worse for someone who has to sit in a wheelchair. They can't get up and down by themselves. Someone has to be there to help them do so. Seniors can't make money either. Some elderly who are immigrants don't have much money from their retirement plan. Their family has to support them for most of their expenses, so they feel that they are a burden for their family. Many elderly worry about losing their independence no matter who they are.

A final type of worry seniors have is losing their minds. This is the worst type of worry. Unlike the elderly who are losing their feelings of status and independence, people who are losing their minds can't remember things, long-term or short-term very well. The most common diminished cognitive ability

is forgetting names. Elderly can remember who we are, but sometime they mess up with our names. My grandma often calls me by my sister's name. They also can't remember people who they don't see daily. I visit my aunt in San Jose once a year. Every time I met her, I spent a lot of time to remind her who I was. My friend told me about her grandma, "One day, she didn't know who I was even though we live in the same house. I tried to remind her in many ways such as showing our pictures or repeating my name." She continued, "One time, she was lost." "What happened?" I asked. "She went to the liquor market next door to buy a drink. Then she forgot the way home.

That was not the first time." It is very dangerous because one day she might forget that she is supposed to wait for the signal to walk across the intersection. Some seniors completely lose their minds. They can't even remember who they are. Losing one's mind causes more problems than the other two

types of worry because it has problems both physically and psychologically.

Most people enjoy their lives after they are born and right before they get old. Elderly who believe that they are no longer important for everyone have problems with their emotions or psyches. The most common type of worry the elderly have is losing their independence. These people have problems physically. The type of elders who are losing their minds is the worst because they have problems physically and psychologically. No matter who we are or what we do, one day when we get old, we will have one of these three types of worry.

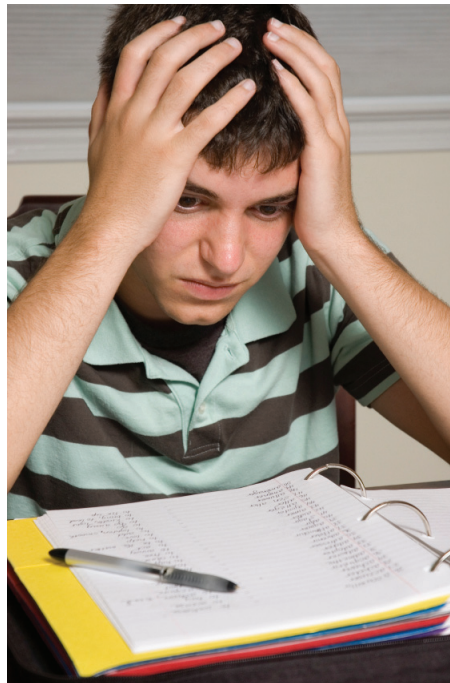
*Uyen Pham  
ESLW50*

## Beware Dropping Out!

Everybody knows what the causes of students dropping out of school are. Students could come from a poor, uneducated family, or it could be for rebellion. Another cause may be they become parents at a very young age and they need to leave school to find a job and support their families. However, few people understand what the effects are. There are actually three main effects of students dropping out of school: having a job that they really do not like, being disappointed about themselves in the future, and becoming gangsters.

The first effect of students dropping out of school is students may have to work in a place they don't like. McDonalds is a fast food restaurant. So many students work there while they are studying. It is a very stressful job. That is why students work there only until they finish school and can get a better job. However, people that don't finish college work there for a long period of time. I remember a day when I went to a fast food restaurant. I was ordering in front of the cashiers and one of them was very angry and she wasn't polite with me. Of course, I argued with her. I asked her, "Why do you have an attitude with me? If you don't like your job, just leave it. It's not my problem you are in a bad mood or if you're having a bad day". She started to cry. She said, "Oh, I'm sorry, miss. I had a terrible day. Working here is very stressful ". At the beginning I was upset with her but then I felt sorry for her because so many people just need to work to support themselves and their family and they work anywhere. It doesn't matter if it is good or not. All of this is because they don't have the education to get a good job.

The second effect of students dropping out of school is students becoming disappointed with themselves. In my opinion, I think that a lot of students who leave school regret it later on. They also feel sad about themselves because they see how hard life is with-



out an education. For example, I have four brothers and all of them work in construction. All of them live here in the United States. Everybody knows that construction is a hard job. Every day, when they arrive at their homes, they are so tired and look very disappointed in themselves because they don't even know English and they do the hardest work for little money. They always tell me not to leave school because living in the United States and not speaking English makes it so hard to find a good job. In my opinion, it is true because they are very good workers but their income is less than the income of persons that speak English well. Another example is when people don't finish school and they see friends or relatives achieving their dreams, having good job, and buying beautiful houses. They realize right there that people achieve all of those things by not dropping out of school. Another example is when they have a family but they don't have enough income to support themselves. I remember when I worked in a restaurant. I usually worked ten hours every day, six days a week in a Mexican restaurant in Sacramento, California. I had to support my family and my income was insufficient. I felt very disappointed and asked myself why I left school. Now I'm married and my husband supports my daughters and me. I'm studying now because I want to find a good job when I finish school.

The third effect of dropping out of school is students getting into trouble. Gangsters are groups of young people that usually don't do anything. They don't work or study, just murder, steal, and do bad things. When I arrived in the United States in 2004, I couldn't forget a terrible crime scene. I was living in Merced, California. When I went to the park with my cousin, we were walking around the park when a fight started between gangsters from different gangs. A guy

shot another guy. Everybody ran and the guy died instantly. The police arrived and arrested five gang members, including the guy with the gun. This is a perfect example of how not having a good education means students can end in a bad way but this not only affects them directly. It affects their families too. Could you imagine how the mother who lost her son feels or how the mother whose son is in the jail feels? Problems like this not only has effects on one person. It has effects on families and society too. If people instead of studying commit crime, the prisons will be more crowded and the government will need more money to support them. It was a shock for me. My cousin explained to me that those guys were kids that dropped out of school and chose that

way of living.

