

# The Forum

of Phi Sigma Iota  
International Foreign Language Honor Society

---

---

*Spring 2004*

*Year 26. No.1*



# The President's Page



Dr. Jacob Caflisch, Sr.  
Photo©2003, Dr. D. Thomas Porter

Reading Dr. Gene Scruggs's "President's Page" (Spring, 2003, No. 1) I noted the phrase "...the U.S. may be at war with Iraq." That was then. Today we are at war. Still, events have continued toward a resolution. Qaddafi apparently has decided to mend his ways; North Korea had a "mysterious" explosion. Yet we are doing a bit better than could have been the case. Americans are resilient, hopeful, and helpful by nature.

Now that the U.S. economy seems to have taken a welcome turn for the better, we ought to hope that responsible officials at every station in life; along every rung of the academic and legislative ladders will exercise fair and just judgment by recognizing a

solid education as a down payment on excellence in citizenry. It came to my mind that since everyone wants excellence in education, why stop there? Let excellence rule one's whole life! Let our citizens be the best that they can be—along all walks of life. These thoughts beg a vital question: What is an education exactly?



We can consider a responsible education as one that teaches people to think. We all have had experiences showing that a small (thankfully) percentage of instructors and those with an agenda do not teach but indoctrinate. Indoctrination of an idea is not the same as teaching *how* to think—rather, it is *what* to think.

So, we need to concentrate on how to think in a complicated world. It behooves us all to try to find the appropriate means to that end. I note that Princeton has decided to scale down to 35% the number of "A's" awarded to students. Well, that *could* be translated as a scale-back of excellence and support for mediocrity. O, what mighty contention in the halls of academe! Besides teaching/facilitating "pointless" subjects in some places, many courses have gone the route of indoctrination and outright shameless proselytizing. When I arrived at USF in 1970, my boss turned me aside one day and said, "Do not proselytize Chomsky in class!" Was he thinking of Chomsky's politics? He had no worry there. He meant Chomsky's linguistics. As things turned out, I won nearly all of my students over to Chomsky's form of linguistic thinking anyway.

The same is true of life. We take the "good" from our sources and run with it. There is a pragmatic side to issues in education. We are constantly faced with how languages and cultures are to be instructed. Right now we are faced with the conundrum of how to deal with incoming students who need a language requirement. The issues are out there—we have plenty of arguments, but we still have no easy answers. We simply cannot handle every case on an individual basis. That would require the astronomically unacceptable solution of a one-on-one teacher-student ratio. Even the "Big Northeast," desirous of jacking up their elitist positions has no money for that magnitude. Other means must be provided to help solve the FL situation.

We are faced with the simple need for a plan—one that brings positive results. It is not simple since in other academic areas, it can be argued, "learning" can be achieved by "sculling" the facts and figures. I have in mind the areas of mathematics, biology, chemistry, physics, and others. I discovered that studying music theory—orchestration principles, and other technologies relevant to music can help. In some ways music theory was more difficult than linguistics, but therein is the principle I want to explain.

*Continued on p. #17*



Cover: Peh by Mahalene Louis

Above: Yod

<http://www.soulvision.com/gallery/cyberart>

# THE FORUM

Fall, 2004

## FEATURES

### The Resilience of Language

By Susan Goldin-Meadows..... 6

### Creative Writing in French: One Successful Story

By Lúcia Flórido ..... 8

### Ginette

By Sarah Beth Watkins ..... 8

### How Many Genders Are There?

By Jacob Caflisch, Sr. .... 12

### World Cup's Impact

By Dong Kyu Kwak. .... 15

## DEPARTMENTS

The President's Page	2
National and Regional Officers	3
Addresses	4
Dues	5
2004 Scholarship Recipients	16
PSI Scholarships	20
Scholarship Nomination Form	21
Chapter Roster	29
Editor's Puzzle	33



Copyright © 2004 by *The Forum* of *Phi Sigma Iota*; the International Foreign Language Honor Society (ISSN 0883-5640). Requests for permission to reprint should be made in writing to the Editor.

## PHI SIGMA IOTA

### National and Regional Officers

#### PRESIDENT AND EXECUTIVE DIRECTOR

Dr. Jacob Caflisch III  
World Language Education, CPR 107  
University of South Florida  
Tampa, Florida 33620-5550  
(813) 974-4126 – Telephone, (813) 974-4613 - Fax  
caflisch@phisigmaiota.org

#### VICE-PRESIDENT

Dr. Christine Probes  
World Language Education, CPR 107  
University of South Florida  
Tampa, Florida 33620-5550  
(813) 974-2743  
probes@phisigmaiota.org

#### *The Forum* EDITOR and WEBMASTER

Dr. Lizz Caplan-Carbin  
editor@phisigmaiota.org

IMMEDIATE PAST PRESIDENT Dr. C. Eugene Scruggs

### Regional Vice-Presidents

SOUTHWEST Arizona, California, Colorado, Hawaii, New Mexico, Nevada

Prof. Salvatore Federico  
Thunderbird American School of Grad. Management  
Glendale, AZ 80530  
(602) 978-7291

SOUTH CENTRAL Arkansas, Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Texas

Prof. Nancy Antrim  
Sul Ross State University  
Alpine, TX 79832  
(915) 837-8152

SOUTHEAST Alabama, Florida, Georgia, Kentucky, North Carolina, South Carolina, Puerto Rico, Tennessee, Virginia

Prof. Thérèse O'Connell  
Jacksonville University  
Jacksonville, Florida 32211  
(904) 744-3950

NORTHWEST Alaska, Montana, Oregon, Utah, Washington, Wyoming

Prof. Claudine Fisher  
Portland State University  
Portland, Oregon 97207  
(503) 725-3522

NORTH CENTRAL Indiana, Illinois, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

Prof. Levilson Reis  
Otterbein College  
Westerville, OH 43081  
(614) 823-1112

NORTHEAST Connecticut, Delaware, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia

Prof. Susan Rosenstreich  
Dowling College  
Oakdale, NY 11769  
(631)-244-3415

# Contacts:

<http://www.phisigmaiota.org/contacts.html>

## Who to contact for what at Phi Sigma Iota

Contact for:

Establishment of New Chapters,  
Scholarship Nominations, Liaison with  
ACHS

Jacob Caflisch III, Ph.D.

University of South Florida, WLE-CPR 107  
Tampa, Florida, 33620  
(813) 974-3658 FAX: (813) 974-6944  
jcaflisc@chumal.cas.usf.edu

Contact for:

Installation and Initiation Ceremonies and  
Liaison with Chapter Advisors and  
Regional Vice Presidents

Christine Probes, Ph.D.

University of South Florida, WLE-CPR 107  
Tampa, Florida, 33620  
(813) 974-2743 FAX: (813) 974-1718  
probes@phisigmaiota.org

Contact for:

Membership, Payment of Dues, Orders for  
Certificates, Insignia and Stoles, Change of  
Address, Rosters

Sabrina Tyrrell

University of South Florida, WLE-CPR 107  
Tampa, Florida, 33620  
(813) 974-2746  
(800) 673-5599  
secretary@phisigmaiota.org

Contact for:

News and Literary Aspects of The Forum  
Submission of Articles, Photos,  
Graphics, Articles, News Items and  
Advertising for *The Forum* and  
Website

Lizz Caplan-Carbin, Ph.D.

University of South Florida, WLE-CPR 107  
Tampa, Florida, 33620  
(314) 580-3701

editor@phisigmaiota.org

See us online

Phi Sigma Iota International Website

<http://phisigmaiota.org>

Toll-free by Telephone

(800) 673-5599

by Email

[contact@phisigmaiota.org](mailto:contact@phisigmaiota.org)

## Some Changes in the Phi Sigma Iota Executive

As of this issue of the *Forum*, there are few changes in the national leadership of *Phi Sigma Iota*. Most of our folks will remain in place; some will either have new or assume different titles; and one will enter a much-deserved retirement. There is also one new member in the family.

The International Executive President is Dr. Jacob Caflisch (Theoretical linguistics & Slavic linguistics). He was nominated by former Executive President, Professor *emeritus* Dr Charles Eugene (Gene) Scruggs (French) and supported by Board vote in February, 2004. Jacob has researched the Altaic family over the last two years and helped with the KiSwahili courses this spring—all while researching in ancient Bible languages. He served as PSI Executive Secretary from 2000-2001. Jacob is the Founding President (2000–) of the USF ΔZ Chapter of *Dobro Slovo*, National Slavic Honor Society—the Phi Beta Kappa of Slavic studies.

Dr. Christine M. Probes (French) is International Executive Vice-President and USF Honor Chapter Representative. She brings to her post a plethora of experience, having served on myriad committees and coordinated many activities at USF. She is our WLE powerhouse on such committees and other academic endeavors. She is creating new film courses currently and is a vital liaison within our Department and its relationships with other areas of the university. We welcome her in this new role with our kindest greetings and best wishes.

Sabrina Scruggs-Tyrrell continues as our Executive-Secretary. Sabrina takes care of the orders and handles pins or keys, the certificates and ID cards, while keeping the ledgers. She is the virtual hub of the large wheel, making everything run in the smoothest order possible. Please feel free to direct your questions concerning operations to Sabrina and she (or we) will help you in the very best way we can.

Dr. Elizabeth (Lizz) Caplan-Carbin (German) moved to Webster Univ. in St. Louis, Mo, where she continues her magnificent expertise with our official Society newsletter, *The Forum of Phi Sigma Iota*. Lizz has brought our *Forum* into the Twenty-First Century by her expert handling of many technical facets that make up the presentation of color photography as well as her skills with grey-tone manipulation, so that we now get the clearest photos possible. That is not all. Our colleague has added the games, cards, puzzles, creative designs and many other standard features in every issue since 2000. There is virtually something for everyone in the *Forum*. Lizz also is the genius behind our huge, expanding Website where you can find many answers to immediate questions. It is very extensive. Consult it often.

Valentina (Valya) Aleksa (French, Russian) a graduate student in the World Languages Education Department, is a member of *Dobro Slovo*. A native of Russia, she teaches French in the WLE and is also interested in historical and comparative linguistics and is the new member. Valya assists the President with scholarship matters, advertising, and the ongoing expansion of new chapters nationally and internationally. She helps in handling special awards and recognition and has many innovative ideas for the Society as well.

On our special final note, we at Phi Sigma Iota HQ express special best wishes to Gene for a terrific retirement. Now he can travel, do more great watercolor paintings and be with his family. *Nous vous souhaitons une bonne et heureuse retraite bien méritée!*

## The Privileges of Your Life Membership

If you are not yet a Life Member and you prize your membership in **PHI SIGMA IOTA**, why not inscribe your name where it will stand as a memorial to you and to your enduring loyalty to our Society? **PHI SIGMA IOTA** provides for Life Membership at \$130 payable in one sum. A Life Membership entitles you to: (1) Be exempted from all future national dues; (2) Receive for life *The Forum* and other official publications which promote information and creative writings in the field of foreign languages, literatures, and cultures; (3) Be eligible to participate in programs organized or sponsored by the Society such as scholarships, grants, fellowships, trips abroad, books, insurance, etc.; (4) Have the satisfaction of knowing that you are contributing to **PHI SIGMA IOTA**, dedicated to fostering foreign language studies and understanding among people.

## Be a Life Subscriber

**PHI SIGMA IOTA** offers non-members Life Subscription privileges. For \$75 payable in one sum, you are entitled to: (1) Receive for life *The Forum* as well as other publications that our Society may release from time to time; (2) Participate in special programs organized by the Society such as trips abroad, insurance, etc.; (3) The satisfaction of knowing that your Life Subscription is used mainly to support our Scholarship Programs to help students and faculty in their pursuit of excellence in the foreign language field.

## Dues Reminder

Annual Dues for 2004/2005 (for current members)..... \$20  
 Optional Payment for three years ..... \$55

### Best Deal - Lifetime Membership

**This once-in-your-lifetime-payment covers all future National Dues, supports the Society and its aims, and Insures your active status and privileges for life..... \$130**

The Society's Insignia, ..... \$15  
 The Society's T-shirt, circle size S M L XL ..... \$20  
 The Society's Polo shirt, circle size S M L XL XXL..... \$25  
 PSI Graduation Stole or Sash (please specify)..... \$50  
 PSI Graduation Tassels (set of 2 - gold & purple) ..... \$ 7  
 PSI Window Decals (set of 3) ..... \$ 5  
 Lifetime subscription to *The Forum* (for non-members) .... \$75  
 One-year subscription to *The Forum* (for non-members)... \$ 5  
 Contribution to **PSI Scholarship Fund** ..... \$10

(Contributions are tax-deductible to the extent allowed by law)

Total Contribution

### Make check payable to PSI International

Please fill out form completely\*

Name \_\_\_\_\_

Name when initiated (if different from above)  
 \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email \_\_\_\_\_

Institution where elected \_\_\_\_\_ Year \_\_\_\_\_

Return to: **Phi Sigma Iota / World Language Education**  
**University of South Florida, CPR 107**  
**4202 E. Fowler Ave.**  
**Tampa, Florida 33620-5550**

*Phi Sigma Iota*

\*Renewal and order forms also available at [phisigmaiota.org](http://phisigmaiota.org)

# The Resilience of Language

Research statement of *Dr. Susan Goldin-Meadow*

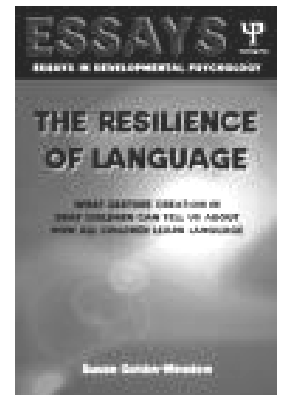
It is commonly asked whether language is learned or innate. In my research, I recast the question so that it is amenable to investigation, asking which aspects of language development are more (or less) sensitive to linguistic and environmental input. I have been engaged in a research program to identify the properties of language whose development can withstand wide variations in learning conditions - the "resilient" properties of language. We observe children who have not been exposed to conventional linguistic input in order to determine which properties of language can be developed under one set of severely degraded input conditions. The children are congenitally deaf with hearing losses so extensive that they cannot naturally acquire oral language, and born to hearing parents who have not yet exposed them to a manual language.



*Chinese child making a gesture representing "fish."*

Under such inopportune conditions, one might expect no symbolic communication at all or, at the least, communication which is unlike conventional language. This turns out not to be the case. We have shown that, despite these impoverished language-learning conditions, American deaf children are able to develop gestural communication systems which are structured as are the early communication systems of children acquiring language from conventional language models. Moreover, deaf children of hearing parents growing up in a Chinese culture develop the same gesture systems as their American counterparts, suggesting that the deaf children's gesture systems are resilient, not only to the absence of a conventional language model, but also to cultural variation. Where do these deaf children's gesture systems come from?

One candidate is the gestures that hearing adults produce as they talk. Indeed, the gestures of Mandarin-speakers are similar in type to those of English-speakers. However, the gestures adults use when speaking languages typologically distinct from Mandarin and English - verb-framed languages such as Spanish or Turkish - differ strikingly from the gestures used by speakers of satellite-framed languages such as English or Mandarin. These four cultures - Chinese, American, Spanish, and Turkish - thus offer an opportunity to examine the effects of hearing speakers' gestures on the gesture systems developed by deaf children. If deaf children in all four cultures develop gesture systems with the same structure despite differences in the gestures they see, the children themselves must be bringing strong biases to the communication situation. If, however, the children differ in the gesture systems they construct, we will be able to explore how children's construction of a language-like gesture system is influenced by the models they see.



*Psychology Press, New York, 2003*

My current work explores the gesture systems developed by deaf children of hearing parents in Spain, Turkey, China and America, and compares them to the spontaneous gestures that hearing speakers in each culture produce when they talk.

## How Our Hands Help Us Think

When people talk they gesture, and the gestures they produce often reflect thoughts that the speakers do not express in their words. In other words, gesture and the speech it accompanies frequently mismatch. Gesture-speech mismatches are often found when a learner is on the verge of making progress on a task - when he or she is "ready" to learn. Moreover, mismatches can provide insight into the mental processes that characterize the learner when in a transitional state. In a mismatch, two beliefs are simultaneously expressed on the same problem - one in gesture and another in speech. Gesture is clearly more than just handwaving - it reflects how we think. My current work goes one step farther and asks whether gesture actually plays a role in shaping how we think.



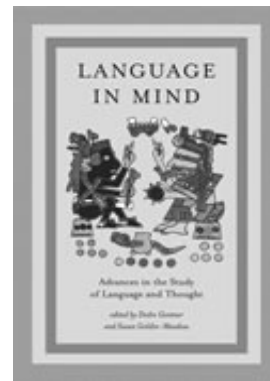
If gesture can reveal unspoken thoughts, those thoughts are then "out there" and can be part of the conversation - assuming, of course, that gesture can be read by ordinary people in ordinary circumstances. We have found that everyone can indeed read

gesture, young or old, in an experiment or in real-live communication. Moreover, how we understand speech is affected by the gestures that accompany that speech. The next step is to determine whether gesture can lead to cognitive change. If speakers reveal their readiness for instruction simply by moving their hands, and if listeners are attentive to those movements and change their responses accordingly, gesture can provide an indirect way for learners to tell their teachers what they need next. Gesture can change the course of learning by influencing the kind of input the learner receives.

Not only can gesture can have indirect effects on the speaker (by shaping the input that the speaker receives), but it may also affect the speaker more directly. We have all had the experience of finding ourselves gesturing when no one is watching. We may feel sheepish about it but that doesn't seem to stop us. Moreover, many of us have had the experience of seeming to gesture more when we are fumbling for the right word to say. Why must we move our hands when we speak? I suggest that gesturing may help us think - by making it easier to retrieve words, easier to package ideas into words, easier to tie words to the real world. If this is so, gesture may contribute to cognitive growth by easing the learner's cognitive burden and freeing resources for the hard task of learning.



Moreover, gesture provides an alternate spatial and imagistic route by which ideas can be brought into the learner's cognitive repertoire. That alternative route of expression is less likely to be challenged (or even noticed) than the more explicit and recognized verbal route. Gesture may be more welcoming of fresh ideas than speech and in this way may lead to cognitive change.