In conclusion, life is full of good and bad choices but leaving school is one of the worst mistakes. Some students say, "I don't want to continue school. It is so boring that I prefer working instead of studying". However, after a while they see the bad effects of their wrong decisions. Working in a job that they don't enjoy, being disappointed in themselves, and becoming gangsters are some effects on some students dropping out of school. Some of them go back to school when they get older. Definitely they understand how important having an education is.

Ana Valencia  
ESLW50



## Special Report / Why Students Drop Out

### ***The Top Five***

- The dropouts in the study identified five major reasons for leaving school. They were bored with school (47 percent); had missed too many days and could not catch up (43 percent); spent time with people who were not interested in school (42 percent); had too much freedom and not enough rules in their lives (38 percent); and were failing (35 percent).
- A majority of students said that they were **not motivated** to work hard, but that they would have worked harder had their teachers demanded more. Seventy percent believed that they could have graduated if they had tried.
- Many students gave **personal reasons** for leaving school, which included the need to get a job, parenthood, or having to care for family members. Nearly half (45 percent) noted that earlier schooling had poorly prepared them for high school.
- Close to three-quarters of the students (71 percent) indicated that they started becoming **disinterested** in high school as early as 9th and 10th grades. Students noted that they would often go to school late, take long lunches, or skip classes or school entirely. Parents didn't oversee their child's attendance. Only one-fifth of parents were "very" involved in their child's schooling. Many were involved for discipline—and not instructional—purposes.



- Most students **expressed regret** for having dropped out of school. Eighty-one percent said that graduating from high school was important to success in life. Seventy-four percent said that if they could relive the experience, they would have stayed in school.

### ***What Could Help***



- Make school **more engaging** through real-world, experiential learning. Students want to see the connection between school and work.
- **Improve instruction and supports** for struggling learners. These include better teachers, smaller classes, more individualized instruction, more tutoring, and extra time with teachers.
- **Improve school climate.** A majority of students believed that schools need greater supervision and classroom discipline. More than half said schools should do more to protect students from violence.
- Ensure that students **have a relationship** with at least one adult in the school. Only 56 percent of students said that they could go to a staff person for help with school problems; only 41 percent said that they could talk to an adult in school about personal problems.
- **Improve communication** between parents and schools. Fewer than half of students said that their schools contacted them or their parents when they were absent or had dropped out.



## Nestscape -- Articles from The Web

### Study: Learning a Musical Instrument Boosts Language, Reading Skills

Learning to sing or play a musical instrument can improve language and reading skills of disadvantaged children, according to a new study released Friday.

Nina Kraus, PhD, a neurobiologist at Northwestern University, found that musical training has an impact in strengthening neural functions as well as a connection with sound and reading of children in impoverished areas.

Her previous research focused on the impact of music lessons on children of the middle or upper class. This study, which is being presented to the American Psychological Association, included hundreds of students in Los Angeles and Chicago public schools with about 50 percent dropout rates.

"Research has shown that there are differences in the brains of children raised in impoverished environments that affect their ability to learn," Kraus said in a press release from the APA. "While more affluent students do better in school than children from lower income backgrounds, we are finding that musical training can alter the nervous system to create a better learner and help offset this academic gap."

In the study, half the subjects received regular group music lessons for five or more hours a week, while the other half had no musical training.

According to researchers, the reading skills of children with formal music training remained the same

over a year long period, while the other students' reading scores declined.

Another group of students, part of the Harmony Project, a music program for inner city kids, took part in band or choir practice every day after schools.



After two years, researchers found that students with musical training were faster and more precise in hearing speech in background noise, which Kraus connects to students having the ability to concentrate on a teacher's voice in

a noisy classroom.

Children in both groups had comparable IQs and reading ability at the start of the study.

Kraus conducted the study with Margaret Martin, founder of The Harmony Project, who was featured on the PBS NewsHour earlier this year talking about the benefits of musical training on young brains.

"We're spending millions of dollars on drugs to help kids focus and here we have a non-pharmacologic intervention that thousands of disadvantaged kids devote themselves to in their non-school hours — that works," Martin said.

<http://www.pbs.org/newshour/run-down/learning-musical-instrument-improves-language-reading-skills/>

## Using Twitter, Linguists Find Global ‘Superdialects’

In an attempt to map Spanish dialects on a global scale, linguistics researchers Bruno Gonçalves and David Sánchez analyzed more than 50 million geotagged tweets, looking at certain words which vary from dialect to dialect. The word for sandwich, for instance, can be bocadillo, bocadito, bocata, emparedado, sandwich, sangüis, sangüich, or sanwich, depending on the dialect.

They found “the existence of well defined macroregions sharing common lexical properties” — in other words, people from South America generally speak a different Spanish than those from Central America or Spain. No surprise there. But they also discovered something that did surprise them: in addition to well-known regional dialects of Spanish, there exist two global “superdialects,” as the researchers dubbed them.

The first superdialect — Superdialect  $\alpha$  — “is utilized by speakers in main American and Spanish cities and

corresponds to an international variety with a strongly urban component,” while the second superdialect — Superdialect  $\beta$  — is spoken mostly in “rural areas and small towns.”



What does this mean? That a Spanish speaker from urban Madrid, for instance, sounds more like someone from urban Miami than someone from rural Andalucía. Cities, the researchers found, naturally exert a “linguistic centripetal force that favors dialect unification.” In plain English, people living in densely-populated urban

environments begin to sound more and more like one another, and more and more like those living in other densely-populated urban environments across the globe. The ubiquity of Twitter and other tools for mass communication have helped the process along.