When do gestures reveal thoughts that are not expressed in speech? What kind of thoughts do they reveal? Does gesture play an active role in the conversations we have or, even more fundamentally, the thoughts we think? In her book, *Hearing Gesture: How Our Hands Help Us Think*, Susan Goldin-Meadow tries to make the case that gesture can indeed shape both our conversations and our thoughts. In turn, gesture can reveal, and propel, cognitive change. ♥

**Dr. Susan Goldin-Meadow** is the Irving B. Harris Professor of Psychology at the University of Chicago.  
<http://goldin-meadow-lab.uchicago.edu/>

### *A Poem for Crossing Language Borders*

In our times, students can "bablefish" and "google" their way to robotically poor translations, if they do not have a large prestigious dictionary from which they invariably pick the first definition in an entry. The convenience of speed and lexical authority often causes us to forget that each word is endowed with a unique soul when an author chooses it to convey part of a thought or observation within a context. That uniqueness comes from the author's choice, the context and the degree to which the word is consubstantial with both. We as teachers need to think about where readers fit into the chain of meaning as we labor to train new ones in culturally and contextually sensitive interpretation of what they read in a foreign language. I wrote what I call a "teacher's poem" sitting on the porch at the Bread Loaf School of English (Middlebury College) on a partly sunny day, watching the changing light patterns on a field across the highway. My heart's journey was a quest for equivalence, and my grail, the French word, "éclaircies".



Dr. TennesseeBob Peckham

"éclaircies" defined" (TBob 11.01.03)

But does my native notion come to me  
as bookish weather wisdom  
marching in columned cadence now  
from lofty heights of Mount Lexique;  
or does it speak to me  
in soft sly smile  
of sun-dappled high meadow,  
in cloud-breaks over fallowed field  
revealing work-scarred years  
in furrow shadows?

It should be evident to all of us, stepping out "beyond our customary borders" (ACTFL), that a word's meaning cannot be held captive in a dictionary or the sequenced operations of software. Neither can a country be held captive by a map or a culture by a textbook. 🏛️

**TennesseeBob Peckham**, Vice President, American Association of Teachers of French. <http://globegate.utm.edu/>

# CREATIVE WRITING IN FRENCH: ONE SUCCESSFUL STORY

by Lúcia Flórido, Ph.D.  
University of Tennessee at Martin

In the Spring of 2004 I had the chance to develop a Francophone Literature course for the upper-division students of French at UTM. As I planned to introduce as many different Francophone authors and regions as possible during the course of sixteen weeks, whole novels were worked on an individual basis and, as a group, we focused specifically on short literary texts, or *nouvelles*. This two-way approach allowed students to get acquainted with a variety of French-speaking cultures and, at the same time, relate the particulars of each country studied in class to the reading of a Francophone novel of their choice. At the beginning of the semester, they received a list of essential Francophone novels, all in the target language, available at the library. Each student then selected a different title, to be read as homework with the help of a guideline and presented in class during the last week of the semester.


Three out of four skills indispensable to second language acquisition--reading, listening (through cultural videos) and speaking--emerged naturally in the context of the classroom dynamics. Each *nouvelle* on the textbook was preceded and followed by discussion and comprehension questions, done mostly in small groups. Writing, however, needed to be implemented at a different level. While *Diversité*<sup>1</sup> displays a variety of writing activities, enabling students to build short answers as well as traditional compositions, I wanted to develop a project that would be the equivalent of a standard final paper in length, but, also, that would be the product of progressive and creative writing, instead of conventional literary

research. In short: the final paper had to be done little by little, throughout the semester, reinforcing the idea that writing is a well-thought process, not an accident that happens the night before a paper is due. This being the case, after having given the directions for the first pages, each ten days, on average, I would collect their work, suggest corrections, and indicate a new route to follow within the context of their story. Thus, all new pages turned in for a grade were always accompanied by a corrected copy of the previous draft. During the course of this exercise, students had the opportunity to compose letters, dialogues, to describe characters from an external perspective, to add depth to them through the eyes of an omniscient writer and so forth. At the end of the term, they had experimented with a variety of writing techniques and, finally, created a *nouvelle* of their own.

*Writing is a well-thought process, not an accident that happens the night before a paper is due.*

Overall, students participated seriously and enthusiastically on the project. The closing result was exceptional both at the linguistic and creative levels. Their command of written French improved substantially from the first pages to the last. In many instances, as they were editing their mistakes, students started to understand the nature of their errors and, consequently, reached a new level of correctness. Their inventiveness, sense of humor, ability to develop motivating

plot-lines, to perceive the complexity of everyday life, to create characters with distinct personalities, or to give a new face to stock-characters, made the act of grading their papers a very pleasant one.

One of the most interesting works submitted as final paper was written by Sarah Beth Watkins, then a Senior at UTM and now a Master's candidate at Middle Tennessee State University. At that time we started our project, Mrs. Watkins was spending half of the semester at the University of Quebec at Chicoutimi. Because she was studying abroad, the process of reading, correcting and expanding her text was partially done via email, what, due to the physical distance, added a certain degree of intricacy to the whole task. Her final story, reproduced below in its entirety, is an outstanding example of what imagination and hard work can accomplish in the context of a foreign language classroom. As I have mentioned above, all papers have been extensively corrected by their authors. However, some minor inaccuracies, either grammatical or lexical in nature, were left unedited, since students' texts should reflect, above all, their skills within a specific level of proficiency. 

<sup>1</sup> Gaash & Budig-Markin. *Diversité: La Nouvelle Francophone*. New York: Houghton Mifflin, 2000.

## Ginette!

by Sarah Beth Watkins  
Middle Tennessee State University

Avant d'aller à la poste, Ginette a relu ce qu'elle avait écrit.

Mon Cher,

Il y a deux mois depuis que nous nous sommes vus. Tu me manques. Chaque matin je me réveille avec ta mémoire et chaque nuit je me couche et rêve seulement de toi. Tu as mon cœur dans tes mains. La dernière nuit que nous avons passée ensemble va toujours rester dans ma mémoire. Encore, je peux sentir tes mains sur mon visage. Je peux sentir tes lèvres sur mes lèvres. Je t'aime, toujours! Mais, maintenant j'ai le cœur lourd. Cette lettre va être la dernière. Mon père n'aime pas notre relation. Il ne pense pas que tu sois l'homme



dont j'ai besoin pour me marier. Il pense que nous sommes très différents. Il n'aime pas ta famille. Il est certain que tu ne vas pas être un bon mari. Mais je pense différemment. Tu vas être un très bon mari et un très bon père pour tes enfants. Je voudrais pouvoir être ta femme, mais il n'est plus possible. Mon père a choisi l'homme à qui je vais me marier, il s'appelle James. Nous allons nous marier le quatre août. J'ai peur qu'il soit horrible et je ne pense pas qu'il soit gentil. Mon père, pourtant, l'aime. Je crois que James s'intéresse seulement aux affaires de mon père et c'est pourquoi il va me marier. Je suis certaine d'avoir raison.

Il faut que je te dise quelque chose de très important. Je voudrais te donner cette bonne nouvelle face à face, mais il n'est pas possible. Je suis enceinte et c'est ton bébé. Je suis heureuse parce que je vais toujours avoir un petit souvenir de toi. Sache que je vais garder notre enfant et il va grandir fort et en bonne santé. Je sais que le bébé va être un garçon. Je sais que tu voudrais bien un garçon. Il va être toujours heureux. Un jour je vais lui dire qu'il a un père merveilleux. Il va toujours savoir qui est son père. Fernand, je vais nommer notre enfant d'après toi. Pour le reste de ta vie, souviens-toi de moi. Je t'aime, je t'aime, je t'aime!!!!

Avec tout mon amour,  
Ginette

.....

Avec un tas de papiers dans ses mains, Fernand cherchait quelque chose d'intéressant parmi les lettres que le postier avait laissées le matin. La lettre de Ginette y était, mais il n'a pas voulu l'ouvrir tout de suite. Pensif, il a regardé l'enveloppe pendant longtemps, en rêvant à Ginette et à la dernière fois qu'ils se sont vus.

Elle portait une robe noire très charmante. Elle était une grande belle rousse aux yeux verts, alors la couleur était un bon choix pour elle. Le tissu était léger et il flottait quand le vent soufflait. Elle avait toujours un grand sourire sur son visage. Quand elle entrait dans un endroit, tout le monde la regardait! La dernière fois, elle avait l'air comme si c'était la fin d'un beau roman. La chose bizarre, c'était que j'y avais pensé, Fernand s'est dit. J'adore cette femme. Elle est ma vie. Je sais que son père ne m'aime pas, mais peut-être je pourrais changer son cœur. Peut-être ce dont j'ai besoin, c'est de rendre visite à son père. Oui, je pense lui rendre visite bientôt.

En réfléchissant à tout cela, Fernand a ouvert l'enveloppe et, poussé par l'amour, il a lu attentivement la lettre de Ginette. Après quoi, il l'a relue pour s'assurer d'avoir bien compris. Alors il a dit : «Je ne peux pas y croire!!!!» Sans savoir quoi dire, Fernand a décidé de répondre tout de suite, sans donner à la raison l'occasion de faire taire son cœur et sa rage.

Mon amour,

Je ne peux pas croire à ce que je viens de lire. Tu es enceinte!!!! C'est incroyable!!!! Je suis l'homme le plus heureux du monde. Cette nouvelle ranime mon cœur. Il faut que tu m'attendes. Tu ne peux pas te marier à cet homme. À ce moment, je pleure. Mon cœur est brisé, mais heureux en même temps. Je peux changer l'opinion de ton père. Je sais que je peux le faire. Donne-moi l'occasion de lui parler. Tu as deux semaines avant de te marier. Attends-moi, mon amour. Je vais faire mes valises et prendre le prochain train pour aller chez toi. J'espère y arriver à temps. Je t'aime, ma chère. Attends-moi!!!! Tu ne vas pas te marier à cet homme. Si ton père a besoin d'avoir un mariage parce que tu es enceinte, alors nous allons nous marier. Personne ne va garder mon bébé. Avant d'ouvrir ta lettre, je pensais à toi. Tu es la seule femme qui a mon cœur dans ses mains.

Après que nous nous marierons, je pense que ce dont nous avons besoin, c'est de déménager. Je sais, si ton père me dit «non» quand je lui demande ta main, bien sûr, je vais pleurer. Après ça, peut-être nous aurons besoin de nous enfuir. Où est ce que tu veux habiter? Aux États-Unis, en France, en Irlande? C'est à toi de choisir. Mais ce n'est pas important maintenant. La chose la plus importante est que tu restes calme et m'attendes!!! Ne te marie pas à cet homme. Écoute bien, mon amour. Ne lui dis pas que je vais te rendre visite. C'est une surprise pour ton père. Je peux frapper ton père sur la tête maintenant à cause de sa stupidité. Je suis très fâché. Mais ne te préoccupe pas, je vais régler la situation. Tu vas être ma femme et aussi la mère de pas seulement cet enfant, mais de tous mes enfants.

Ça ne me dérange pas si tu as un garçon ou une fille. Je vais adorer l'un ou l'autre. J'espère qu'il a tes yeux et la couleur de tes cheveux. Je plonge dans cette couleur... J'adore regarder ton visage. Je ne peux pas attendre de te tenir dans mes bras. Tu seras ma femme et ma femme seulement. Je ne sais pas si ma lettre est compréhensible, mais elle est pleine de mes sentiments. Je te veux, je ne veux que toi... Je ne sais pas si je peux dire ça, mais je vais trouver un moyen de changer le cœur de ton père. Je sais qu'il va voir l'élan entre nous deux et changer d'avis. Prie mon amour. Prie pour notre bonheur.

À ce moment, j'ai besoin de te dire au revoir parce que je vais faire mes valises pour aller sauver notre passion. Reste calme et heureuse car je vais te voir bientôt!!!

Avec tout mon amour,  
Fernand

.....

Fernand a fermé la lettre et l'a mise sur la petite table près de la porte, pour ne pas l'oublier au moment de sortir. Le voyage serait assez long et la lettre arriverait sûrement avant lui.

Fernand a fait les cents pas beaucoup de fois. Il a vérifié l'heure. Il était trois heures moins dix. Il avait besoin de faire quelque chose pour son travail le jour prochain, mais il n'avait pas de concentration. Il a donc regardé dehors. Il faisait un temps affreux. Il faisait gris parce que la journée était pluvieuse. Il y avait beaucoup de vent aussi. Il soufflait très fort. Il a vérifié la température sur l'Internet et il faisait -28° celsius. Fernand a arpenté la salle de la maison nerveusement encore une dizaine de fois. Il a regardé sa maison et il n'a pensé qu'à son bébé et à Ginette. J'ai peut-être besoin de chercher une autre maison. Cette maison est un peu petite pour une famille, il s'est dit. Son décor est très masculin aussi. Peut-être, ça serait une bonne idée de la peindre d'une couleur différente. Mais non, je vais acheter une autre maison. D'accord, j'ai besoin de trouver une autre chose à faire, il a conclu. Finalement, il s'est assis devant l'ordinateur et il a fait son travail.

.....

François, le père de Ginette, a vu Fernand à travers la fenêtre de la salle de séjour. Fernand avait l'air fatigué et distrait et il tapait quelque chose. Il s'est donc démêlé les cheveux avec la main. Fernand est un beau brun aux yeux bleus. Il a une taille élégante et il mesure 1 m 90. Il est très grand. Il joue au rugby, au basket-ball et au hand-ball. Il est un très bon athlète, toujours en bonne forme. Il ressemble beaucoup à sa mère. Il a un beau sourire et porte son beau sourire toujours, mais pas aujourd'hui. À ce moment précis, il pianotait ses doigts sur la table et il a touché ses cheveux encore une fois.

Tout d'un coup, Fernand a entendu quelqu'un qui venait d'arriver. C'était François... avec Ginette??? Il avait des papiers dans ses mains. Il avait aussi l'air préoccupé.

**François** : Bonjour, Fernand!

**Fernand** : Bonjour, Monsieur!

En disant ça, il a regardé Ginette.

**François** : Je suis venu ici parce que Ginette est enceinte et vous êtes le père. Comme vous le savez bien, elle va se marier à James et j'ai besoin de votre signature dans ce document. Vous allez donner les droits du bébé à James. Finalement, Fernand a regardé François, et lui a dit :

**Fernand** : Monsieur, vous venez chez moi et vous exigez que je donne mon fils à un homme que je ne connais pas. Monsieur, si vous voulez vivre, vous allez partir maintenant.

**François** : Vous n'avez pas...

**Fernand** : François, partez maintenant. Ginette va rester ici. Elle va me marier et je vais être le père de cet enfant. Vous savez qui m'a écrit et m'a tout raconté? Ginette! Donc, partez maintenant.

François a tourné et il a regardé Ginette avec un visage très fâché. Il lui a parlé :

**François** : Ginette, pourquoi est-ce que tu lui as écrit après que je t'ai dit de ne plus lui parler?

**Ginette** : Mais, mon père, je n'aime pas James. J'aime Fernand!!! Je ne veux pas me marier à James. Est-ce que tu comprends ça? Je ne veux pas le marier!!!!

Ginette a commencé à pleurer. A ce moment, le portable de Fernand a sonné. Il a répondu.

**Fernand** : Allo !

C'était James à l'appareil.

**James** : Bonjour Fernand! C'est James. Est-ce que François et Ginette sont arrivés chez toi?

**Fernand** : Oui!

**James** : Est-ce que les deux sont à côté de toi?

Il les a regardés en même temps qu'il a dit « Oui. »

**James** : Bon! Est-ce que tu es prêt à finir ce projet?

**Fernand** : Oui, je suis prêt!

**James** : Bon, nous prendrons rendez-vous en France dans une semaine!!! Bonne chance! Au revoir!

Pourtant, quand James a dit « Au Revoir », François a entendu sa voix, qui émanait du portable. Il n'a rien compris. Il n'a pas eu le temps de comprendre...car Fernand a démarré une pistole et a tiré sur François. Il avait tiré sur François sur l'estomac. Ginette a crié et François est tombé par terre.

**Ginette** : Il est mort!!!

Ginette a continué à pleurer.

**Fernand** : Pourquoi pleures-tu? Tu voulais la mort de ton père.

**Ginette** : Je le sais! Mais...

**Fernand** : Mais rien!!! Maintenant, nous avons besoin de téléphoner à la police. Tu leur téléphones. Moi, je vais revenir bientôt.

**Ginette** : D'accord!

Ginette a donc touché la face de son père et elle a pleuré encore. Elle aimait son père, mais il n'avait pas compris la situation. Il fallait absolument avoir son père assassiné. Probablement, il aurait fait la même chose avec elle. François avait engagé James pour tuer Ginette. Elle avait oublié tout cela. A ce moment elle a regardé son père avec dégoût. Ginette a téléphoné à la police. Après vingt minutes, la police y est arrivée, et leur a posé beaucoup de questions. Qu'est-ce qui s'est passé ici? Pourquoi est-ce que vous êtes venus ici, votre père et vous? Après trois heures, la police est partie. Ginette et Fernand se sont regardés. Ils ont souri.

Deux mois s'étaient écoulés depuis le meurtre de François... et Fernand ne pouvait pas s'endormir. Toutes les nuits il faisait un mauvais rêve de ce jour-là. Chaque fois, il se réveillait en sursautant, avec la fièvre. C'était comme un cauchemar qui ne finissait jamais. La même chose s'est répétée cette nuit-là. Maintenant, François viendra dans la chambre, comme un fantôme, il s'est dit, sûr de la suite. Fernand n'était pas le genre de personne qui croyait aux fantômes, mais cette hallucination a été toujours très réelle. Fernand a donc regardé Ginette. Elle dormait tranquillement. Il ne lui avait rien raconté à propos de ses cauchemars récurrents. Fernand s'est levé et, à ce moment, un brouillard léger, d'où émanait une vague lumière, a envahi la chambre. Fernand, immobile, ne pouvait pas parler. Ses yeux ont fixé l'ombre qui s'est montré dans le brouillard. C'était François, qui souriait.

**François** : Bonjour, Fernand!

Fernand était comme une statue.

**François** : Je pense que tout cela est très bizarre. Vous m'avez tué et maintenant je vous hante. François a ri, en disant: Vous avez pensé qu'en me tuant je disparaîtrais... Il a ri encore. Est-ce que vous avez perdu la voix?

**Fernand** : Ce n'est pas la réalité! Ce n'est pas possible ! Je vous ai tué... ce n'est pas possible !

**François** : C'est vraiment possible et vraiment réel. Vous pouvez dire que je suis l'affaire qui ne finit pas...

**Fernand** : Qu'est-ce que vous voulez, François?

**François** : Moi, rien! Je pense avoir fini ce que je voudrais faire pendant cette visite. Je reviendrai... Au Revoir, Fernand. À la prochaine.

Et François a disparu.

Après quoi, Fernand, bouche ouverte et totalement déconcerté, ne pouvait rien dire. Sans avoir bien assimilé ce qu'il venait d'entendre, Fernand s'est levé de son lit et a couru à la salle de bains, en laissant tomber un verre d'eau sur le tapis. Une demi-heure s'était écoulée avant qu'il ait pu conclure: que tout se soit développé comme ça, je ne m'y attendais pas du tout. Je pourrais quand même avoir dit le dernier mot... Que j'ai été bête, moi!

À ce moment Ginette s'est réveillée et a vu Fernand qui, comme un fou, parlait au mur vide de leur chambre à coucher. Une seule larme est tombée de ses yeux. 🕒

Ms. Watkins holds a BA in French from The University of Tennessee at Martin and is a Masters Candidate in French at Middle Tennessee State University.

## Support Our Scholarship and Sponsored Programs!

**PHI SIGMA IOTA** encourages and recognizes outstanding ability and attainments in the studying and teaching of foreign languages. The society stimulates advanced pursuits and individual research in this discipline, and promotes cultural enrichment as well as a sentiment of international amity derived from the knowledge and use of foreign languages.

Thanks to the active recruitment of our PSI Faculty Advisors and the sensible administration of our national officers, Phi Sigma Iota has been able to steadily increase both the size and number of scholarships that we offer to PSI members each year. In addition to our core foundations established by Dr. Henry Church, one of the society's founders, and several of its past presidents: Dr. Marie-France Hilgar, Dr. Cleon W. Capsas, and Dr. Santiago Vilas, we have been very pleased to award new scholarships in the names of our most recent past President, Dr. C. Eugene

Scruggs, our Vice President, our Executive Secretary, and our *Forum* Editor. With the success of the Phi Sigma Iota Visa plan, (see inside back cover) we have also been able to award increasingly larger amounts beginning with the new VISA Scholarship in the amount of \$1000.

There are other important changes to the Phi Sigma Iota scholarship program:

We've moved the deadline for application back. The new deadline is April 4, which should allow new members the chance to apply for Summer study-abroad scholarships.

We've pushed our decision date forward. This gives scholarship winners the possibility to receiving funding before or during their travels.

### APPLY FOR A SCHOLARSHIP!



# HOW MANY GENDERS IN YOUR LANGUAGE?

Jacob Caflisch, Ph.D.

The University of South Florida

To the general public the question is: “Got milk?” To the linguist it includes queries such as “Got genders?” Many languages have *zero* gender structurally (linguistically), including such widespread types such as Finnish, and Mongol (Altaic) Mandarin (Sino-Tibetan) or Magyar (Ugric); others have the *two* that we ordinarily think about simply because we are taught somehow the tired, old idea that nouns have *gender*—that we pay attention to biological constraints and transfer these to language. Instead, we need to consider the idea that nouns can and are grouped into *classifications* or *sets*. Let us look at some typical singular *gender* systems. It appears that the feminine (of the third person singular) is marked in some pronominal systems, for example, but only when needed for clarity. Such is the case for Mandarin. (This article will not use *kanji* systems for lack of fonts). In Mandarin the personal pronouns are in the singular *wǒ* ‘I, me,’ *nǐ* ‘you (subject), you (object)’ and *tā* ‘he, him, she, her (object), it (subject), it (object).’ The interesting variant is the *kanji* sign for ‘female’ (meaning ‘good’) which is added before the *tā*, should absolute necessity dictate. Thus, the resulting feminine form is the marked opposition here; yet the pronoun still is pronounced *tā*. Mandarin—like Japanese and Korean—is also a *pro-drop* language since there are no trappings for verbs to agree with the pronouns in *person* or *number*. Nor, as in the case for Polish (mentioned later), for which the past tense of verbs are marked for *number*, *person*, *gender*, and, in plurals, for *virile* vs. *non-virile* genders—a special marking system yet to be discussed.

If we look at the Finnish pronoun system in third person, we can discern quickly that there is a ‘common’ gender system at work—viz. *hän* ‘he, she, it.’ Magyar uses *ő* ‘he, she, it’ as well as *ők* ‘they’ (with *-k* as the plural morpheme).

Modern Mongolian also has a similar distribution in the third person. In fact, it is interesting to note that cognitively, Japanese, Korean and Mandarin do not need to use the subject pronouns in speech since all reference parameters have been established beforehand in conversation. Thus, the onus for understanding is squarely on “paying attention” to speakers and their rôles in the conversation. Indeed, I asked a Japanese graduate student once how it was that such a system, lacking this redundancy, can work. The answer was short, sweet, but with some chagrin: “In the East, we pay attention to listening. You (in the West) don’t listen well!” Thus, I found out how the parameters of conversation work in the East. Someone coming into a conversation “cold” can be *forced* to keep quiet in order to avoid embarrassment. It is a matter of considerable unease to reveal a misunderstanding hinging on having missed the “setup” for the *dramatis personae* in conversation or gossip as these move along in conversation.

Let us inspect a traditionalist view of gender as taught in Spanish or French classes. I will not be appealing to any kind of banal deconstructionalist ideas. Spanish has two “genders”: masculine (m), and feminine (f). The problem here is very interesting, taking a huge sampling of the nominal lexis in that language. It is easy to discuss *el gato* ‘the [Tom] cat’ vs. *la gata* ‘the she-cat.’ These two appear to be straightforward samples of an “easy” (biological) gender classification based on our observation of gender; however, what are we supposed to do with *el palo* ‘the stick’ vs. *la pala* ‘the shovel’? Here we are confronted with not a gender assignment in the way we would like—a simple choice assigning gender to the real world of fate in a biological sense, but a *lexical* assignment that *seems* quite arbitrarily decided.

Students would like to deal with a non-arbitrary difference. An old trick I remember for French was nifty: For *la livre* vs. *le livre*, simply recall the Latin *libra* 'scales' ending in the *-a* for feminine. So, French *le livre* must mean 'the book,' not 'the scales.' The problem in Romance languages (French, Portuguese, Spanish, Catalan, Italian, Romanian) is that the gender system can be arbitrary. For French and Spanish there are enough such items to be an issue in acquisition. Indeed, most students tend to memorize the articles (post positioned in Romanian—*lup* '[a] wolf' or *lupul* 'the wolf' as in a totally different language group but still Indo-European—Norwegian: *anden* 'the duck,' as in Henrik Ibsen's play *Wildanden* 'The Wild Duck,' with post posed definite article *-en*). Cognitively speaking, French in Standardized Haitian Creole (SHC) form has the determiner *fused* to the following noun; so, in a small way, speakers of this version of French are a bit better off since the article "comes" with the noun directly—*lelivre*. It remains for scientific linguistics in the cognitive fields (psycholinguistics and neurolinguistics) to characterize exactly how—and whether—the storage of the system in terms of an amalgamation is easier.

Then there are the 'three' gender systems—really *two* genders, in the biological sense, and a neuter. Again, these sets are really only that—sets into which nouns can fall. In my world, Slavic languages (thirteen living today) show such a system. Often the system helps with what is called 'grammatical gender'—a fixed category according to the morpheme used to mark it. In Russian many nouns such as *stol* 'table,' *uchitel'* 'male teacher,' *mel* 'chalk' all end in structural *zero* (a morphological insert after the consonant at the end—the zero is a *placeholder* in the mathematical sense). Many singular feminine nouns in Russian have a vowel *-a* at the end: *lámpa* 'light,' *kníga* 'book,' or *kárta* 'map.' In the neuter set, generally ending in *-o*, we get such items as *jábloko* 'apple,' *délo* 'deed,' or *pis'mó* 'letter.' Yet, some *neuters* (ten in number) end in *-m'a* such as *im'a* 'one's [first] name' and *vrem'a* 'time.' Moreover,

in Russian there are many nouns that have historically changed their gender. One such is *jáblok* 'apple' which originally was a 'masculine' ending in a "reduced vowel," (which I think was a reduced voiceless vowel *-y*) and now is a 'neuter' (*vide supra*). Other nouns can have identical endings: *mat'* (with *zero* ending), but feminine, and the word *kolega* (ending in *-a*) which is masculine, with *kolegina* colleague (feminine,' but with a feminine morpheme construct *-in-*).

Polish, a Slavic language within Indo-European (I.E.) systems, shows a five-gender system that reminds one a little of Modern Italian. In Polish one notes the usual masculine, neuter, and feminine. Yet, in addition, one deals with two extras: the "virile" and the "non-virile." The virile includes only males or a mixed set of people; the non-virile includes all women and children only. It can be noted in the preterits of verbs. So, the typical paradigm of a preterit form contains thirteen forms: (1) singular first person male; (2) singular first person female; (3) singular second person male; (4) singular second person female; (5) singular third person male; (6) singular third person female; (7) singular third person neuter (e.g., a baby); (8) plural first person males and mixed; (9) plural first person women and children; (10) plural second person males and mixed; (11) plural second person women and children; (12) third person plural males and mixed; and (13) plural third person females and children. Thus, Polish is more complicated (and in its phonology and morphophonemics as well) than Russian, with the usual common persons—singular and plural—but in addition the male, female, and a neuter classes for singular third persons. Plurals are "straight"—or common—plurals.

Then we have a great change of gears in Swahili, which is said to operate with 22 genders! My students usually are quite shocked and awed at this point; How can that be, professor? Fauna come only as *males* or *females*. I reply that it is true of fauna, and flora also, but invite my students to consider sets of objects not according to a biological gender

assignment, but rather according to their functions, shapes, textures, and sizes. While it is true that “gender” is a stretch of one’s prodigious imagination in the western sense, we can readily apprehend how things in nature are put to use, or how they are shaped, their sizes, functions, etc., and that these can be associated into sets of like objects. We think of pans, knives, hammers, chisels, screwdrivers, baskets, buckets, etc. as *tools*. Thus, we have a classifier term for *instruments*—items that are used in order to perform a function. These are *ki-* (singular) and *vi-* (plural). Thus, we get *kisu* ‘knife’ and *visu* ‘knives’ from the noun-root *-su*. We also think of man, woman, child, soldier, chief, etc. as belonging to the set *human being*—the root *-tu*. So, *mtu* ‘person’ and *watu* ‘people’ and *watusi* ‘a set of warriors (fighting people).’ Therefore, ‘child’ is *mtoto*, and ‘children’ *watoto* from *-toto* ‘small human.’ Indeed, English has borrowed many of these Swahili terms (nouns) and has taken the prefixes with them. For example, English has *Watusi* for the tribal name, but has no idea of the morphology. We also have the term *bwoma* ‘small animal enclosure,’ and *bwana* ‘a term of address for persons.’ (Incidentally, these last two feature a labialised labial [b<sup>w</sup>] common in the Bantu phylum of languages. It is a phoneme; not /b/ and /w/). The language also features such a set of prefixes for these classifiers for all the major “parts of speech”: N, V, A, ADV. This comprises a system known as *serialization*, where linguistic redundancy (a technical term found in physics and engineering) is signaled by essentially repeating such *prefix* systems in accordance with the *subject nouns* (with a few exceptions such as for the verbs) in the sentence. So, if we have 22 sets and two numbers, we get 44 prefixes (not all are different—especially in the singular sets), and to complicate things a little bit, we get these *serialized* prefixes prefixed to every part-of-speech term except for verbs which *can* have a different singular prefix (see the serial *a-*, not *\*m-*, on the verb in no. 3 below). We can show some examples to illustrate these structures.

The serial prefixes are in Italics (A. Koutsoudas, 1966, 170):

1. *kisu kidogo kimoja kilitosha*  
 knife small one sufficed

2. *visu vidogo vitatu vilitosha*  
 knives small three sufficed

3. *mtoto mzuri mmoja atatosha*  
 boy good one will suffice

(The roots are: *-su* ‘knife’; *-dogo* ‘small’; *-moja* ‘one’; *li* ‘past’ *tosh* ‘suffice’ *-a* ‘declarative sentence’).

While we are discussing classifiers, we can inspect Japanese, which also uses such a system (as does Mandarin). Japanese, for example, puts a chrysanthemum stalk, a pencil, and a pen in the same set-descriptor—[the set of] ‘long, slender objects.’ This is exactly the problem associated with Swahili (but for different class distributions). Japanese also takes note of such qualities, such as functions, size, shape, etc. of the objects depicted by the nouns. In the case of Mandarin a classifier must be present with numbers, e.g., ‘three CLS man.’ In Turkish, a noun is marked for number, zero for singular and *-lar* or *-ler* for plurals. However, if a number functions as an adjective in the construction, then all nouns use the zero. So, Turkish *keci* ‘cat’ has a plural, *kediler*, but ‘5 cats’ is *on keci*, not *\*on kediler*. This is a complication not expected of speakers of Indo-European systems. Every different phylum or set of languages that appears to be capable of being grouped together has some definite difficulty of sorts in the system—phonological, morphological, morphophonemic, syntactic, semantic, and pragmatic systems. In short, the study of interface science is now beginning to play important rôles in linguistics. Certainly, *gender* in the abstracted use of this term plays a bigger rôle than merely anatomical or biological considerations. Hamlet already knew that Horatio could be taught that there is assuredly more to philosophy than he could ever have imagined. Shakespeare definitely had it right! It remains unchallenged!

Questions or comments may be directed to:

Dr. Jacob Caflisch III  
 jcaflisc@cas.usf.edu



# WORLD CUP'S IMPACT

By Dong Kyu Kwak

(Originally printed in the *The Polyglot* of Carnegie Mellon)

**O**ut in the distance and among the masses, I noticed a young woman with radiant beauty. Tears began to stream down her face as if she were watching a sad movie. Her makeup began to slowly dissipate and so did her spirit. "Isn't she feeling well?" I began to wonder why she was crying. Soon I was surprised to see a more radical scene. In an instant, a smile cut her tears short and she leaped up in bliss. Screaming at the top of her lungs, she chanted the night away.

**T**his scene describes a moment when I was surrounded by a crowd of seven million in the stadium watching a soccer game between Korea and Italy. Defeating Italy made possible for Korea to stand up as the 4<sup>th</sup> in the tournament. Although it began with a doubtful attitude, the Korean team achieved a successful and unexpected status in the World Cup 2002. Guus Hiddink, the new national team coach made the Korean Team play against the strong teams before the World Cup began. Their opponents were expected to have a high standing in the tournament. Prior to the World Cup, the Korean Team challenged itself by practicing against the most decorated and trained teams in the world such as England, Argentina, Brazil and France. As a result, they constantly tasted the bitterness of the unforgettable losses. Many critics blamed the coach for leading them into such hopeless games that would discourage both the players and supporters. However, he denounced such media by saying, "Korean players will surprise the world in the actual tournament with their skills." No one really put full faith in the words that the coach said, but through the tough matches, the players began to gain more confidence and valuable


experience. During the actual tournament, the crowd of seven million who cheered for the Korean Team during the World Cup knew that Hiddink's stubbornness wasn't another old man's unyielding.

**D**uring the summer, Hiddink's tenacity had a commendable impact on me to take a challenge. I decided to apply to universities in the United States so that I could be exposed to diversity and tackle new challenges that I could not experience in Korea. In order to become a great businessman, it would be more helpful if I would go to the U.S. where business administration is more extensive than Korea. Restricting myself to a small pond will not let me grow. Because of my four years as a high school student, I felt that I am mentally as well as physically ready.



Guus Hiddink hugs members of the 2002 Korean Team (AFP PHOTO)

Hiddink used a training method called "Power training" in order to make the players ready for the World Cup. Likewise, I am ready to compete in a bigger world. The U.S. seems like a challenging place, where I may fail and

meet different and new hardships, but I still would like to compete in a more highly developed educational environment. More significantly, I want to experience a developed nation's education and learn their strengths. Like the woman I noticed during the soccer match between Italy and Korea, I will definitely get frustrated and suffer and fail at one point in my life. However, I want to accomplish my goal and taste the glorious triumph that the Korean team accomplished, which sparked admiration in the woman. 

## *The 2004 Phi Sigma Iota Scholarship Recipients*

**The PSI Founder: Dr. Henry W. Church Scholarship (\$1000)**

**Maria Enid Rodriguez (Eta Eta) Mercer University, Majoring in Spanish, French, and Archaeology. Maria, a Phi Kappa Phi member, has used her knowledge of Spanish to aid her community by tutoring the children of immigrants and through her work at the Macon**



*Maria Enid Rodriguez*

**Volunteer Medical Clinic. She is the president of the Mercer University Spanish Club, and she has held office in the Hispanic and Latin American Student Union. She also knows German, Latin, and Greek.**

**The Dr. C.E. Scruggs Scholarship (\$1000) Roxanne McRae (Beta Omega) Binghamton University, French B.A. 2004**

**A participant in her school's weekly *Table française* and the French Cultural Association, Roxanne has served Phi Sigma Iota as Vice President of her chapter and has helped to organize joint programs between PSI and the Binghamton University Career Center. She is a recipient of the highly competitive Rosefsky Language and Culture Scholarship, as well as the Sophie Kradjian Memorial Scholarship for French Studies. Roxanne plans to become a teacher of French language and literature.**



*Roxanne McRae*

**The Dr. Cleon W. Capsas Memorial Scholarship (\$1000)**



*Kristi Danielle Scott*

**Kristi Danielle Scott (Beta Theta) Capital University, Majoring in Spanish and Communication. Kristi has maintained her standing on both her university's as well as the National Dean's List, and she serves as Vice President of her PSI chapter. She plans to become a Spanish teacher and interpreter.**

**The Dr. Santiago Vilas Scholarship (\$1000)**

**Krista Michelle Yoder (Kappa Beta) DeSales University Majoring in Spanish (graduation May 2004). Krista plans to make use of her Spanish in the medical profession when she begins her studies as a primary care physician at Penn State College of Medicine. She has earned a B.S. in both Spanish and Biology with a minor in Chemistry.**



*Krista Yoder*

**The Dr. Marie-France Hilgar Scholarship (\$1000)**

**Silvia Baage (Beta Alpha) McDaniel College, Majoring in Spanish and French. Silvia has mastered English as a second language and is fluent in German, her native language. Besides PSI, she is member of the Spanish, French and International clubs. Silvia is dedicated to immersive language learning. She has lived in her school's**



*Silvia Baage*

**French house, and intends to spend a year in the Spanish house. She has begun teaching Spanish in an elementary after-school program, and she is involved in the preparation of scholarly work by her professors in Spanish literature.**

**The VISA Scholarship (\$1000)**

**Gail Morgado (Sigma Sigma) Rutgers Majoring in Spanish and Political Science. Gail is president of her PSI chapter in addition to holding the position for her chapter of Sigma Delta Pi Spanish Honor Society. Gail hopes to one day enter the diplomatic corps and to serve the Latin and Luso-American community, both at home and abroad. She is also skilled in Portuguese, Flamenco and Ballroom dancing, and she has a black belt in Karate.**



*Gail Morgado*

### **The Editor's Scholarship (\$500)**

**Erin Alva-Lorraine Bullock (Beta Pi) Edinboro University of Pennsylvania, Majoring in Spanish (May 2004).** Erin's achievements have



*Erin Bullock*

been recognized through numerous awards including: the Alumni Honors Scholarship, the Scholarship for Academic Excellence, the Presidential Scholarship, the Foster F. Diebold and the J. Wood-Smith Scholarships. Since

she had enrolled in Spanish courses at Edinboro University while still a junior in High School, Erin was able to complete her B.A. in Spanish, Magna Cum Laude, while fulfilling the requirements for minors in chemistry, psychology, earth science, and environmental sciences. She attended the Costa Rican Language Academy in San Jose, and hopes to volunteer her time and energy to AmeriCorps projects in Puerto Rico.