<http://www.newsweek.com/linguists-find-superdialects-twitter-263622>

### You Are What You Eat — and How You Translate the Menu *Continued from page 1*

makes up a meal are the words that we use to describe it. Take the word entrée, for example. Americans think of an entrée as the main course — the meatloaf or the roast chicken. But the French word actually means “entrance.” On a menu in France, an entrée is more of an appetizer.

But if you think Americans simply messed up the original French, you’re wrong. Americans actually got it right, according to Jurafsky. The original meaning of entrée — as it was used during the late Middle Ages and early Renaissance — was much

closer to the American meaning. It meant a heavy meat course that was just the first of many meat courses to come.

“So American English kept that sense of a substantial meat course, and [from] France and then England came some sense of this idea of entrance,” Jurafsky says. “So the word really changed in France and England from meaning a heavy meat course to meaning a light appetizer.”

The grammar of food impacts not only the order of the meal, but the types of dishes that are acceptable to eat at different times during the meal.

“We grew up with these rules that say that the salty



Credit: Benjwong via Wikimedia Commons

Hasma, a Chinese sweet soup or dessert that combines the dried tissue around the fallopian tubes of some frogs with jujubes (red dates) or other fruit.

things happen first and the sweet things happen at the end," says Jurafsky. "And coffee is a morning thing or maybe a dessert thing, but certainly not a main course thing."

Of course, the rules are broken all of the time: savory is mixed with sweet, dessert becomes the main course or the meat becomes the dessert. Think bacon ice cream or cappuccino-flavored potato chips. They make an American eater do a double take because they violate the American rules of culinary grammar.

But some things just don't translate, like one of Jurafsky's favorite Chinese delicacies: hasma, a Cantonese sweet soup. It's made of a mix of dates and frog fallopian tubes.

"Texture is very important in Cantonese foods, so there's your crunchy things and slimy things," Jurafsky explains. "There's a lot of very slimy foods in lots of cultures that don't work ... in the grammar of American food."

Then there are some food items that seem universal, like tea. Tea was introduced to the world via China. Lots of languages have a word that begins, like the English word, with a "t" sound. But many others, like Arabic or Russian, use words that start with a "ch" sound, like "chai."

"All the languages that got tea via the south of China from trading with the Fujianese, all of those

languages pronounce the word with a 't' because they got it from the English or the Dutch — who got it straight from the Fujianese," Jurafsky explains. "Everybody else who uses a word like 'chai,' they got the word over land from China through Central Asia, where the northern Chinese dialects start with a 'ch.'"

In his book, Jurafsky also looks at correlations between the description of food and food quality. By analyzing restaurant reviews online, he found that food descriptions often fell into two categories: sex and drugs.

"If someone likes an expensive restaurant they use amazing sensual terms: 'orgasmic pastry,' 'very naughty deep fried pork belly,'" he says. "There's something about sex and food that's obviously linked, but it's interesting that we only talk about that when we're thinking about our expensive restaurants. Expensive food is a sensory pleasure, just like sex."

Cheap food is another story: "Oh, those wings, they're addicting.' 'The chocolate in their cookies, they must have crack in it.' It's as if the food forces us to eat it. It's not my fault that I ate those wings. The wings forced me to devour them. It lets us distance ourselves from eating these awful foods."

The meanings of many food-related words have often been lost to history. Like why do we "toast" someone at the dinner table? What does a celebratory act have anything to do with charred bread?

Turns out toast was long ago used as a seasoning agent for wine. We used to put grilled bread in wine with spices to enhance its flavor.

"And people said 'Oh, the belle of the ball, the lady of the evening, she spices the party like the toast spices the wine,'" Jurafsky says. "So there are these historical explanations for how the word came about. But it's true that, as a modern eater, you just have to learn the words."

<http://www.pri.org/stories/2014-09-22/sure-you-are-what-you-eat-but-youre-also-how-you-translate-menu>