### **The Secretary's Scholarship (\$500)**

**Mary Ashling Thurmond (Sigma Omicron) Wesleyan College, Majoring in History and Political Science.**

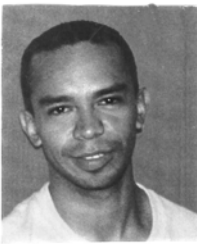


*Mary Ashling Thurmond*

Ashling has won numerous awards including the Findlay Fellowship, the Presidential and Whitehead Scholarships, Mortar Board and Phi Kappa Mu. Ashling serves as president of her PSI chapter and has led club members to increased activities and projects in service to their community.

### **The QEI Scholarship (\$500)**

**Jeffrey Alexander Lopez (Beta Epsilon) SUNY Oneonta, Majoring in Spanish and Adolescent Education (grad. May 2004).** Alex is the co-author, director and an actor in this



*Jeffrey Alexander Lopez*

year's SUNY production of a play written by students in the 20<sup>th</sup> cent. Spanish drama class.

His dedication to his community is evidenced by over 3500 hours of volunteer service, including AmeriCorp National Service.

*Continued from page 2*

Language, as Chomsky and his followers would say in a heartbeat, is not "learned" as other disciplines are. Language is vastly different. So different that it shares little with academic subjects basically. Certainly, speakers before they even darken the kindergarten door can use it. Academic courses in the first language are in grammar to "polish" up the rough-hewn language of loquacious youth—the non-linguistic means of "correcting" language gone astray or not going anywhere. Formal courses also develop one's vocabulary. Panicking mothers often get into a tizzy over the lack of "progress" in their young children and grandchildren. Nevertheless, all must pass through the astronomical hurdles of language acquisition. Each person is a different living soul. I am happy for that.

How do we approach the issue of language "learning,"—or better—language acquisition? Second language acquisition also is the same kind of phenomenon—again, acquisition. People differ, so everyone requires different ways and different "turn-on's." It is not a case of "one method fits all." Yet, it is a case of one-on-one (ideally), but not realistically. As I write this article, I see no easy solution to the FL (i.e., SL) conundrum in our schools and universities. More simply put, we simply do not have time and accommodation on our side. Infants have the time. They spend several years acquiring languages "rough-hewing them," and in the latter stages they "shape their ends," as Shakespeare once remarked concerning building fences. What a metaphor for language acquisition! It is the closest to what I feel is likely to be correct.

One solution is to "head the students off at the gate." If we put into our catalogues some of the major types of students we have—from those knowing no second language at all, to those who are natives (in the heritage sense)—we may have ameliorated the situation somewhat. The place to separate out the type of learner we have is at the beginning. Second, we need to require freshmen and sophomores to take the second language. These ideas show somewhat where the TESOL, TSL, TOEFL folks have the goods on us linguists and FL type folks. If we did the scouting procedures that the former folks do in their programs, we in the latter camp could "identify" better where students can be seen to be "academically" and attempt to accommodate them. Still, language acquisition by its nature seems to be less "academic" than procedural according to its genetic implant.

*Continued on page 28*

# NORTH CAROLINA

Remarks In Honor Of Dr. Brian Harris Upon His Retirement  
Department Of Foreign Languages And Literatures  
Recognition Ceremony, April 17, 2004

by  
*Sylvie Debevec Henning, Ph.D.*  
*East Carolina University*



Dr. Harris is from Idaho, that strangely shaped state up by the Canadian border. While one might think it would be better off divided up and the pieces merged with its neighbors, Idaho manages somehow to hold together its disparate elements. It is therefore not surprising that Brian Harris should have succeeded in his long

career to be teacher, translator and creative artist, to be both highly serious about intellectual matters and always surprising with an off-beat comment, or that he would suggest in a committee meeting that anarchy would be better than ordered structure – always looking for interdisciplinary connections.

Brian Lamont Harris graduated cum laude Phi Beta Kappa from the University of Idaho in 1963 with a double major in philosophy and German and a minor in English. He then went on to the University of Texas at Austin where he continued his studies of German Literature. He concentrated on late-nineteenth and twentieth century German literature, particularly the avant-garde. His second area of concentration was German literature from 1750-1885. He also continued to work in philosophy and English. His dissertation was a translation with an introduction and notes of Hugo Ball's *Critique of the German Mind* (*Zur Kritik der deutschen Intelligenz*). He received his doctorate in 1979.

From 1968 to 1977 he taught at Grinnell College in Iowa, then from 1979-81 at Regis College in Denver, CO moving on to the University of Denver and then the University of Colorado at Denver. He has been at ECU since 1982.

He has received a number of honors and awards during his long career. He is a member of Phi Kappa Phi, Phi Beta Kappa, and Phi Sigma Iota. In 1963 he received the University of Idaho Award for Creativeness. He spent the following year at Philipps-Universität in Marburg/Lahn, Germany, as a Fulbright Fellow. At the University of Texas he was an NDEA Fellow. At the University of Colorado he was a 1982 finalist for a Teacher Recognition Award and was recognized for his "dedication to academic excellence" and his "exceptional and outstanding teaching."

**18 • The Forum, Spring 2004**

Throughout his years at ECU, he has been known as an excellent teacher, receiving the praise of his students who acknowledge not only his performance in the classroom but also his willingness to help them outside the classroom.

Dr. Harris has a long history of service to the department and the university, having served perhaps on every possible committee, with "dedication and efficiency" as one administrator put it, beyond the call of duty.

Dr. Harris's scholarly and creative accomplishments are far ranging. He is a published translator, notably of Hugo Ball's *Critique of the German Mind*, of fiction, of poetry, and of essays. He has also presented numerous papers on the art and theory of translation.

Many of you may not have realized that he is a published poet and playwright as well as an accomplished photographer. Some know him as a jazz enthusiast. Few have heard him play the saxophone, but I believe he still does, though only in small jazz ensembles. It is really not surprising that he received an award for creativeness!

His special areas of interest, besides translation theory and practice, are Dada and Surrealism, as anyone who has encountered his wry humor could have guessed. His love of literature and the care with which he uses language cannot be overlooked, nor the deep commitment to university teaching that flows from them.

I have only known Dr. Harris for seven years. Many of you have known him for far longer. I have personally profited from the many discussions I have had with him on topics ranging from departmental administration through surrealist literature to jazz. Dr. Harris has been a fine colleague and it has been a privilege to work with him. We all wish him well in his retirement and envy the freedom he will now have to pursue with renewed energy his creative projects. ♪

## ***Tell us about it!***

Send THE FORUM news about your own or your PSI chapter activities. We are interested in your pictures, stories, articles, poetry, etc. for print in THE FORUM and for publishing on our website:

***<http://phisigmaiota.org>***

## INDIANA

On Sunday, April 18, 2004, the **Epsilon Beta** Chapter of Phi Sigma Iota at the **University of Evansville** in Evansville, Indiana held their annual initiation ceremony and welcomed new members. Faculty advisor, **Ann Baker**, gave the opening remarks and welcomed the new members. The candle-lighting ceremony was conducted by the chapter president, **Emily DeCoster**. Inductees included **Stephanie Blue**, **Virginia Gibbs**, **Bryce Krause**, **Lauren Massey**, **Heather Schaad** and **Heath Tuley**. A reception for members, initiates and their family and friends followed. Elections of officers for the academic year 2004-2005 were also held. They are **Annalee Brown**, president; **Lauren Massey**, vice-president; **Elizabeth Krofcheck**, secretary; **Rachel Perlman**, treasurer; and **Virginia Gibbs**, activity/social director. Several of the members spent their summer in study abroad programs. **Virginia Gibbs** studied in Japan while **Heath Tuley**, **Annalee Brown** and **Bryce Krause** completed coursework in Argentina. **Heather Schaad** spent the summer 2003 conducting research in Senegal and **Stephanie Blue** studied in Italy during the spring semester 2003.



## OKLAHOMA



Delta Rho Chapter of Cameron University, Lawton, Oklahoma. 2004-2005 officers: Consuelo V. Torres, President; Anna Araujo Politano, Vice President; Dr. George E. Stanley, Secretary/Treasurer; Mr. Misael Santiago, Assistant Faculty Advisor; Dr. Teresa M. Lubrano, Faculty Advisor.

See more photos from Delta Rho at their chapter website:  
<http://www.cameron.edu/~teresa/PhiSigmaIota/PhiSigma.html>

# PSI Scholarships

## Announcing – The “Year 2005 PSI Scholarships”

**ELIGIBILITY:** Only active members of *Phi Sigma Iota*, both undergraduate and graduate students, are eligible for an award.

**HOW TO SUBMIT A NOMINATION:** With the signed endorsement of the Faculty Advisor, a Chapter is entitled to submit only one nomination. A PSI official form must be used. The nomination shall include:

- A personal statement, written by the candidate in both *English* and the nominee's major *Foreign Language*, outlining qualifications and the purpose for which the award will be used.
- A statement from the Faculty Advisor outlining the candidate's service to the local Chapter, dedication to the study of foreign languages and specific commitment to pursue such dedication, as well as any other relevant information.
- A recommendation from another *reference*, to be sent directly to the *Faculty Advisor*.
- *An official transcript addressed directly to the Faculty Advisor.*
- *A wallet-size photo*

**AWARDS:** In the Spring of 2005, *Phi Sigma Iota* will grant several Scholarship Awards based on availability of funding. Scholarships in the amounts of \$300, \$500, and \$1000 will be awarded. The following awards will be made each year: The Founder's scholarship in the name of Dr. Henry Church; The PSI Annual scholarship; The Cleon W. Capsas scholarship for study in Spain or Portugal; The President's scholarship; The Santiago Vilas scholarship; and The Marie-France Hilgar scholarship.

**DEADLINE FOR SUBMISSION OF NOMINATIONS:** Postmarked no later than April 4, 2005.

The deadline will be strictly observed. Incomplete submissions will not be considered.

**Faculty Advisors:** Please send nominations, supporting documents and all other correspondence to:

Dr. Jacob Caflisch III  
*Phi Sigma Iota*  
World Language Education, CPR 107  
University of South Florida  
4202 E. Fowler Ave.  
Tampa, Florida 33620-5550

# PSI Scholarship Nomination Form

## 1. GENERAL INFORMATION ON NOMINEE

Name in full \_\_\_\_\_ Student Birth Date \_\_\_\_\_

Chapter and Institution \_\_\_\_\_

Date of Initiation into Phi Sigma Iota: \_\_\_\_\_

Permanent Address \_\_\_\_\_

Social Security Number \_\_\_\_\_ Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Present Local Address \_\_\_\_\_

## 2. EDUCATION RECORD OF NOMINEE

High School (Name and Location) \_\_\_\_\_

Graduation Date \_\_\_\_\_ Class Rank \_\_\_\_\_

Undergraduate University (Location, Dates, Degree and Date of Degree) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Graduate University (Location, Dates, Degree and Date of Degree) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fields of Concentration at College/University \_\_\_\_\_

Grade Average: Cumulative \_\_\_\_\_ Foreign Languages \_\_\_\_\_

Scholarships, Honors Received \_\_\_\_\_

3. PERSONAL STATEMENT: (in English and foreign language), 500-1500 words each

4. WALLET -SIZE PHOTO: Include with nomination form (please protect your photo with paper).

5. STATEMENT by FACULTY ADVISOR: Attach

6. OTHER REFERENCE (Recommendation to be sent to Faculty Advisor before deadline)

Name and Address \_\_\_\_\_

## 7. FACULTY ADVISOR SPONSORING THIS NOMINATION

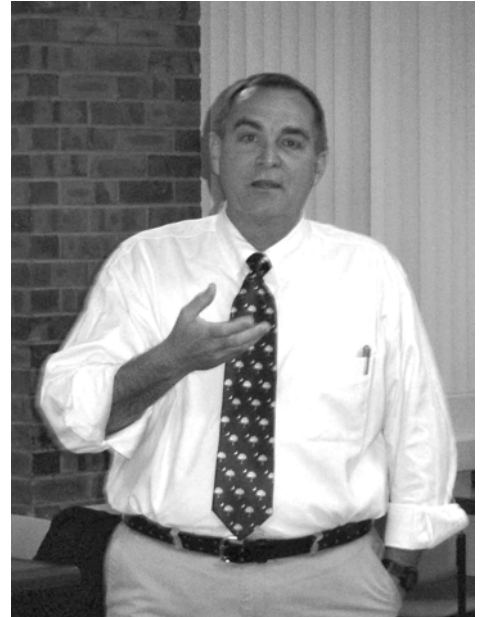
Name and Address \_\_\_\_\_ Title \_\_\_\_\_

# NEW JERSEY

**Sigma Sigma** Chapter of **Rutgers University** initiated 46 students in November, 2003. Along with members from **Douglass College**, the chapter had another great success with their annual Foreign Language Book Sale.



*New Sigma Sigma initiates in line to receive their certificates and keys.*



*April, 2004, Guest Speaker: Dr. Thomas M. Stephens, Professor of Spanish*



*From left to right, Dr. Gloria Alvarez Hesse, Vanessa Coscarelli (Vice-President), Nancy Civileto (secretary), Alan Lesitsky, and Gail Morgado (president). Alan Lesitsky, who has recently joined Gloria Hesse and faculty adviser Phyllis Zatlín in guiding the chapter, served as vice-president of the chapter during its initial year in 1969-70.*

*Remarks given by:  
Carmen Twillie Ambar, Dean, Douglass College  
Rutgers, The State University of New Jersey, November 18, 2003*



*November, 2003, Guest Speaker: Dr. Carmen Twillie Ambar, Dean of Douglass College*

**G**ood evening. On the behalf of Douglass College and Rutgers University I want to extend my congratulations and well wishes to your organization. Phi Sigma Iota represents something very important going on not only at Rutgers, but also in this nation, and in our collective world. Each of you here tonight represents two forms of excellence. These are the excellence of choice and the excellence of performance. Your willingness to first, choose to learn and cultivate the gift of speaking a foreign language is perhaps, more significant now, than in any other time in human history, except, perhaps, when humans first learned to speak at all.

**S**econdly, your willingness to honor students of extraordinary talent is vital. Performance and the recognition for it should never be seen as an effort at elitism. But what it should rightfully be seen as is the effort to hold up a standard for others, and to give the community something to aspire to and to believe possible. When we fail to recognize performance and excellence, we create the mediocrity of those societies where the human spirit is crushed and where only preappointed aristocrats are honored. I applaud the virtue of your efforts to strive for and to recognize success - it is - when done properly, one of the key cornerstones of a democratic society. When you earn the right to excel, you are uplifting what the modern philosopher Francis Fukuyama refers to as *Thymos*, or what the Greeks called, "recognition."

**N**ow, I will resist the temptation to speak in French, the one foreign language I claim any degree of proficiency in. In fact, the Georgetown School of Foreign Service, made part of its requirement for graduating, not only to take courses in a foreign language, but also to pass an oral proficiency exam. To this day, I have to hear it from my husband that he scored a "very good" on his exam, while I received the far less noble, "good." If he were here, he'd say, "yes, that's right, I sure did." In any case, when John F. Kennedy spoke in Berlin 40 years ago: he spoke in German. The now famous line, "I am a Berliner," came across to many observers as, "I am a jelly donut." To my way of thinking, if JFK struggled this mightily, then I still have a chance for success.

**W**hat I will say is that the nobility and beauty of foreign languages is no longer a nice luxury of the college experience, in my view. I hold it as a critical element in creating a citizenry that not only looks beyond its borders, but can communicate beyond them as well. At Douglass College right now, we are looking at building a new residence hall-a living-learning community that will feature languages as one of its most important components. We already do this with our Global Village; but this must be extended, expanded and revamped to meet our changing times. We are looking at devoting hundreds of thousands of dollars to the end of establishing meaningful study abroad experiences for our students to augment this effort. This is so important now. It has for too long been an unfortunate hallmark of our society that our leaders and citizens cannot speak the language of nations we call our allies. What may be even more significant is that we also struggle to find any American who can speak the language of those societies where Americans may be perceived as the enemy, or at best the outsider. We are ill-prepared as a citizenry in terms of our Arabic. Farsi is an unheard of language for most Americans. Hebrew should be considered not simply a language of classics or religious study, but a key to understanding the Middle East as well. French, German, Italian and all the languages of Europe, and in particular Russian, will for the foreseeable future be essentials in international diplomacy and in creating cultural amity among members of the Atlantic community. Here in New Jersey, Hindi, Vietnamese, Korean, and Arabic are becoming more common for our newly arriving residents. This is terrific but it should likewise become more common on our campuses and in our corporate parks.

**R**emember when, a few days after September 11th, FBI and CIA spokesmen were at the dais essentially begging for Arabic and Farsi speakers. It was truly a sad moment. I want Douglass College and Rutgers to be a place where people are more taken by what we don't speak, than by what our students can speak. When you speak another person's tongue, what you are saying, even if it is done so haltingly, is that I care about you. I care enough to put the ease of my language aside and get uncomfortable enough to know what you know; by thinking it in the words you think it. As you probably know far better than me, it is a magical moment when you can say, "Oh my goodness, I was thinking it in Japanese." Or "I stopped thinking it in English, but I actually thought it in Portuguese or Hindi." When we get to this moment in our study of language, we don't lose the essence of who we are; we gain an entirely new dimension to who we are.

**L**anguage is a key to grasping so many disciplines: history, government, philosophy, theology, anthropology, political science, and the list goes on. It's very important that we never get into one-ups-manship with our language study. Every foreign language has its value and its relevance.

What we need to do is to make more of them available and ultimately more integrated into our curriculum. People can tell when we apply this inappropriate hierarchy. They know when we demean them or flatter them or need them based upon the circumstances, manner and willingness on our part, to speak their language. Our sense of parochialism may be funny to us, but I fear the rest of the world isn't laughing.

Let me conclude these remarks by again simply reiterating how special and important your organization is. This is clearly one of those pivotal moments in human history and in the history of our nation. It was President Kennedy's greatest fear 40 years ago, that the world might extinguish itself in nuclear catastrophe simply because of a misunderstanding in language. As you know, the red phone in the White House was put into place to directly communicate with the then Soviet Union, in the event a word was translated erroneously and either side was prepared to launch a nuclear strike. While we may never face that level of crisis or responsibility as individuals in our professional lives, it is fair to say that your ability to master another, or several foreign languages makes you a living red phone in our society. You can correct misunderstandings. You can prevent hurt feelings. You can make another human being feel welcomed and important. And because of these things you make our nation more enriched, you make us safer, and in the end, you make us better. Your excellence, that is honored here tonight, is not for you alone: It is for our entire society. You remind us of what we are capable of. You remind us of what we sorely need and must continue to aspire to.

See more photos from Sigma Sigma at their chapter website:  
<http://www.eden.rutgers.edu/~psihs>

## OHIO

**Beta Theta** has been an active chapter at **Capital University, Columbus**, under the guidance of **Dr. Barbara Keller**, faculty advisor for twelve years and professor of French. This year the chapter has continued the success with new faculty advisor and professor of Spanish, **Dr. María José Delgado**.



1st row, L-R: Jon Cosner, Andy Anderson, Bradley McCoy; 2nd row: Natasha Plumly, Candi Harmon, Allison Martini, Katie Toopes, Abigail Douglas, Deniece Williams, Meredith Beel-Bates, Jenny Townshend, Tara Snyder; 3rd row: Brandon Groves, Michelle Lowry, Branden Meyer, Mark Indorf, Matt Koole, Chris Kennedy, Lauren Raymers.



New Inductees: 4-14-2004 Front row, L to R: Abigail Douglas, Allison Martini, Deniece Williams, Tara Snyder; Back row: Michelle Lowry, Mark Indorf, Matt Koole, Chris Kennedy, Jenny Townshend.

24 • The Forum, Spring 2004



Professor Daily (center) with Tara Snyder and Branden Meyer, German students newly inducted into the Beta Theta chapter of Phi Sigma Iota International, April 2004.



Beta Theta's 2003 officers (from left) Katie Toopes, Vice-President and Abbey Carter, President.

# PENNSYLVANIA

The Department of Languages and Cultures at **Bloomsburg University** would like to congratulate the following students and faculty initiated on April 27 into the **Iota Theta Chapter**, during a ceremony organized by faculty advisor, **Dr. Patricia Dórame-Holoviak**.



*In French:* **Monica Luisella Cardin-Bussanich** (graduate student), **Amanda Leigh Eberly**, **Lindsay Ann Force**, **Juljana Gjata**, **Justin Matthew Swettlen**. *In German:* **Sarah Louise Campbell**, **Juljana Gjata**, **Corey Michael Werner**.

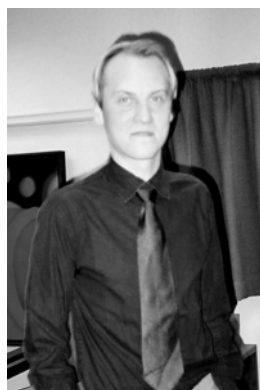
*In Spanish:* **Mary Rose Bauman**, **Nadine Carr**, **Elizabeth Frances Grippa**, **Corinne Elizabeth Koser**, **Dianne Idalis Plaza**, **Christopher Michael Shaffer**, **Travis Scott Wagner**, **Justin Matthew Swettlen**, **Dr. Christopher Donahue**, **Dr. Jesús Salas-Elorza**.

**Kristen N. Hahlbohm**, acting president, opened the ceremony and welcomed Phi Sigma Iota members, faculty and guests.



**Dr. Patricia Dórame-Holoviak** presented initiates as candidates for membership in Iota Theta Chapter to **Dr. Gilbert Darbouze**, acting Chapter Representative of Bloomsburg University. **Kerrie McDonough**, acting Vice President, and **Dr. Luke Springman** participated in the ceremony as readers.

The Dept. of Languages and Cultures expresses their sincere gratitude to **Dr. Dorame-Holoviak** for organizing this event, and for all her years of hard work advising the organization.



The ceremony's guest speaker this year was **Benjamin Oberworder**, a graduate student in International Business in Germany who talked about the great importance of languages in the world today.

## 2004 Phi Sigma Iota Graduating Senior Lecture Series

Since the beginning of April, **Iota Theta** graduating seniors have been very busy preparing presentations to membership and faculty. Topics selected by members should highlight how students have been professionally impacted by the learning of a second language.



Presenters and Topics this year are:

**Dona Marie Trojan**--Spanish/Secondary Education:  
"Teaching a Foreign Language in the Classroom."

**Felicia Dawn Trentacoste**--Spanish/Criminal Justice:  
"Internship in Puerto Rico: Professional Impact."

**Danielle M. Tarvin**--Spanish/Secondary Education:  
"The Effects of Inclusion on Students Whose First Language is not English."

**Jennifer Jean Wasilisin**--Spanish/Mass Communication:  
"Spanish: The Opportunities, Experiences, and Impacts on my Life."

**Elizabeth Ann Greggo**--Spanish/Secondary Education:  
"How the Spanish Language has influenced my Life."

## PENNSYLVANIA CONT.

**Gamma Xi Chapter at Cabrini College** in Radnor, PA. held their induction ceremony on Friday evening, April 2, 2004 in the College President's Hospitality Suite. Before the ceremony, there was a presentation and a discussion of the importance of studying foreign languages. The evening concluded with an array of international hors d'oeuvres.



*Pictured from left to right: Dr. Cynthia L. Halpern (Faculty Advisor and Dept. Chair), Kimberly Marie Orzol, Michelle Scavitto (Chapter President), Christina Marie Paster, and Dr. Nicholas J. Uliano.*

<http://www.cabrini.edu/languages/phisigma.htm>

**Iota Iota Chapter of Saint Francis University** held an initiation ceremony on Tuesday, March 25, 2004, at the home of **Dr. Margaret Morales-McKale**, Coordinator of Modern Languages. Newly initiated are - **Kristin M. Boose, Jessica F. Clark, Lara Marie Hauer, and Nicole M. Schmidt.**

The initiation ceremony was followed by a short presentation by **Daniel Ampadu** on his educational experiences in his native country of Ghana.



*Pictured are L-R: Dr. Vincent L. Remillard (Faculty Advisor), Lara Marie Hauer, Jessica F. Clark, Nicole M. Schmidt and Kristin M. Boose.*

The **Beta Pi** chapter of **Edinboro University of Pennsylvania** hosted ninety-four people at the eleventh induction ceremony and banquet recognizing the nineteen students who were inducted into Phi Sigma Iota on April 18, 2004.

After welcoming remarks by president **Jeff Kerstetter**, Humanities/Foreign Languages major, the ceremony was conducted by vice president **Erin Bullock**, Spanish major, and Edinboro University faculty members **Dr. Janusz Czejdó**, **Dr. Leo Gruber**, **Dr. Robert Holderer**, **Dr. John Cussen**, **Prof. Margot Koczan**, **Prof. Suzanne Winterberger**, and **Dr. Judith Gramley**, faculty advisor. **Dr. Janusz Czejdó**, professor of Russian, presented honor cords to twelve graduating Beta Pi chapter members for their outstanding scholastic achievements: **Erin Bullock, Christie Campbell, Cari-Ann DiFilippo, Sarah Izbinski, Jeff Kerstetter, Megan Koch, Julie Langan, Erica Proctor, Cynthia Raley, Michael Sanders, II; Steve Soltesz, and Viktoriya Varapayeva.**

**Ms. Ruth Bajorek**, 2003 Beta Pi inductee and the guest speaker, presented a video documentation of her experiences as a volunteer with the Benedictine sisters in El Salvador.

**Dr. Leo Gruber**, assistant professor of German, announced the officers for the 2004-2005 academic year: president, **Sarah Loper**; vice president, **Leann Russell**; secretary, **Koraun Gates**; and treasurer, **Brendal Davis**.

On behalf of the Department of Foreign Languages, faculty advisor Dr. Judith Gramley, department chair and associate professor of Spanish, presented congratulatory plaques to Sarah Izbinski, Outstanding Graduating Senior Award, and Jeff Kerstetter, Achievement in the Study of Foreign Languages Award. On behalf of the Beta Pi chapter, she presented recognition plaques to the 2003-2004 officers: Jeff Kerstetter, Erin Bullock, Christie Campbell, and Koraun Gates. Music for the event was provided, for the eighth year, by Edinboro University alumnus and 1994 Beta Pi inductee, **Ed Schmitt, Jr**, German major.



*Pictured left to right: Row 1: Leann Russell, Julie Flagella, Jennifer Orson, Viktoriya Varapayeva, Cari-Ann DiFilippo, Erica Proctor, Sarah Loper. Row 2: Elizabeth Strosser, Sarah Izbinski, Cynthia Raley. Row 3: Steven Soltesz, Brendal Davis, Penni Schaefer, Rebecca Maloney, Deke Showman, Thereza Wright. Not pictured: Trisha Eller, Natalie Kostelansky, Lance Robertson.*

## SOUTH CAROLINA

Epsilon Pi of Coker College celebrated induction of new members in their second year as chapter members of Phi Sigma Iota.



From left; **Dr. Russell R. Hamby**, **Dr. María Yolanda Forero Villegas**, **Ms. Norma A. McClam**, **Marcos Orlando Sola**, (not pictured **Dr. Cathleen Cuppett**, Faculty Advisor).

## GEORGIA

Eta Eta Chapter of Mercer University celebrated its 25<sup>th</sup> anniversary with inductions held in April, 2004. Maria Rondriéguez was presented with the Cervantes award for Spanish and **Michael Waugh** won the Laudes Latinae award for Latin.



The following members were elected: **Mazeeda Ally**, **Jennifer Bartow**, **Julia Bowen**, **Rebecca Cawthon**, **Kristi Coffelt**, **Cheryl Deighton**, **Ronald Hunter Jr.**, **Jillian Jantosciak**, **Steven Lambert**, **Gabrielle Lawrence**, **Kristin Levesque**, **Laura Lucas**, **Laura Martin**, **Lauren McSwain**, **Nicholas Morris**, **Jennifer Murray**, **Jeff Pridgen**, and **Sarah Sturdivant**. **Dr. Jerry Phillips Winfield** is the chapter advisor.

## FLORIDA

Beta Zeta Chapter at University of South Florida hosted the annual conference of national officers and regional vice presidents of **Phi Sigma Iota International**. As both the faculty advisor for the USF chapter and the national Vice President of the honor society, **Dr. Christine Probes** praised the excellent service provided by outgoing national president and executive director, **Dr. C. Eugene Scruggs**. After conducting the business of the Phi Sigma Iota Executive, Dr. Scruggs welcomed the incoming national President, **Dr. Jacob Cafilisch, Sr.**



Pictured standing from left to right: **Dr. Nancy Antrim**, **Dr. Christine Probes**, **Dr. Marie-France Hilgar**, **Dr. Thérèse O'Connell**, **Dr. Jacob Cafilisch III**, **Sabrina Tyrrell**. Seated: **Dr. C. Eugene Scruggs**, **Dr. Lizz Caplan-Carbin**.



**Ʒaddei**

## LOUISIANA

**Southeastern Louisiana University** has installed its first group of 13 students into the university's new Phi Sigma Iota chapter, **Zeta Alpha**. The induction ceremony was hosted by the Department of Foreign Languages and Literatures on March 25 at *Michabelle* Restaurant in Hammond, Louisiana.

"Phi Sigma Iota is the highest academic honor anywhere in the field of foreign languages and literatures," said professor of Spanish, Agnieszka Gutthy, the faculty advisor. "It recognizes outstanding ability and high standards of students and faculty of foreign languages, literatures and cultures."

She said the 13 students invited to join the society were selected because of their academic distinction in one or more foreign languages as well as their general college coursework.

Students inducted into the honor society were **LaTasha Charbonnet**, New Orleans; **Rosa Negron**, Covington; **Natali Trush**, Hammond; **Vickie Mistretta**, Norco; **Leah Sullivan**, Greenwell Springs; **Hannah Nershi**, Hammond; **Apryl Varnado**, Baton Rouge; **Robin Smith**, LaPlace; **Leah Voisin**, Theriot; **Caroline Mattheus**, Gonzales; **Benjamin Brofman**, Hammond, and **Carol Pampell**, Baton Rouge.



*Pictured from left, front row, Agnieszka Gutthy, Phi Sigma Iota faculty advisor and professor of Spanish; LaTasha Charbonnet, New Orleans; department head Lucia Harrison; Rosa Negron, Covington; second row, Hannah Nershi, Hammond; Robin Smith, LaPlace; Vickie Mistretta, Norco; third row, Caroline Mattheus, Gonzales; Leah Voisin, Theriot; Leah Sullivan, Greenwell Springs; Natali Trush, Hammond; fourth row, Marta Gumpert, professor of Spanish and French; Apryl Varnado, Baton Rouge; Carol Pampell, Baton Rouge; Benjamin Brofman, Hammond; Meg Marshall, professor of French; fifth row, Ed France, retired professor of Spanish and French; Cheryl Javaherian, professor of Spanish; and Carlo DiMaio, professor of Spanish and Italian and professor emeritus.*

*Cont. from page 17*

It may be a serious problem that stays with us all for years to come. I see no quick remedy at the moment. Solutions are heavy and elusive. We have over 6000 languages around the world and who knows how many dialects (variants). We do not have 6000 FL professors at each college. It may help us all to realize that, of the over 6000 languages, only a small percentage have written systems—alphabet, syllabary, iconographs, or others. It seems strange to require students to be "literate" to demonstrate SL competence, when a writing system, if none exists, needs to be invented first. So, we have a challenge in all this. I see two issues: Is there a "grammar gene," and can someone explain exactly what the idea "talent" is all about?

Now to share a bit of personal news: Grandmother on Dad's side, Margaret Goodrich-Cafilisch (DAR) donated a hall standing on the gorgeous campus of Allegheny College, PA to her husband, Jacob What irony! Allegheny College started Phi Sigma Iota and the current namesake has become president of Phi Sigma Iota. I have some shoes to fill. **ΦΣΙ**

# IOWA

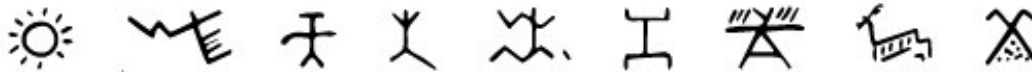
**Epsilon Lambda of Central College** in Pella held its 2003-2004 initiation ceremony at La Cabaña Mexican Restaurant on December 8, 2003. Four student members and one faculty member were initiated. Faculty Advisors Dr. Patricia Westphal and Dr. Carol Wallace conducted the initiation ceremony with the help of several current student members of the chapter.



Back row left to right: **Dr. Sam Mate-Kodjo, Dr. Carol Wallace, Ellen Bell, Laura Peter, Jennifer Wood, Stephen McWilliams, Dr. Roger Pieroni**; Middle row: **Lisa Wilson, Karissa Anderson, Sundance Visser, Lisa Kappel, Barbara Pieroni**; Front row: **Dr. Phil Webber, Veronika Blechova, Dr. Pat Westphal.**



New Epsilon Lambda members: **Mary Ellen Bell, Jennifer Wood, Sundance Visser, Prof. Stephen McWilliams.** **Jeff Bridges** (right) is studying in London, England and Granada, Spain for 2003-2004.



Midn. 1/C, left, vice president of Phi Sigma Iota, congratulates Midn. 2/C on his induction.

# MARYLAND

**Delta Eta** chapter of the **U. S. Naval Academy** held a ceremony to induct 36 midshipmen into Phi Sigma Iota International.

Faculty advisor, **Prof. Robert Stone**, remarked that the midshipmen understand the importance of cross-cultural relationships. They recognize that the foundation of these relationships is multilingual communication and have sought out studies that will help them be better communicators.

Retired **Professor John Hutchins** was also made an honorary member of Phi Sigma Iota. Associate Dean for Faculty **Michael Halbig** made a special presentation to Hutchins, who taught Portuguese and Spanish at the academy.

Associate **Professor Douglas W. Oard** of the University of Maryland's Institute for Advanced Computer Studies, told the group that computer science also encompasses the study of various languages.

Computer science encompasses languages like Pascal, Fortran, HTML, Java and C++. Oard links English with other world languages via computer technology.

Oard said the need to communicate with foreigners is imperative. He said the capability to understand the language of enemies and allies breaks down barriers and contributes to mission accomplishment.

New inductees also made speeches in their studied languages. The midshipmen and their languages are as follows: **Midn. 1/C Graham Scarbro**, French; **Midn. 1/C Matthew Gill**, German; **Midn. 1/C Marguerite Brewer**, Japanese; **Midn. 1/C Bradley Williams**, Spanish; **Midn. 1/C Patrick O' Brien**, Russian; and **Midn. 1/C Michael Quan**, Chinese.