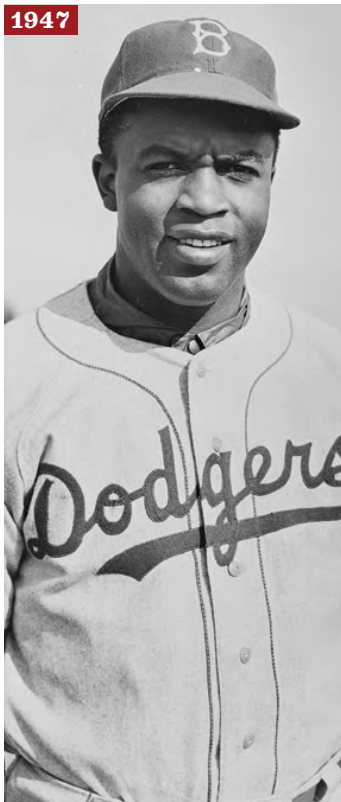
# BLACK HISTORY MONTH

DiversityInc  
MEETING IN A BOX

## Black History Month



1865



1947

### HISTORIC TIMELINE

- 1619** Dutch ship brings 20 Africans to Jamestown, Va., the first enslaved Africans in the U.S.
- 
- 1793** Eli Whitney's new cotton gin increases demand for slaves
- 
- 1793** Congress passes Fugitive Slave Act, making it a federal crime to assist a slave trying to escape
- 
- 1808** Congress bans importation of slaves
- 
- 1820** Missouri Compromise bans slavery above the southern border of the state
- 
- 1831** Nat Turner leads largest slave rebellion prior to Civil War
- 
- 1849** Harriet Tubman escapes to Philadelphia and subsequently helps about 300 enslaved people to freedom via the Underground Railroad
- 
- 1857** In *Dred Scott v. Sanford*, U.S. Supreme Court declares that Blacks are not citizens of the U.S. and that Congress cannot prohibit slavery
- 
- 1859** John Brown leads raid of U.S. Army and Arsenal at Harpers Ferry, W.Va.
- 
- 1861** South secedes from Union and Civil War begins
- 
- 1863** President Lincoln issues the Emancipation Proclamation, declaring "all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free"
- 
- 1865** Civil War ends
- 
- 1865** Thirteenth Amendment is ratified, prohibiting slavery
- 
- 1868** Fourteenth Amendment is ratified, allowing Blacks to become citizens
- 
- 1870** Fifteenth Amendment guarantees that right to vote cannot be denied because of race, color or previous condition of servitude
- 
- 1870** Hiram Revels becomes first Black member of Congress
- 
- 1896** U.S. Supreme Court rules in *Plessy v. Ferguson* that segregation doesn't violate the 14th Amendment's equal-protection clause as long as conditions provided are "separate but equal"
- 
- 1900** William H. Carney becomes first Black to be awarded Medal of Honor
- 
- 1909** NAACP is founded
- 
- 1940** Hattie McDaniel becomes first Black to win an Academy Award
- 
- 1947** Jackie Robinson becomes first Black to play Major League Baseball
- 
- 1950** Ralph J. Bunche becomes first Black to win the Nobel Peace Prize
- 
- 1953** Willie Throver becomes first Black to play quarterback in the National Football League
- 
- 1954** In *Brown v. the Board of Education of Topeka*, U.S. Supreme Court rules that racial segregation in public schools violates the 14th Amendment



1950

**DiversityInc**  
MEETING IN A BOX

# Black History Month

**1955** Two white men who confessed to murdering a 14-year-old Black boy, Emmett Till, for allegedly whistling at a white woman are acquitted by an all-white jury

**1955** Rosa Parks refuses to give up her seat on a bus to a white man in Montgomery, Ala., leading to the Montgomery Bus Boycott

**1957** Little Rock Nine integrate Little Rock Central High School in Arkansas

**1960** Four Black students stage famous sit-in at a whites-only Woolworth's lunch counter in Greensboro, N.C.

**1961** Freedom rides begin from Washington, D.C.

**1962** James Meredith becomes first Black student to enroll at the University of Mississippi. Violence prompts President Kennedy to send in 5,000 federal troops

**1963** More than 200,000 people march on Washington, D.C., in the largest civil-rights demonstration in U.S. history; Dr. Martin Luther King Jr. gives his "I Have a Dream" speech

**1963** Four young Black girls are killed in the bombing of a Birmingham, Ala., church

**1964** President Johnson signs Civil Rights Act of 1964, giving the government more power to protect citizens against race, religion, sex or national-origin discrimination

**1965** Malcolm X, former minister in the Nation of Islam and civil-rights activist, is assassinated

**1965** Thousands participate in three protest marches from Selma to Montgomery, Ala., for Black voting rights

**1965** President Johnson signs Voting Rights Act of 1965



**1967** Thurgood Marshall becomes first Black U.S. Supreme Court justice

**1967** In *Loving v. Virginia*, Supreme Court declares law prohibiting interracial marriages to be unconstitutional

**1968** Dr. King is assassinated

**1968** President Johnson signs Civil Rights Act of 1968, which prohibits discrimination in the sale, rental and financing of housing

**1972** Shirley Chisholm becomes first major-party Black candidate to run for President



**1983** Vanessa Williams becomes first Black Miss America

**1984** Reverend Jesse Jackson becomes first Black to make serious bid for Presidency

**1986** First observation of Dr. King's birthday as a national holiday

**1990** Douglas Wilder of Virginia becomes first Black to be elected governor

**1991** President George H.W. Bush signs Civil Rights Act of 1991, which strengthened laws on employment discrimination



**1993** Dr. Joycelyn Elders becomes first Black Surgeon General

**2001** General Colin Powell becomes first Black Secretary of State

**2009** Barack Obama becomes first Black President

## The Story Behind '40 Acres And A Mule'



The Freedmen's Bureau, depicted in this 1868 drawing, was created to give legal title to Field Order 15 — better known as "40 acres and a mule." Alfred Waud/Library of Congress

As the Civil War was winding down 150 years ago, Union leaders gathered a group of black ministers in Savannah, Ga. The goal was to help the thousands of newly freed slaves.

From that meeting came Gen. William T. Sherman's Special Field Order 15. It set aside land along the Southeast coast so that "each family shall have a plot of not more than forty acres of tillable ground."

That plan later became known by a signature phrase: "40 acres and a mule."

After wrapping up his famous march, Sherman spent weeks in Savannah, staying in an ornate Gothic revival mansion called the Green-Meldrim House. That's where he and Secretary of War Edwin Stanton held their meeting with local black leaders.

The house is now owned by a local church. Susan Arden-Joly, the site's preservationist and tour guide, leads visitors up a winding staircase.

"Sherman's memoirs say that he took them upstairs to his quarters. So that's where we will go," she says.

According to Arden-Joly, the meeting took place in a high-ceilinged room on a corner of the second floor. Sherman and Stanton asked the group's leader, the Rev. Garrison Frazier, a series of questions. She reads from Sherman's memoirs, where he quotes minutes from the meeting.

"Fourth question: State in what manner you would rather live, whether scattered among the whites, or in colonies by yourselves," she reads, continuing with Frazier's answer. "I would prefer to live by ourselves, for there is a prejudice against us in the South that will take years to get over."

Charles Elmore, a professor emeritus of humanities at Savannah State University, says Sherman and Stanton listened to Frazier and the others.

"The other men chose this eloquent, 67-year-old imposing black man, who was well over 6 feet tall, to speak on their behalf," Elmore says. "And he said essentially we want to be free from domination of white men, we want to be educated, and we want to own land."

Four days later, Sherman signed Field Order 15, setting aside 400,000 acres of confiscated Confederate land for freed slaves. Sherman appointed Brig. Gen. Rufus Saxton to divide up the land, giving each family up to 40 acres.

And it wasn't in the order, Elmore says, but some also received leftover Army mules.

"But it became known as of Jan. 16, 1865, as '40 acres and a mule,'" Elmore said.

Stan Deaton, of the Georgia Historical Society, points out that after Lincoln's assassination, President Andrew Johnson reversed Sherman's order, giving the land back to its former Confederate owners.

"Once the passion of war was over, the idea of that kind of social experiment lost favor with a lot of people very quickly," he says.

Vaughnette Goode-Walker, a writer who leads tours focused on Savannah's black past, calls it one of the biggest "gotchas" in American history.

"'Here, take this land — but we can't really give it to you because it doesn't belong to us; it belongs to the Confederates when they come back home.' How confusing is that?"



The Green-Meldrim House in Savannah, Ga., is where Gen. William T. Sherman held meetings with local black leaders, creating the plan later known as "40 acres and a mule."

Sarah McCammon/NPR

The reversal left many African-Americans with few options but to become sharecroppers, often working for former slaveholders. But Elmore says the meeting in Savannah 150 years ago accomplished one important thing.

*"It set in motion the dialogue between the white power structure and black men in Savannah, Ga.," he says. "What do y'all want?' And they got some of it, however temporary and fleetingly. They got it. That is significant."*

<http://www.npr.org/blogs/codeswitch/2015/01/12/376781165/the-story-behind-40-acres-and-a-mule>



## Notable African-American Actors



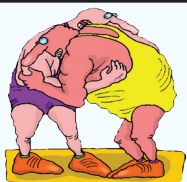
**Aaliyah**, singer and actress  
**Ira Aldridge**, American actor  
**Debbie Allen**, dancer-choreographer, actress  
**Angela Bassett**, actress  
**Harry Belafonte**, singer and actor  
**Shari Belafonte-Harper**, model and actress  
**Halle Berry**, actress and model  
**Brandy**, singer and actress  
**Andre Braugher**, actor  
**Avery Brooks**, American actor  
**LeVar Burton**, American actor  
**Diahann Carroll**, singer and actress  
**Bill Cosby**, actor and comedian  
**Scatman Crothers**, actor  
**Dorothy Dandridge**, singer, actor  
**Ossie Davis**, actor, director, writer  
**Sammy Davis Jr.**, entertainer  
**Ruby Dee**, actress  
**Laurence Fishburne**, actor  
**George Foreman**, boxer, actor  
**Redd Foxx**, actor, comedian  
**Morgan Freeman**, actor  
**Danny Glover**, actor  
**Whoopi Goldberg**, actress, co-

medienne  
**Cuba Gooding, Jr.**, actor  
**Louis Gossett, Jr.**, actor  
**Pam Grier**, actress  
**Lisa Gay Hamilton**, actress  
**Whitney Houston**, singer, actress  
**Samuel L. Jackson**, actor  
**James Earl Jones**, actor  
**Eartha Kitt**, American singer and actress  
**Eriq La Salle**, actor, director  
**Queen Latifah**, rap musician, actress  
**Martin Lawrence**, actor and comedian  
**Bernie Mac**, comedian, actor  
**Hattie McDaniel**, actress  
**Butterfly McQueen**, American actress  
**Eddie Murphy**, actor and comedian  
**Thandie Newton**, actress  
**Jada Pinkett-Smith**, actress and model  
**Sidney Poitier**, actor and director  
**Richard Pryor**, actor and comedian  
**Gloria Reuben**, actress

**Ving Rhames**, actor  
**Paul Robeson**, actor and singer  
**Holly Robinson-Peete**, actress  
**Chris Rock**, actor and comedian  
**Esther Rolle**, actress  
**Howard E. Rollins, Jr.**, actor  
**Diana Ross**, singer  
**Sinbad**, actor, comedian  
**Will Smith**, actor and singer  
**Wesley Snipes**, actor  
**Chris Tucker**, actor and comedian  
**Tina Turner**, singer  
**Cicely Tyson**, actress  
**Denzel Washington**, actor  
**Damon Wayans**, actor, comedian  
**Keenan Ivory Wayans**, actor, comedian  
**Carl Weathers**, actor, former professional football player  
**Forest Whitaker**, actor, director  
**Vanessa Williams**, actress, singer  
**Flip Wilson**, actor, comedian  
**Paul Winfield**, actor  
**Oprah Winfrey**, talk-show host, actress  
**Alfre Woodward**, actress

<http://www.factmonster.com/>

# Parrot Warbling



## Grappling with Grammar

### Punctuation

#### Hyphens and Dashes

A **hyphen** joins two or more words together while a **dash** separates words into parenthetical statements. The two are sometimes confused because they look so similar, but their usage is different. **Hyphens** are not separated by spaces, while a **dash** has a space on either side. The usage of **Hyphens**:

- Generally, hyphens are used to join two words or parts of words together while avoiding confusion or ambiguity.

EXAMPLES: *run-down*                                      *up-to-date*

- There are some cases where hyphens preserve written clarity such as where there are letter collisions, where a prefix is added, or in family relations. Many words that have been hyphenated in the past have since dropped the hyphen and become a single word (email, nowadays).

EXAMPLES: *co-operate*                                      *post-colonial*  
                     *bell-like*    *great-grandmother*  
                     *anti-nuclear*    *son-in-law*

- In some cases though, a hyphen does change the meaning of a sentence.

EXAMPLES: a. *I am thinking of re-covering my sofa (= to put a new cover on it)*  
                     b. *I would like to recover my sofa. (= from someone who has borrowed or stolen it)*

- Use a hyphen with compound numbers from *twenty-one* to *ninety-nine*.

- In written fractions place a hyphen between the numerator and denominator except if there is already a hyphen in either the numerator or the denominator.