## Active Chapter Award

The Phi Sigma Iota Executive committee is pleased to present **10** awards in the amount of **\$100** each.

### ELIGIBILITY

**Must** be an active chapter including:

(1) Recruitment of new members within the past academic year, (2) Submission of all outstanding membership dues, (3) Must hold at least one initiation ceremony during the academic year.

An Active Chapter:

- **Should** sponsor, organize, or visibly support at least one event open to campus-wide participation.
- **Should** have members who use their foreign language skills to aid or become involved in the local or global community.
- **Should** support the Society by publicizing the endeavors of individual members and of chapter events through announcements, press releases, listserv notices, and advertising in other possible media outlets.
- **Should** have a Chapter website available from their department's homepage. Websites should have links to the PSI homepage. (The PSI Forum editor is available to help you to begin a chapter webpage.)
- **Should** encourage and recommend Chapter members to apply for *Phi Sigma Iota Scholarships*.

### COMPETITION RULES

Chapters are nominated by at least three letters of recommendation from (1) the Chapter advisor, (2) the department chair (or other faculty member), and (3) at least one (student) Chapter member.

Recommendation letters should address the Chapter's past activities as well as their plans for the funds, should they win a PSI award.

All materials should be sent in a single packet, postmarked by April 4. Send to:

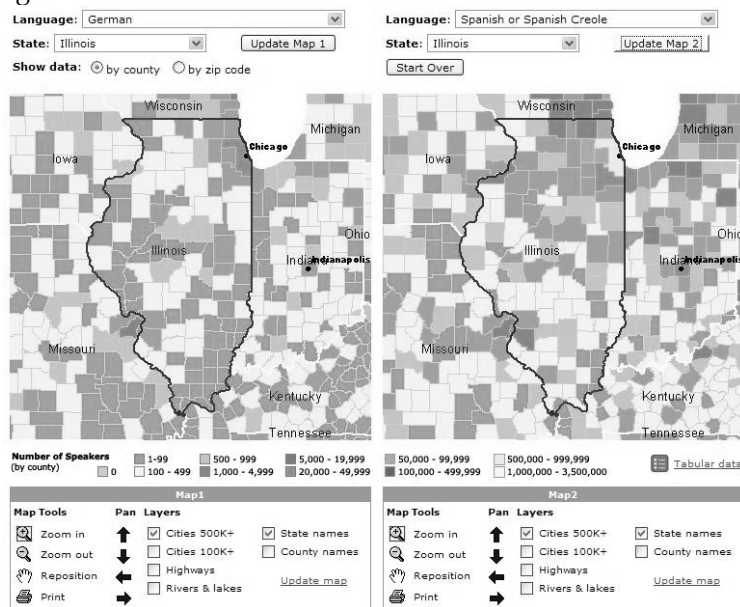
Dr. Jacob Caflisch, Sr.  
University of South Florida, WLE-CPR 107  
Tampa, Florida, 33620

Attn: Chapter Awards Committee

## The Modern Language Association Language Map

A Map of Languages in the United States

The Modern Language Association offers a clickable interactive map showing the distribution of speakers of thirty-seven languages and language groups in the United States. The maps are generated from the 2000 United States Census data based on responses to the question, "Does this person speak a language other than English at home?" A bar graph beneath the map provides the actual numbers of speakers. Users can manipulate the map to provide a breakdown by state, zip code, town, city, or county. Through its color scheme (from cool hues to warm), the map illustrates the distribution of languages in the U.S. at a glance.



[http://www.mla.org/census\\_main](http://www.mla.org/census_main)

The site is very easy to use and lets you compare the concentration of the same language in two regions or two languages in one state, county, city, or even zip code.

There are also links to the United States census--the source of the MLA Language Map data--and about the composition of the census's language groups. Follow links to census publications, to data about language teaching in United States colleges and universities, and to information about where specific languages are spoken outside the United States.

The site even offers a tour and tutorial to help you learn about the features and possible uses of the MLA Language Map.

### Faculty Advisors

**New** - Faculty Advisor packets are now available online and on CD-Rom. Contact the editor to get your CD and website password.

Lizz Caplan-Carbin, Ph.D.  
1065 Westglen Dr.  
St. Louis, MO 63126  
editor@phisigmaiota.org

# Chapters of Phi Sigma Iota by States, as of September, 2004

State	University	Chapter	Year	No.
<b>ALABAMA</b>				
	Birmingham Southern College Birmingham, AL Prof. Judy Cox	Upsilon	1931	16
	University of Alabama-Huntsville Huntsville, AL Prof. Sharon Abernethy	Gamma Gamma	1979	91
	University of North Alabama Florence, AL Prof. Claudia Polo Vance	Delta Theta	1987	169
	University of Alabama Birmingham, AL Prof. Catherine Danielou	Beta Sigma	1992	195
<b>ALASKA</b>				
	University of Alaska Fairbanks, AL Prof. Daniel Villa	Delta Gamma	1983	137
<b>ARKANSAS</b>				
	University of Central Arkansas Conway, AR Prof. Nicole Hatfield	Alpha Omicron	1981	118
<b>ARIZONA</b>				
	Northern Arizona University Flagstaff, AZ Prof. Patricia Frederick	Kappa Pi	1931	159
	Thunderbird American Grad School of International Management Glendale, AZ Prof. Salvatore Federico	Beta Mu	1991	191
	University of Arizona Tucson, AZ Prof. Delbert Phillips	Gamma Epsilon	1994	206
<b>CALIFORNIA</b>				
	University of California Riverside, CA	Tau Tau	1979	100
	Santa Clara University Santa Clara, CA Prof. Rose Marie Beebe	Beta Delta	1982	129
	Ca. State University At Fresno Fresno, CA Prof. Jacinta Amaral	Eta Gamma	1984	143
	San Francisco State University San Francisco, CA Prof. Ilona Vandergriff & Prof. Wen-Chao Li	Eta Alpha	1984	142
	San Jose State University San Jose, CA Prof. Jean Luc Desalvo	Kappa Mu	1986	155
	California State University-Chico Chico, CA Prof. Rony Garrido	Beta Tau	1992	197
<b>COLORADO</b>				
	<b>University of Denver</b> Denver, CO Prof. Terri Jo Woellner	<b>Alpha</b> <b>Alpha</b>	<b>1917</b>	<b>1</b>
	University of Northern Colorado Greeley, CO Prof. Marie-Laure Marecaux	Zeta Zeta	1928	3
	University of Colorado Boulder, CO Prof. Mildred Mortimer	Epsilon Epsilon-I	1928	305
	Colorado State University Fort Collins, CO	Sigma Theta	1965	52
	Colorado College Colorado Springs, CO Prof. Kevin J. O'Connor	Sigma Pi	1967	57
	University of Colorado at Co. Springs Colorado Springs, CO Prof. Robert von Dassanowsky	Epsilon Theta	2001	233
	Adams State College Alamosa, CO Prof. Luis M. Trujillo	Iota Omicron	1978	78
	Fort Lewis College Durango, CO Prof. Isabelle Pertant	Chi	1978	89
	Metropolitan St Col of Denver Denver, CO Profs. Alain Ranwez, Lawrence Glatz, and Rodolfo Garcia	Iota Kappa	1989	181

State	University	Chapter	Year	No.
<b>CONNECTICUT</b>				
	University of Hartford West Hartford, CT Prof. Dr. Yvonne Jehenson	Sigma Phi	1969	63
	Albertus Magnus College New Haven, CT	Pi Pi	1979	98
	University of Bridgeport Bridgeport, CT	Alpha Epsilon	1980	108
	Sacred Heart University Fairfield, CT Prof. Claire Marrone	Delta Kappa	1983	133
<b>FLORIDA</b>				
	Rollins College Winter Park, FL Prof. Nancy Decker	Sigma Epsilon	1961	47
	Jacksonville University Jacksonville, FL Prof. Therese Vitrant-O'Connell	Kappa Delta	1986	149
	University of South Florida Tampa, FL Prof. Christine Probes	Beta Zeta	1990	186
	University of Florida Gainesville, FL Prof. Judith Shoaf	Beta Tau	1992	199
	Florida State University Tallahassee, FL Prof. Antoine Spacagna	Epsilon Alpha	1998	226
<b>GEORGIA</b>				
	Agnes Scott College Decatur, GA	Kappa Alpha	1925	146
	Emory University Atlanta, GA Prof. Leslie Hartness	Sigma	1930	14
	Wesleyan College Macon, GA Prof. Saralyn DeSmet	Sigma Omicron	1966	54
	Mercer University Macon, GA Prof. Jerry Winfield	Eta Eta	1979	92
	Morris Brown College Atlanta, GA Prof. Earlene Frazier	Alpha Nu	1980	116
	State University of West Georgia Carrollton, GA Prof. John Blair	Alpha Omega	1982	127
<b>ILLINOIS</b>				
	Illinois Wesleyan University Bloomington, IL Prof. Patricia Klingenberg	Eta-I	1926	301
	Lake Forest College Lake Forest, IL Prof. Clayton Gray, Jr	Mu	1929	12
	Northwestern University Evanston, IL Prof. Rainer Rumold	Phi Epsilon	1936	20
	North Central College Naperville, IL Prof. Bernard Lebeau	Phi Chi	1955	40
	Northern Illinois University De Kalb, IL Prof. José Carrasquel	Delta	1978	82
	Milikin University Decatur, IL Prof. Cheryl Toman	Alpha Beta	1980	106
	Bradley University Peoria, IL Prof. William Walker	Kappa Rho	1987	161
	Illinois College Jacksonville, IL Prof. Jose Arce	Alpha Kappa	1987	113
	Illinois-Benedictine College Lisle, IL Prof. Beth Joan Vinkler	Sigma Nu	1989	179
	Rockford College Rockford, IL Dr. Joseph Kobylas	Beta Eta	1990	185

State	University	Chapter	Year	No.
<b>INDIANA</b>				
	Depauw University Greencastle, IN Prof. James Rambo	Pi-I	1939	308
	Indiana University Bloomington, IN Prof. Louis Beltran	Phi Rho	1952	35
	Indiana State University Terre Haute, IN Prof. Angelo Disalvo	Phi Tau	1955	37
	Wabash College Crawfordsville, IN Prof. Thomas Stokes	Iota	1978	85
	Butler University Indianapolis, IN Prof. Sylvie Vanbaelen	Kappa Lambda	1986	154
	University of Indianapolis Indianapolis, IN Prof. Daniel Briere	Iota Omega	1990	183
	University of Evansville Evansville, IN Prof. Ann Baker	Epsilon Beta	1998	227
	Hanover College Hanover, IN Prof. Ann S. Kirkland	Epsilon Delta	1999	229
<b>IOWA</b>				
	University of Iowa Iowa City, IA Prof. John T. Nothnagle	Delta-I	1926	302
	Coe College Cedar Rapids, IA	Zeta-I	1926	303
	Drake University Des Moines, IA Prof. Virginia Lewis	Epsilon	1926	6
	Morningside College Sioux City, IA Prof. Patricia Doolen	Nu-I	1929	306
	Iowa State University Ames, IA	Sigma Zeta	1963	48
	Central College Pella, IA Prof. Patricia Westphal	Epsilon Lambda	2001	236
<b>KANSAS</b>				
	Washburn University of Topeka Topeka, KS Prof. Marie Luce Parker	Kappa Psi	1987	166
	Fort Hays State University Hays, KS Prof. Ernst Ralf Hintz	Sigma Nu	1988	172
<b>KENTUCKY</b>				
	University of Kentucky Lexington, KY Prof. Roger Anderson	Phi Lambda	1950	33
	Centre College Danville, KY Prof. Werner Klimke	Iota Eta	1976	73
	Kentucky Christian College Grayson, KY Prof. Donald A Nash	Alpha Sigma	1981	121
	Northern Kentucky University Highland Heights, KY Prof. Hilary Landwehr	Gamma Phi	1997	222
<b>LOUISIANA</b>				
	Louisiana State University Baton Rouge, LA Prof. Margaret Parker	Phi Alpha	1936	19
	Tulane University New Orleans, LA Prof. Elizabeth Poe	Pi Kappa	1947	28
	Centenary College Shreveport, LA Prof. Arnold M Penuel	Phi Pi	1950	32
	Southern University- N.O. New Orleans, LA Prof. Linda Lasseter	Pi	1978	87
	Louisiana St. Univ./Shreveport Shreveport, LA Prof. Megan Conway	Delta Pi	<b>1984</b>	140
	Southern University Baton Rouge, LA	Beta Xi	1992	193
	Mcneese State University Lake Charles, LA Prof. Scott Goins	Gamma Epsilon	1997	221
	<b>Southeastern Louisiana University Hammond, La Prof. Agnieszka Gutthy</b>	<b>Zeta Alpha</b>	<b>2004</b>	<b>241</b>

State	University	Chapter	Year	No.
<b>MASSACHUSETTS</b>				
	Boston University Boston, MA Prof. Hallie White	Phi Omega	1956	42
	College of The Holy Cross Worcester, MA Prof. C. Fulginit	Sigma Psi	1971	65
	Northeastern University Boston, MA Prof. Holbrook Robinson	Iota Zeta	1976	72
	Gordon College Wenham, MA Prof. Leasa Lutes	Zeta	1978	83
<b>MARYLAND</b>				
	College of Notre Dame of Maryland Baltimore, MD Prof. Ann Hughes	Epsilon Zeta	2000	232
	University of Maryland College Park, MD Prof. Brett Wells	Alpha Xi	1980	117
	United States Naval Academy Annapolis, MD Prof. Robert Stone	Delta Eta	1988	170
	Western Maryland McDaniel College Westminster, MD Prof. Mohamed Esa	Beta Alpha	1990	184
	Loyola College In Maryland Baltimore, MD Prof. Leslie Z. Morgan	Gamma Iota	1995	210
<b>MAINE</b>				
	Bates College Lewiston, ME Prof. Richard Williamson	Kappa	1928	7
	Colby College Waterville, ME Prof. Adriana Paliyenko	Omicron-I	1929	307
	University of Maine Orono, ME Prof. James Troiano	Iota Delta	1975	71
	University of Southern Maine Portland, ME Prof. Mara Ubans	Kappa Nu	1987	156
<b>MICHIGAN</b>				
	Michigan State University East Lansing, MI	Sigma Kappa	<b>1964</b>	51
	University of Michigan Ann Arbor, MI Prof. Frank Casa	Sigma Iota	<b>1964</b>	50
	University of Michigan-Flint Flint, MI Prof. Jamiel Lawand	Rho Rho	1979	99
	Northern Michigan University Marquette, MI Prof. George Jover	Mu Mu	1979	94
	University of Michigan-Dearborn Dearborn, MI Prof. Cathy Collins	Gamma Delta	1993	205
<b>MISSOURI</b>				
	University of Missouri Kansas City, MO Prof. Rafael E Saavedra	Beta Beta	1922	2
	Washington University St. Louis, MO	Gamma Gamma-I	1925	300
	William Jewell College Liberty, MO	Phi Theta	1945	26
	Saint Louis University Saint Louis, MO Prof. Robert D Herron	Phi Xi	1950	34
	University of Missouri Columbia, MO Prof. Margaret Sommers	Beta Phi	1993	200
	Missouri Southern St College Joplin, MO Prof. Sabine Cramer	Beta Rho	1993	198
	Northwest Missouri State Univ. Maryville, MO Prof. Louise Horner	Gamma Omicron	1996	216
<b>MONTANA</b>				
	Carroll College Helena, MT Prof. Valerie Gager	Gamma Rho	1996	218

← *Phi Sigma Iota welcomes our new chapter.*

State	University	Chapter	Year	No.
<b>NORTH CAROLINA</b>				
	Wake Forest University Winston-Salem, NC Prof. Byron Wells	Sigma Delta	1958	46
	East Carolina University Greenville, NC Prof. Brian L. Harris	Sigma Upsilon	1969	62
	North Carolina State University Raleigh, NC Prof. Wright And Lioret	Alpha Lambda	1980	114
	High Point College High Point, NC Prof. Carole A Head	Delta Zeta	1984	139
	Methodist College Fayetteville, NC Prof. J. Elain Porter	Kappa Gamma	1985	148
	Salem College Winston-Salem, NC Prof. Gary L. Jungquist	Delta Psi	1989	180
	Wingate University Wingate, NC Prof. Carmen Rivera	Beta Lambda	1991	190
	Catawba College Salisbury, NC Prof. Andrew Vance, Jr.	Gamma Beta	1993	204
	Western Caroline University Culowhee, NC Prof. Suzanne Moore	Gamma Theta	1995	209
<b>NORTH DAKOTA</b>				
	Valley City State College Valley City, ND Prof. Kay K. Smith	Iota Lambda	1989	182
<b>NEBRASKA</b>				
	University of Nebraska Lincoln, NE Prof. Jorge E. Porras	Phi Delta	1938	23
	Hastings College Hastings, NE Prof. Michael Johnson	Delta Upsilon	1989	177
<b>NEW HAMPSHIRE</b>				
	Plymouth State College Plymouth, NH Prof. Virginia Garlitz	Alpha Pi	1981	119
	University of New Hampshire Durham, NH Prof. Grover E Marshall	Alpha Mu	1981	115
	Keene State College Keene, NH Prof. Lourdes Mallis	Beta Chi	1993	201
<b>NEW JERSEY</b>				
	Rutgers University New Brunswick, Nj Prof. Zatlín and Alvarez-Hesse	Sigma Sigma	1969	60
	Caldwell College Caldwell, NJ Prof. Sally Jo Weber	Kappa Chi	1987	165
	College of Saint Elizabeth Morristown, NJ Prof. Hannelore Hahn	Gamma Omega	1997	225
	Saint Peter's College Jersey City, NJ Prof. Patricia Santoro	Gamma Psi	1997	223
<b>NEW MEXICO</b>				
	New Mexico Highlands Univ. Las Vegas, NM Prof. Jose P. Garcia	Lambda Lambda	1933	17
	University of New Mexico Albuquerque, NM Prof. Carolyn Simmons	Phi Mu	1948	29
<b>NEVADA</b>				
	University of Nevada-Las Vegas Las Vegas, NV Prof. Julie Lirot	Omega	1979	90
<b>NEW YORK</b>				
	University of Rochester Rochester, Ny Prof. David Pollack	Rho	1930	58
	Hobart & William Smith College Geneva, Ny Prof. George Joseph	Phi Eta	1940	25
	Syracuse University Syracuse, Ny Prof. Gail A. Bulman	Phi Iota	1946	27