EXAMPLES: *two-fifths*  
                     *sixty-nine eighty-ninths*

- Use a hyphen when a number forms part of an adjectival compound

EXAMPLES: a. *France has a 35-hour working week.*  
                     b. *Charles Dickens was a great nineteenth-century novelist.*

**Dashes** can be used to add parenthetical statements or comments in much the same way as you would use brackets. In formal writing you should use the bracket rather than the dash as a dash is considered less formal. Dashes can be used to create emphasis in a sentence.

EXAMPLES:        *You may think she is a liar - she isn't.*  
                             *She might come to the party - you never know.*

<http://www.edufind.com/>

### Idiom--Attic

#### Idioms Around the Globe



If it is raining in large amounts, most cultures have an interesting way of saying that:

- In English, it would be "*raining cats and dogs*"
- In Africa, they might say "*it's raining old women with clubs*"

Many languages refer to heavy rain as coming in buckets or as rain coming out of a bucket.

- In Norway they say "*it's raining female trolls*"
- The Irish say "*it's throwing cobblers knives*"

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

### Beak Speak

#### English Pronunciation for -ed

There are 3 ways to read an **-ed** ending—the past tense form of verbs. These are: **"t," "ed"** and **"d."** The following chart shows which one you use depending on which sound comes at the end of a word. Letters that rarely come at the end of words are left out. These are usually from another language. Remember that these are sounds. Common spellings for some sounds are in parenthesis.



the "T" sound	the "ed" sound	the "D" sound
<i>c/k, f (gh or ph), j, (dge), p, s, z, sh, ch</i>	<i>d, t</i>	<i>b, g, l, m, n, r, w, v, y, a, e, i, o, u</i>

\* A **"J"** sound at the end of a word will be spelled **"dge."** An **"F"** sound at the end is sometimes spelled **"gh"** or **"ph."**

EXAMPLES:

(the **T** sound)

- The man clocked in at 10am.*
- The old interstate bridged the river.*

(the **"ed"** sound)

- The criminal was in a padded cell.*
- The baseball player batted very well last year.*

(the **"D"** sound)

- Ducks have webbed feet.*
- The man stayed home all day.*

<http://www.speakmethod.com>



## Some More Parrot Fun Stuff

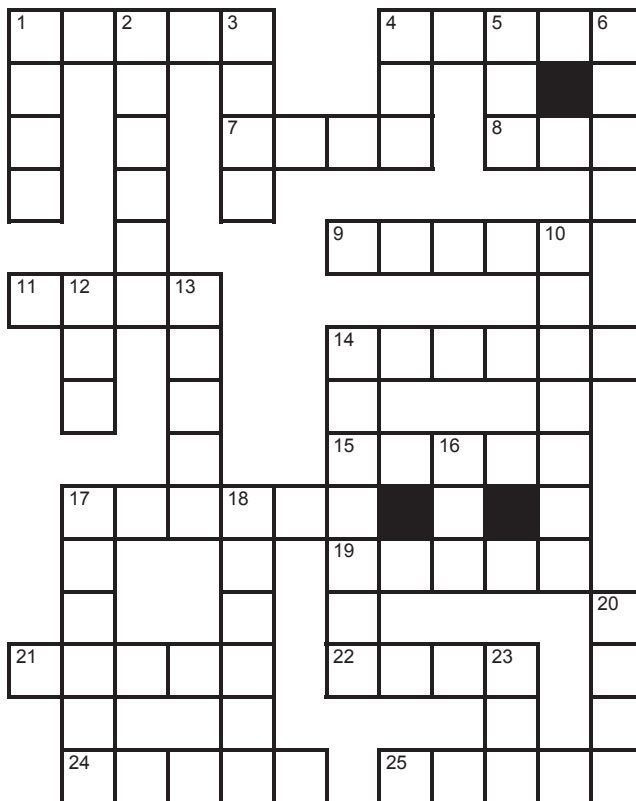
### Moods & Emotions Word Search

Find and circle all of the words that are hidden in the grid.

The remaining 13 letters spell an additional word.

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

ANGER	EDGY	GRUMPY	OUTRAGE
APPRECIATIVE	ENVIIOUS	HAPPY	PUZZLED
ARROGANT	EXUBERANT	HOPE	REGRET
BITTER	FEAR	INDIFFERENT	SADNESS
CALM	FRANTIC	JEALOUS	SCARED
CHEERFUL	FRETFUL	JOLLY	SCORNFUL
CONFIDENT	GLAD	JOYFUL	SORRY
CURIOUS	GLEEFUL	MOROSE	SURPRISE
DISGUST	GRATEFUL	MOURNFUL	TRANQUIL
DUBIOUS	GRIEF	NERVOUS	WORRY

**Down**

- 1 A food that rhymes with dice. (4)
- 2 A kind of fruit that begins with G. (6)
- 3 Another word for speak. (4)
- 4 A pet that rhymes with hat. (3)
- 5 Another word for sick. (3)
- 6 The opposite of up. (4)
- 10 A synonym of gift. (7)
- 12 The opposite of young. (3)
- 13 The opposite of north. (5)
- 14 The opposite of deep. (7)
- 16 A farm animal that rhymes with wig. (3)
- 17 A synonym for quiet. (6)
- 18 A type of fruit that begins with O. (6)
- 20 A toy that rhymes with tall. (4)
- 23 A drink that rhymes with sea. (3)

**Word Skills****Across**

- 1 The opposite of wrong. (5)
- 4 Another word for kid. (5)
- 7 The opposite of first. (4)
- 8 The opposite of high. (3)
- 9 A farm animal that rhymes with sleep. (5)
- 11 Another word for throw. (4)
- 14 A synonym of afraid. (6)
- 15 A kind of fruit that begins with A. (5)
- 17 A place that rhymes with pool. (6)
- 19 The opposite of heavy. (5)
- 21 A kind of fruit that begins with L. (5)
- 22 The opposite of east. (4)
- 24 A synonym of sleepy. (5)
- 25 The antonym of big. (5)



### I Want To Write

I want to write  
 I want to write the songs of my  
 people.  
 I want to hear them singing melodies  
 in the dark.  
 I want to catch the last floating  
 strains from their sob-torn  
 throats.  
 I want to frame their dreams into  
 words; their souls into  
 notes.  
 I want to catch their sunshine laugh-  
 ter in a bowl;  
 fling dark hands to a darker sky  
 and fill them full of stars  
 then crush and mix such lights till  
 they become  
 a mirrored pool of brilliance in the  
 dawn.

Margaret Walker

### Rigoberto's Riddles

**Question:** If a rooster is standing in the middle (at the highest point) of a slanted barn roof, which side would its egg roll down?



**Answer:** Roosters don't lay eggs.

### Silly Vasily's Chuckle Chamber

#### A New Friend

This guy was so lonely that he decided life would be more fun if he had a pet. So he went to the pet store and told the owner that he wanted to buy an unusual pet.



After some discussion he finally bought a centipede (100-leg bug), which came in a little white box to use for his house.

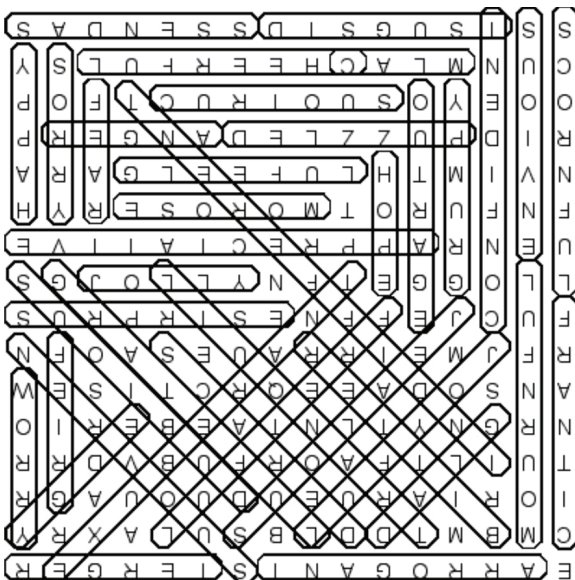
He took the box home, found a good location for the box, and decided he would start off by taking his new pet to the bar for a drink. So, he asked the centipede in the box, "Would you like to go to Frank's place with me and have a beer?"

But there was no answer from his new pet. This bothered him a bit, but he waited a few minutes and then asked him again, "How about going to the bar and having a drink with me?"

But again there was no answer from his new friend and pet. So he waited a few minutes more, thinking about the situation. He decided to ask him one more time, this time putting his face up against the centipede's house and shouting, "Hey, in there! Would you like to go to Frank's place and have a drink with me?"

A little voice came out of the box:

*"I heard you the first time! I'm putting my shoes on!"*



## Granny Noetal

**Dear Granny,**

"I don't have a major yet, and I really need some guidance as to the next steps I should take in declaring one. Are there any resources on campus that could help me with this?"

**Sincerely,**

**Confused Student**



your college who have the same dilemma as you. The first and most important step you can take is see a counselor on campus. They are super-knowledgeable and have probably dealt with many students like yourself. You can simply tell them things you're interested in and they can help you narrow down your options and then get you set up with a schedule to finding the perfect major for you. Hopefully this helps you in your journey in finding out what you want to do; just remember, life is too short to worry, so don't worry about this. Everything will fall into place eventually.

**Dear Confused Student,**

Well, dear, don't worry about not knowing what you want to do with your life. Way back when I went to school in the 30's, I had no idea either. There are probably a bunch of other students at

**Sincerely,**

**Granny**

### Interview with Professor Simpson

*Continued from page 1*

degree.

**Parrot:** Do you think you have grown as a teacher? If yes, how so?

**Simpson:** Oh, have I grown as a teacher?

**Parrot:** Yes, did you think you were going to be a teacher?

**Simpson:** Oh yes, definitely. I just feel a lot more comfortable with students now than at first. I was really nervous my first year teaching. You've probably had a teacher like that too, right? I have tried a lot of different things in the classroom. I experiment with new things to see if they work, and I keep the ones that work and I get rid of the ones that don't work. So over time just a lot, a lot of

little experiments with demonstrations in class, homework, and things like that in class activity.

**Parrot:** So you are now used to what you doing, right?

**Simpson:** Right. One of the things that I do a lot more now than I used to do is, because I do physics, I do demonstrations. My class has a lot of demonstrations so people can actually see it happening in front of them. Otherwise, they may not believe me. They have to trust their eyes.

**Parrot:** Oh yes, you have to prove it to them so they can believe it.

**Simpson:** Absolutely.

**Parrot:** So tell us. How did you get into the teaching field, Professor?

**Simpson:** It was actually by accident. When I was in graduate school, I wanted to be a researcher and, actually, after I finished graduate school, I worked at the National Lab for about three years doing research but I couldn't later find any research jobs and that's why I became a computer programmer for a while. My wife is a teacher at Sac State; she teaches history. She suggested that I try some part-time teaching and I thought, "Oh, whoa, I'm going to hate this. This will be horrible, right?" But it's actually a lot of fun, interacting with the students, energizing me, making me feel great. I really like teaching now; before I didn't think that I would like it at all.

**Parrot:** So you love your job now?

**Simpson:** Oh yes, definitely; it wears me out but I love it.

**Parrot:** Looking back, are there any changes you would have made in your educational choices?

**Simpson:** No, I actually think I followed my heart. I did what I liked and I ended up here. It took me a long path around to get here, with all the other jobs I had. So I think I did all right.