State	University	Chapter	Year	No.
<b>NEW YORK cont.</b>				
	St. University-NY-Stony Brook Stony Brook, NY Prof. Izabela Kalinowski	Sigma Mu	1967	56
	Alfred University - Box 806 Alfred, NY Prof. Zakia Robana	Sigma Tau	1969	61
	Pace University New York, NY Prof. Iride Lamartina-Lens	Sigma Chi	1970	64
	Mercy College Dobbs Ferry, NY Prof. Maria Enrico	Iota Beta	1974	68
	Hamilton College Clinton, NY Prof. Roberta Krueger	Iota Nu	1977	77
	Skidmore College Saratoga Springs, NY Prof. Grace Burton	Omicron Alpha	1979	97
	College of New Rochelle New Rochelle, NY Prof. Joan C. Diaferia	Omega Omega	1980	105
	St. University of NY At Buffalo Buffalo, NY Prof. Jeanette Ludwig	Alpha Iota	1980	112
	Niagara University Niagara, NY Dr. Henrik Borgstrom	Alpha Upsilon	1981	123
	St. University-NY At Geneseo Geneseo, NY Prof. Gerard M Gouvernet	Alpha Phi	1981	124
	St. Univ of N.Y. At Oneonta Oneonta, NY Prof. DeWaal & Kaufman	Beta Epsilon	1982	130
	Pace University in Pleasantville Pleasantville, NY Prof. Andre Villagra	Delta Epsilon	1984	138
	St University of NY/Oswego Oswego, NY Prof. Virginia Fichera	Kappa Eta	1986	152
	St University of NY/New Paltz New Paltz, NY Prof. Louis Saraceno	Kappa Omega	1987	168
	St. Thomas Aquinas College Sparkhill, NY Prof. Perpetua Deane	Delta Mu	1988	171
	US Military Academy West Point, NY Prof. Lawrence Mansour	Beta Nu	1992	192
	Binghamton University Binghamton, NY Prof. Dora Polachek	Beta Omega	1993	202
	Dowling College Oakdale, NY Prof. Susan Rosenstreich	Beta Upsilon	1993	199
	CW Post Campus of Long Island. U. Brookville, NY Prof. Richard Auletta	Epsilon Kappa	2001	235
	Union College Schenectady, NY Prof. Anton Warde	Gamma Chi	1997	224
<b>OHIO</b>				
	The College of Wooster Wooster, OH Prof. Sharon Shelly	Gamma	1926	5
	Otterbein College Westerville, OH Prof. Marjorie Cornell	Phi	1933	18
	Wittenberg University Springfield, OH Prof. Eric M. Steinle	Phi Beta	1936	21
	Muskingum College New Concord, OH Prof. Russell Brown	Phi Nu	1948	30
	Hiram College Hiram, OH Prof. Ella Kirk	Phi Sigma	1954	36
	Case Western Reserve Universit Cleveland, OH Prof. Jacqueline Nanfíto	Phi Psi	1956	41
	Ohio University Athens, OH Prof. Christopher Coski	Sigma Xi	1966	55

T I 7 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

State	University	Chapter	Year	No.
<b>OHIO cont.</b>				
Ohio Wesleyan University Delaware, OH Prof. Susanne Bellocq	Iota Xi		1978	79
Central State University Wilberforce, OH Prof. William Felker	Alpha Gamma		1979	104
Heidelberg College Tiffin, OH	Sigma Lambda		1965	53
Cleveland State University of Ohio Cleveland, OH Prof. Gabriela Olivares-Cuhat	Epsilon Eta		2001	231
Capital University Columbus, OH Prof. María José Delgado	Beta Theta		1991	188
Marietta College Marietta, OH Prof. Leo Daniels	Beta Kappa		1991	189
Kent State University Kent, OH Prof. Hildegard Rossoll	Gamma Pi		1996	217
Ashland University Ashland, OH Prof. William Cummins	Gamma Tau		1997	220
<b>OKLAHOMA</b>				
Cameron University Lawton, OK Prof. Teresa M Lubrano	Delta Rho		1988	175
University of Tulsa Tulsa, OK Prof. Reginald Hyatte	Gamma Kappa		1995	211
<b>OREGON</b>				
Willamette University Salem, Or Prof. Christin Gentzkow	Phi Upsilon		1955	38
Portland State University Portland, Or Prof. Suwako Watanabe	Nu Nu		1979	95
Southern Oregon State College Ashland, Or Prof. Dan Morris	Delta Sigma		1983	136
Western Oregon State University Mommouth, Or Prof. Ruth E. Thurston-Taylor	Eta Delta		1985	144
<b>PENNSYLVANIA</b>				
<b>Allegheny College</b> Meadville, PA Prof. Laura Reeck	<b>Alpha</b> (Founder)		<b>1922</b>	<b>0</b>
DeSales University Center Valley, PA Prof. Joseph Brown	Kappa Beta		1925	147
Pennsylvania State University University Park, PA Prof. Alex Borys	Beta		1925	4
Muhlenberg College Allentown, PA Prof. Barbara Gurka	Lambda		1928	11
Gettysburg College Gettysburg, PA Prof. Ronald D Burgess	Tau		1931	15
Duquesne University Pittsburgh, PA Prof. Carla Lucente	Sigma Omega		1971	66
Bloomsburg University Bloomsburg, PA Prof. Patricia Dorame-Holoviak	Iota Theta		1976	74
Saint Francis College Loretto, Pa Prof. Vincent Remillard	Iota Iota		1977	75
Lincoln University Lincoln University, Pa Prof. Celia Esplugas	Nu		1978	86
Eastern University Saint Davis, Pa Prof. Elvira Ramirez	Iota Pi		1978	80
University of Pittsburgh Pittsburgh, Pa Prof. Pamela Bacarisse	Xi Xi		1979	96
Lebanon Valley College Annville, Pa Prof. Rosa Tezanos-Pinto	Alpha Theta		1980	111
Millersville University Millersville, Pa Prof. Ana Börger-Greco	Alpha Psi		1981	126

State	University	Chapter	Year	No.
<b>PENNSYLVANIA cont.</b>				
Holy Family College Torresdale, Pa Prof. Marlene Smith	Delta Iota		1983	134
Moravian College Bethlehem, Pa Prof. Joanne Dangelmajer	Delta Lambda		1983	135
Ursinus College Collegeville, Pa Prof. Douglas Cameron	Delta Alpha		1983	131
Lehigh University Bethlehem, Pa Prof. John Van Erle	Delta Phi		<b>1984</b>	141
La Salle University Philadelphia, Pa Prof. Glenn A. Morocco	Kappa Iota		1986	153
Susquehanna University Selinsgrove, Pa Prof. Wanda L. Cordero-Ponce	Kappa Omicron		1987	158
Rosemont College Bryn Mawr, Pa Prof. Marilyn Conwell	Kappa Xi		1987	157
Saint Joseph University Philadelphia, Pa Prof. Richard Kipphorn, Jr.	Kappa Phi		1987	163
Kutztown University Kutztown, Pa Prof. Michael Paulson	Kappa Upsilon		1987	164
Gannon University Erie, Pa Prof. Kathleen M. Olson	Delta Omicron		1988	174
Lycoming College Williamsport, Pa Prof. Brenda Watts	Delta Chi		1989	178
Edinboro University of Pennsylvania Edinboro, Pa Prof. Judith Gramley	Beta Pi		1992	196
Marywood College Scranton, Pa Prof. José Reyes	Gamma Alpha		1994	203
Chatham College Pittsburgh, Pa Prof. Janet Walker	Gamma Lambda		1995	212
University of Pennsylvania East Stroudsburg, Pa Prof. Ralph Vitello	Gamma Eta		1995	208
Cabrini College Radnor, Pa Prof. Cynthia Halpern	Gamma Xi		1995	215
Mercyhurst College Erie, Pa Prof. Alice Edwards	Gamma Sigma		1996	219
Carnegie Mellon University Pittsburgh, Pa Prof. Therese Tardio	Epsilon Epsilon		1999	230
<b>RHODE ISLAND</b>				
University of Rhode Island Kingston, RI Prof. Kenneth Rodgers	Chi Chi		1979	102
Rhode Island College Providence, RI Prof. Calvin Tillotson	Beta Gamma		1982	128
Providence College Providence, RI Prof. Raymond Lavalle	Delta Beta		1983	132
<b>SOUTH CAROLINA</b>				
Furman University Greenville, SC Prof. C Maurice Cherry	Sigma Gamma		1958	45
University of South Carolina Columbia, SC Prof. T. Bruce Fryer	Iota Gamma		<b>1974</b>	69
Converse College Spartanburg, SC Prof. B. Brant Bynum	Alpha Rho		1981	120
Coker College Hartsville, SC Prof. Cathleen Cuppett	Epsilon Pi		2003	240
<b>SOUTH DAKOTA</b>				
University of South Dakota Vermillion, SD Prof. Gervais Hittle	Xi		1929	13

State	University	Chapter	Year	No.
<b>TENNESSEE</b>				
	Vanderbilt University Nashville, TN Prof. Patricia Ward	Phi Gamma	1938	22
	Union University Jackson, TN Prof. Cynthia Jayne	Omicron	1978	81
	Middle Tennessee State University Murfreesboro, TN Prof. Oscar Diaz-Ortiz	Kappa Zeta	1986	151
	Belmont University Nashville, TN Prof. Kim Jackson and Prof. Cheryl Brown	Gamma Nu	1995	214
<b>TEXAS</b>				
	Sul Ross State University Alpine, TX Prof. Jesus Tafoya	Epsilon Iota	2001	234
	Texas Christian University Fort Worth, TX	Delta Delta	1927	9
	Texas Women's University Denton, TX Prof. Ninfá Nik	Phi Phi	1955	39
	University of Texas-Arlington Arlington, TX Prof. Kimberly Van Noort	Iota Mu	1977	76

*Phi Sigma Iota welcomes our new chapter. →*

	Southwest Texas State University San Marcos, TX	Eta	1978	84
	Austin College Sherman, TX Prof. Cynthia Manley	Upsilon Upsilon	1979	101
	University of North Texas Denton, TX Prof. Pierina Beckman	Psi Psi	1979	103
	West Texas A & M University Canyon, TX Prof. Courtney Harrison	Alpha Chi	1981	125
	Texas Southern University Houston, TX Prof. Faride Reyes	Eta Epsilon	1985	145
	St. Mary's University San Antonio, TX Brother Terrence O'Connor	Kappa Theta	1987	167
	University of Texas-El Paso El Paso, TX Prof. Joan Manley	Beta Iota	1990	187
	University-Texas San Antonio San Antonio, TX Prof. Christopher J. Wickham	Gamma Mu	1995	213
	Abilene Christian University Abilene, TX Prof. Mark Jones	Epsilon Gamma	1998	228
<b>UTAH</b>				
	University of Utah Salt Lake City, Ut Prof. Eduardo Elias	Sigma Rho	1967	59
	Weber State University Ogden, Ut Prof. Alicia Giralt	Kappa Epsilon	1986	150
	Southern Utah University Cedar City, Ut Prof. Dick Carlson	Gamma Zeta	<b>1994</b>	207
	Utah State University Logan, Ut Prof. Alfred N. Smith	Epsilon Xi	2001	239

*Need ideas for chapter activities?*

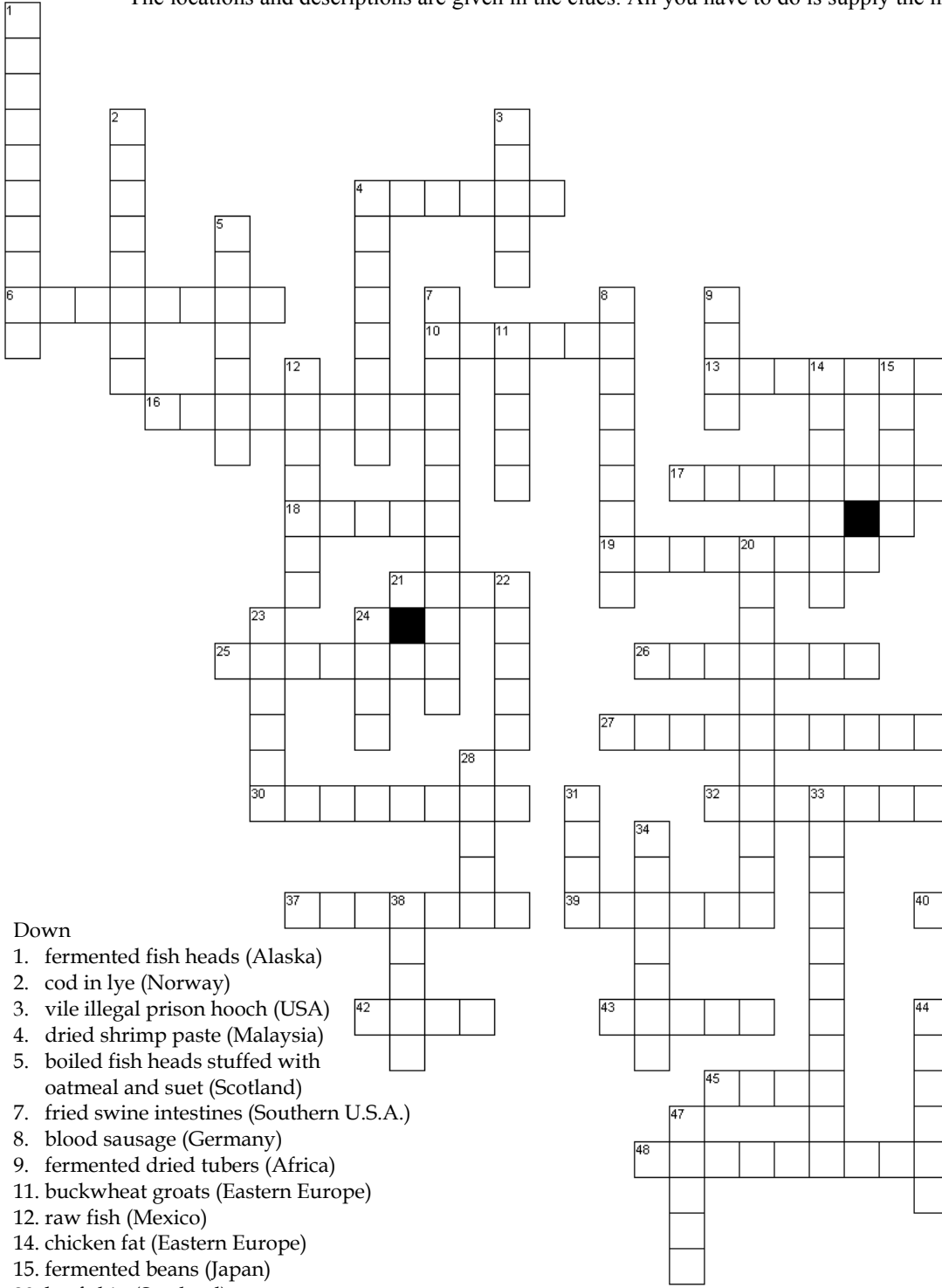
Chapters are empowered to organize the events in support of the ideals of *Phi Sigma Iota* and to reinforce in their respective communities a public image which encourages the pursuit of foreign languages curricula. Programs may include lectures, symposia, slides shows, art or collection shows, concerts, festivals, picnics, banquets, food-tasting parties with international dishes, wine or spiced tea and cheese parties, etc. *Phi Sigma Iota* members, faculty teaching at the Chapter's institution or at neighboring colleges, distinguished international personalities, foreign visitors, members of the diplomatic corps, etc., may be invited to contribute to the splendor of meetings. Valuable suggestions for meetings can further be obtained from the summary of activities of Chapters as published in *The Forum*.

State	University	Chapter	Year	No.
<b>VIRGINIA</b>				
	Mary Washington College Fredericksburg, Va Prof. Elizabeth Lewis	Phi Omicron	1950	31
	James Madison University Harrisonburg, Va Prof. Virginia Aliotti	Sigma Eta	<b>1964</b>	49
	Virginia Polytech Inst & State Blacksburg, Va	Iota Alpha	1972	67
	University of Richmond Richmond, Va Prof. Kasongo Kapanga	Iota Epsilon	1975	70
	Hampden-Sydney College Hampden-Sydney, Va Prof. Renée Severin	Kappa Kappa	1979	93
	University of Virginia Charlottesville, Va Prof. Elisabeth Ladenson	Alpha Zeta	1980	109
	Radford University Radford, Va Prof. Janet Walker	Alpha Delta	1980	107
	Lynchburg College Lynchburg, Va Prof. Kern L. Lunsford	Kappa Tau	1987	162
	Emory & Henry College Emory, Va Prof. Helen Miseuheimer	Delta Xi	1988	173
	<b>Virginia Military Institute</b> Lexington, Va <b>Col. Michael Harris</b>	<b>Lambda</b> <b>Xi</b>	<b>2004</b>	<b>244</b>
<b>VIRGIN ISLANDS</b>				
	University of The Virgin Islands Saint Thomas, Vi Prof. Gilbert Sprauve	Delta Tau	1988	176
<b>WASHINGTON</b>				
	University of Washington Seattle, Wa Prof. Farris Anderson	Phi Zeta	1939	24
	Washington State University Pullman, Wa Prof. Rachel Halverson	Beta Omicron	1992	194
<b>WASHINGTON, D.C.</b>				
	Gallaudet University Washington, Dc Prof. Constantina Mitchell	Alpha Eta	1980	110
<b>WISCONSIN</b>				
	Beloit College Beloit, Wi Prof. Olga Ogurtsova	Theta	1926	8
	Lawrence College Appleton, Wi Prof. Judith Sarnecki	Iota-I	1927	304
	Ripon College Ripon, Wi Prof. Michelle Feurch	Sigma Alpha	1957	43
	St. Norbert College De Pere, Wi Profs. Sands and Day	Psi	1979	88
<b>WYOMING</b>				
	University of Wyoming Laramie, Wy Prof. Martha Hanscum	Theta Theta	1928	10
<b>MEXICO</b>				
	Universidad Regiomontana Monterrey, Mexico	Alpha Tau	1981	122
<b>FRANCE</b>				
	The American University In Paris Paris, France Prof. Roy Rosenstein	Kappa Sigma	1987	160

# Where do they eat that?

The locations and descriptions are given in the clues. All you have to do is supply the name of the delicacy.