**Parrot:** What advice to you think is the most important for your students or students in general?

**Simpson:** Well, it depends. In order to be successful in class, they need to give themselves enough time to learn or it will take a lot more time than people think and so I encourage my students at home in, particular, to take time to read, to study. But, you know, in terms of life advice, I encourage my students to follow their hearts and find things that they like to do because if you are going to do this for the rest of your life as a job, it had better be something that you like. You should explore different kinds of things that are offered in college. Try different things and find the ones that you like and do a lot of that.

**Parrot:** Just to find out more about you, what is your dream vacation? Where would you like to go?

**Simpson:** My family and I would love to go camping in the redwoods.

**Parrot:** Can you tell us where they are located?

**Simpson:** There are several redwood forests in Northern California and the one we like to go to is up the north coast near the border. It is just beautiful up there.

**Parrot:** So you have already been there.

**Simpson:** Oh yes, we have been there several times. That is my family's favorite place to go.

**Parrot:** Can you tell us what you are most proud of?

**Simpson:** Oh, whoa, that is a tough question. I don't know I have a single answer for that.

**Parrot:** It's alright if you are not sure. We can move on to another question. What do you like to do in your free time?

**Simpson:** I do a lot of cooking and a lot of reading. I love reading novels.

**Parrot:** Is there anything else that you would like to do?

**Simpson:** Well, for a while I was into running but I don't have the time to commit to that anymore. I actually ran a couple of marathons a few years ago when I was younger but that takes a lot of time to do all the training so I backed off on that. Mostly now I cook for my kids; they're teenagers and they love to eat and I love to cook. It works both ways.

**Parrot:** That's all for today! Thank you for the interview and thank you for your time. I really appreciate it.

*My Nguyen*  
ESLL 30

# Why Did You Choose to Move to Sacramento?

(asked of Listening 40)



**Lusine Muradyan:** *"I lived before in Fresno, and it was a small boring town and there were no activities. My husband found a job in Sacramento, and a nice home, so that's why I moved here."*

**Evelina Ganta:** *"There is warm weather. My brother lives in Roseville. I wanted to study here. We also have an apartment for low rent. My husband and I can both go to school."*



**Amel Ibrxhim:** *"We used to live in Arizona. An incident happened with my brother causing us to move to Sacramento. I'm here to study and find a job."*

**Natasha Sultan:** *"I was married six and a half years ago. My husband wanted to move here from Kazakhstan."*



**Lilia Pirgaru:** *"I completed an application for the green card lottery and won! My family and I came to the U.S. in 2012, and we chose to live in Sacramento."*



**Zixuan Wang:** *"I like the weather; it's nice here. My mom also lives here."*

**Ahmed Aljuboori:** *"Before I came to Sacramento, my friend told me about it. Now I live here with my family."*



**Marina Kovalenko:** *"I moved to Sacramento because my husband's sister in law lives here. We wanted to be close to them."*

**Rabeea Lasoo:** *"There is good weather. I moved here with my family."*



**Oleks Sadovnychyy:** *"I bought a home in Sacramento. I used to live in Redwood City and the cost of living in Sac was just less expensive than in the Bay Area."*

**Ambartsum Muradyan:** *"It was a couple of things. I lived in Fresno, and in 2012/2013 the crime rate went up and I didn't like that. It wasn't good for my family especially for my kids. I had visited a couple of times and there were a lot of nice people. There is more safety here. I also really like the style, weather, and trees in Sacramento."*



## Out of the Cage

### Résumé Development Workshop

Thursday, February 19, 2015  
12:30 pm - 1:30 pm

Your résumé reflects your uniqueness. This workshop focuses on the physical appearance of a résumé, including different types of formats and the kinds of information that should be included. Tips on writing an effective cover letter to send with your résumé will be discussed.

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

**Location:** Portable Village, #608

### Homeless Street Soccer

Thursday, February 19, 2015  
12:15 pm - 1:15 pm

Social Change with a ball. The homeless street soccer program was developed to provide hope, purpose, and focus to homeless women, many of whom struggle with addiction. The program is now worldwide and organizes a Homeless Street Soccer World Cup that rotates from country to country.

**Location:** Raef Hall 160

### African-American Influence on Dance

Thursday, February 26, 2015  
12:15 pm - 1:15 pm

African-American influence on dance should come as no surprise considering its impact on music—blues, gospel, soul, and rap are just a start. Krumping and turfing are more recent dance genres to expand beyond the African-American community, but this influences spans decades. In honor of African-American History, the ARC Dance department and students from ARC Dance courses perform a sampling of these genres.

**Location:**TBD

### Women's History Month: Weaving the Stories of Women's Lives

Thursday, March 5, 2015  
12:15 pm - 1:15 pm

There is real power in hearing the stories of women's lives. Join us as we are inspired by women's testimonies about their personal and professional journeys. Hear about the choices they made, the obstacles they overcame, and the goals they are still pursuing. Former American River College student, and current graduate student at UC Davis, Vanessa Esquivido will share her journey and the significance of basket weaving in Native American cultures. Poet and American River College Professor Traci Gourdine will share her journey and gifts of poetry. Current Los Rios Community College board member and former state assemblywoman and senator, Deborah Ortiz will share her journey and the significance of public service. Come learn how these three accomplished women face obstacles, make decisions, and share their gifts and talents to enrich and serve their communities.

**Location:** Raef Hall 160

### Questions/Comments?



Student Editors: *Olga Cuzeac* and *Emma Jaques*.

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). To see The Parrot in color go to [http://www.arc.losrios.edu/Programs\\_of\\_Study/Humanities/ESL/The\\_Parrot.htm](http://www.arc.losrios.edu/Programs_of_Study/Humanities/ESL/The_Parrot.htm)