By Lizz Caplan-Carbin, Ph.D.

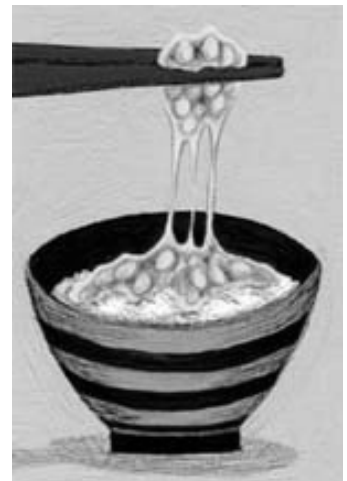


## Across

- 4. rotten duck egg (Philippines)
- 6. chocolate pork, blood stew (Philippines)
- 10. fermented shark (Iceland)
- 13. pine resin wine (Greece)
- 16. minnows (England)
- 17. yeast extract spread (Australia)
- 18. artichoke liqueur (Italy)
- 19. fried pork mush (Northeastern U.S.A.)
- 21. salted pickle herring (Denmark)
- 25. dried meat (South Africa)
- 26. dried black bug (West Africa)
- 27. bull testicles (Spain)
- 30. garden snails (France)
- 32. fish pie (Russia)
- 37. dried white jelly fungus (China)
- 39. moldy soybeans (Japan)
- 40. rooster wattle (Italy)
- 41. grease-soaked hamburgers (Midwestern U.S.A.)
- 42. slimy yam balls (Ghana)
- 43. fermented camel's milk (Caucasus)
- 45. pig fat (Southern U.S.A.)
- 46. purple seaweed (Japan)
- 48. crisp lard residue (Southern U.S.A.)

## Down

- 1. fermented fish heads (Alaska)
- 2. cod in lye (Norway)
- 3. vile illegal prison hooch (USA)
- 4. dried shrimp paste (Malaysia)
- 5. boiled fish heads stuffed with oatmeal and suet (Scotland)
- 7. fried swine intestines (Southern U.S.A.)
- 8. blood sausage (Germany)
- 9. fermented dried tubers (Africa)
- 11. buckwheat groats (Eastern Europe)
- 12. raw fish (Mexico)
- 14. chicken fat (Eastern Europe)
- 15. fermented beans (Japan)
- 20. beef shin (Scotland)
- 22. purple seaweed (Canada)
- 23. yam-stuffed intestine (Eastern Europe)
- 24. chocolate chili sauce (Mexico)
- 28. head cheese (Eastern U.S.A.)
- 29. sheep stomach (Scotland)
- 31. congealed duck blood (Philippines)
- 33. liver dumpling (Germany)
- 34. fermented cabbage (Korea)
- 35. large smelly fruit (Southeast Asia)
- 36. fruit that takes a year to ripen (Central America)
- 38. fuzzy melon (China)
- 44. sturgeon spinal marrow (Russian)
- 47. stomach lining of a cow (Europe)



## **Yiddish on the rise**

A variety of anecdotal evidence points to a resurgence of interest in the ancient Jewish language in Greater Toronto, as well as in cities from New York to London to Vilnius, Lithuania.

There are about 8 million Hebrew speakers and up to 2 million Yiddish speakers in the world, and the latter number is growing. According to Kalman Weiser, a professor of Holocaust and Eastern European Jewish studies at York University, Hebrew is to Yiddish as Latin is to Italian, where one is considered more official and the other more secular.

Weiser believes the revived interest in Yiddish — a fusion of Hebrew and several European languages, including German, that originated in Central and Eastern Europe more than 1,000 years ago — came from a desire of the children and grandchildren of aging Yiddish speakers to reconnect with their ancestors out of "nostalgic interests." Among artists, musicians and historians, there is also a growing interest in exploring Jewish history and culture through the language.

## **Russian on the wane**

Thousands of ethnic Russians have marched through Latvia's capital, Riga, to protest a new law mandating bilingual education.

The law requires at least 60 percent of classes in public schools, including those with all Russian-speaking student bodies, to be taught in Latvian. Government officials claim the law is needed to help integrate minorities into Latvia's labor market, but opponents say the law is discriminatory. Russian-language activists plan further protests against the Latvian law.

Russian speakers make up about a third of Latvia's 2,300,000 population. In spite of a national Latvian language-training program, established in 1996 to help residents acquire the language skills needed to qualify for citizenship, many ethnic Russians continued to study in the 159 Russian-only schools. The 1998 Law on Education was designed to increase proficiency in the Latvian language, while preserving and protecting the rights of students to attend minority schools.

## **Think you don't know German?**

- 1) Read through the following paragraph.
- 2) Then match the German sentences below with their English counterparts.
- 3) Read the paragraph again.

Es ist Sonntag. Das Wetter ist sonnig und warm. Die Familie sitzt im Garten. Der Vater trinkt Kaffee. Die Mutter trinkt Tee. Der Sohn und die Tochter trinken Milch. Die Familie hat Hunger. Die Eltern essen Salat. Der Sohn und die Tochter essen Brot mit Butter, Wurst und Tomaten. Im Radio singt ein Rockstar einen Hit. Die Musik ist laut. Der Vater und die Mutter gehen ins Haus. Die Teenager planen eine Party. Sie telefonieren die Schulfreunde. Die Party beginnt um sechs Uhr. Die Gäste lachen und tanzen.

- |   |   |
|---|---|
| 1. Das Wetter ist sonnig und warm.          | a. It is Sunday.                                |
| 2. Die Party beginnt um sechs Uhr.          | b. The family sits in the garden.               |
| 3. Die Musik ist laut.                      | c. The weather is sunny and warm.               |
| 4. Die Mutter trinkt Tee.                   | d. The party begins at six o'clock.             |
| 5. Es ist Sonntag.                          | e. The son and the daughter drink milk.         |
| 6. Die Gäste lachen und tanzen.             | f. The father and the mother go into the house. |
| 7. Die Familie sitzt im Garten.             | g. The music is loud.                           |
| 8. Der Sohn und die Tochter trinken Milch.  | h. They telephone school friends.               |
| 9. Der Vater und die Mutter gehen ins Haus. | i. The mother drinks tea                        |
| 10. Sie telefonieren die Schulfreunde.      | j. The guests laugh and dance.                  |

# Phi Sigma Iota

*is a vibrant, dynamic association ...with your help !*

Some members have yet to send the membership renewal. To ascertain how current you are, note that the first line of the mailing label on this magazine has two numbers with two digits each. The lower number (e.g. 82) indicates the year when you were initiated and rewarded by PSI for your excellence in foreign language studies, while the higher number (e.g. 97) reveals the last year for which YOU have paid your Association dues. If the lower number is 01 it means that you enjoy the distinction of being a Life Member, and as such, you are exempt from paying dues for life; and if 02, it means you are a subscriber for life to *The Forum*. If you are not current, PSI would certainly appreciate your bringing your Active status and your contribution up to date.

## WHO WE ARE

*Phi Sigma Iota* was founded in 1917/1922 and recognizes outstanding ability and high standards of excellence in the field of foreign languages, literatures, and cultures, including Classics, Linguistics, Philology, Comparative Literature, and Bilingual Education. It is the highest academic honor in the field of foreign languages. It promotes international communication and understanding, fosters the spirit of liberal culture, and stands for freedom of mind and democracy of learning. Within *PSI*, excellence is not only a goal but an attitude as well.

## WHO YOU ARE

*PHI SIGMA IOTA* rewarded your excellence in the pursuit of foreign languages. You and another 50,000+ men and women have been distinguished for interest in and care for other cultures and people. Regardless of your present occupation and place of residence, *PSI* wants to be in contact with you; share with us your current endeavors; let us share with you the remarkable achievements of international awareness. Keep in touch with us.

## BENEFITS OF MEMBERSHIP

Besides the honor granted by *PSI* to its members, we also strive to maintain, and constantly add, other "tangible" benefits. We structure a number of special programs depending on availability of funds, that is, on all members' cooperation by paying the annual dues on a timely basis. Following is a summary; please, take advantage of them. Thousands already do!

**Scholarships** - We make constant efforts to generate funds to create and award more scholarships to help outstanding foreign language students to help themselves in achieving excellence. The sources include members' dues, donations, advertisements, etc. If you, or someone you know, are presently studying foreign languages, please read the application data in this issue of *The Forum*.

**Civil Service Rank** -The U.S. Civil Service Commission determined a few years ago that a bachelor's degree holder or candidate can qualify for-grade "GS- 7" rather than "GS-5" (that is, higher rank and salary) if the applicant for Government Career Examination has been elected to membership in a college honor society which meets the requirements of the Association of Colleague Honor Societies.

## The Benefits are Many

*PSI* is the foreign language honor society fully admitted to the ACHS since 1949. It will be to your advantage, therefore, to include your membership in *PSI* when filing an application.

**The Forum** -- Praised as one of the most dynamic publications of its kind and with a readership estimated at over 50,000, this outstanding magazine of national circulation is published two times per year. It welcomes literary contributions and advertisements from members as well as from non-members who wish to help *PSI*.

**Car Rental** -We have entered into agreements with two national companies to grant special rates to our members. When you need to rent a car, please favor **Alamo Rent-a-Car (PSI Association ID#BY:93883)** and **National Car Rental (PSI Association ID#6100772)**, and indicate that you are a current member of *PSI* in good standing. When you rent from these two companies you will be

honored with special rates and will also help *PSI* because Alamo and National contribute financially to our Scholarship Fund.

**Polo and T -Shirts** - We have beautiful Polo and T-Shirts with the *PSI* logo. 50% cotton/50% polyester.

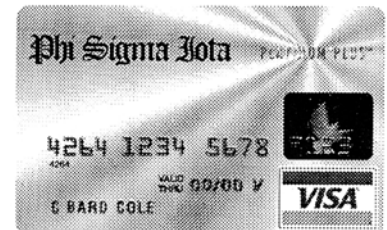
**Tax Benefits** -Contributions to *PSI* are tax deductible to the extent allowed by law. Have you thought of increasing your shelter by becoming a Life Member or by making a donation to our Association (i.e., real estate, an insurance policy making *PSI* the beneficiary, donation of unsold securities)? Contact our Executive Director for details.

**In summary** -By helping to attain *Phi Sigma Iota* aims, you will have the satisfaction of profiting from, as well as contributing to understanding among peoples.

And if you would like to have other services or benefits through *PHI SIGMA IOTA*, write our Executive Director. We will make our best effort to satisfy you!

## PHI SIGMA IOTA Introduces the

### PLATINUM PLUS Credit Card



Phi Sigma Iota is proud to offer the *Platinum Plus<sup>SM</sup>* credit card, a no annual fee Visa credit card program that provides peerless benefits, service, worldwide acceptance, and convenience. Issued by MBNA America® Bank, the leading issuer of affinity credit cards, this program offers our Phi Sigma Iota members a low introductory annual percentage rate on cash advance checks and balance transfers\*. *Platinum Plus* Customers may also take advantage of numerous superior benefits such as fraud-protection services, a free year-end summary of charges, supplemental auto-rental collision deductible coverage, and \$1 million Common Carrier Travel Accident Insurance.

The Phi Sigma Iota credit card, which proudly displays our organization's name, offers privileges of particular value to our members. Credit lines are individually established to ensure qualified applicants receive the maximum in purchasing power-up to \$100,000 of available credit. Phi Sigma Iota *Platinum Plus* cardholders are invited to take advantage of credit-line increase decisions within 15 minutes, 24-hour Customer service, emergency-card replacement, and cash-advance access at more than 300,000 automated teller machines worldwide that display the Cirrus® network logo. To request our Phi Sigma Iota *Platinum Plus* card, call (800) 523-7666. Please be sure to mention Priority Code **RJ97** when speaking with an MBNA representative about this program.

\*There are costs associated with the use of this credit card. You may contact the issuer and administrator of this program, c/o MBNA America Bank, N.A., to request specific information about the costs by calling 1-800-523-7666, or by writing to PO Box 15020, Wilmington, DE 19850. TTY users, please call 1-800-833-6262 MBNA America and *Platinum Plus* are service mark of MBNA America Bank, N.A. MasterCard and Visa are federally registered service marks of MasterCard International Inc. and Visa U.S.A. Inc., respectively; each is used pursuant to license.



Here's a dozen new ways to support

# Phi Sigma Iota

Visit our online store at CafePress: <http://www.cafeshops.com/phisigmaiota>



Jr. Raglan  
**\$19.99**



Coat of Arms  
Journal  
**\$9.49**



Large Crest Mug  
**\$13.99**



Crest Mug  
**\$12.99**



Coat of Arms Tile Box  
**\$17.99**



Stein  
**\$15.99**



Tile Coaster  
**\$6.50**



Mousepad  
**\$12.99**



Tote Bag  
**\$14.99**



Calendar  
**\$5.99**



Lunchbox  
**\$16.99**



Crest Sticker  
**\$3.49**

**cafe**press®  
.com

**\$2.00 of every item purchased goes directly to scholarship funds.**



**For official Phi Sigma Iota Honors  
Regalia, please visit our website:**

<http://phisigmaiota.org/merchandise.html>

see order form p. 5

Official Phi Sigma Iota Honors Regalia, such as graduation stoles, cords, and sashes, can only be purchased through your local chapter advisor. Graduating members may also order sashes with the PSI insignia as part of their graduation robe order.

***New***

Through CafePress.com, Phi Sigma Iota is now able to offer our logos and artwork on a great number of products, both useful and decorative! All prices are just \$2 over cost, so every item you purchase puts \$2 right back into the PSI study abroad scholarship program. CafePress offers a 30-day satisfaction guarantee. <http://www.cafePress.com/phisigmaiota>

# GET INVOLVED!

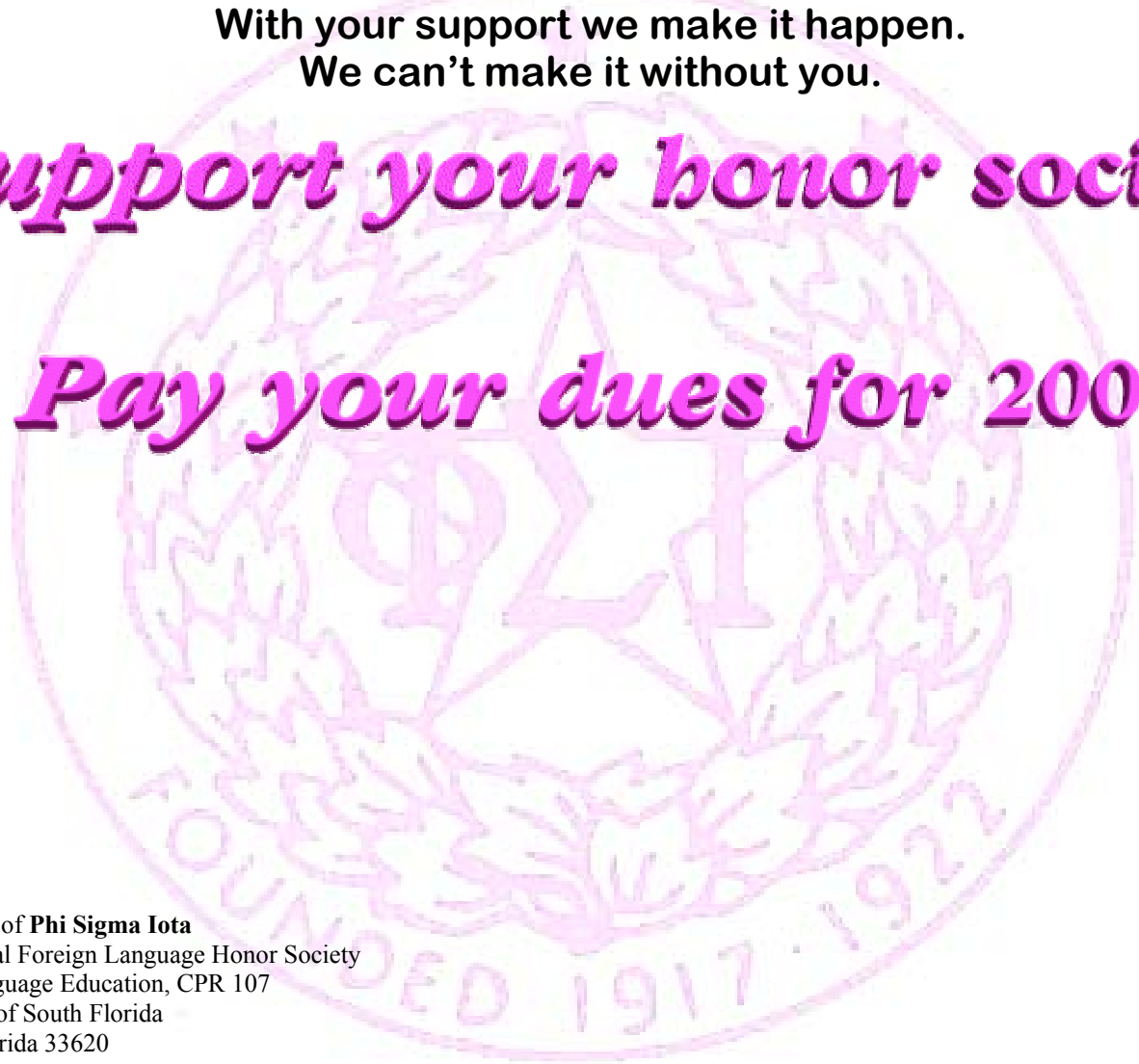
Phi Sigma Iota strives to continue its pursuit of excellence in the fields of foreign languages through its scholarships, scholarly publications, news and information, faculty advisor awards, chapter awards, campus programs, and tours.

With your support we make it happen.

We can't make it without you.

*Support your honor society.*

*Pay your dues for 2005.*



*The Forum* of Phi Sigma Iota  
International Foreign Language Honor Society  
World Language Education, CPR 107  
University of South Florida  
Tampa, Florida 33620