

# The Forum

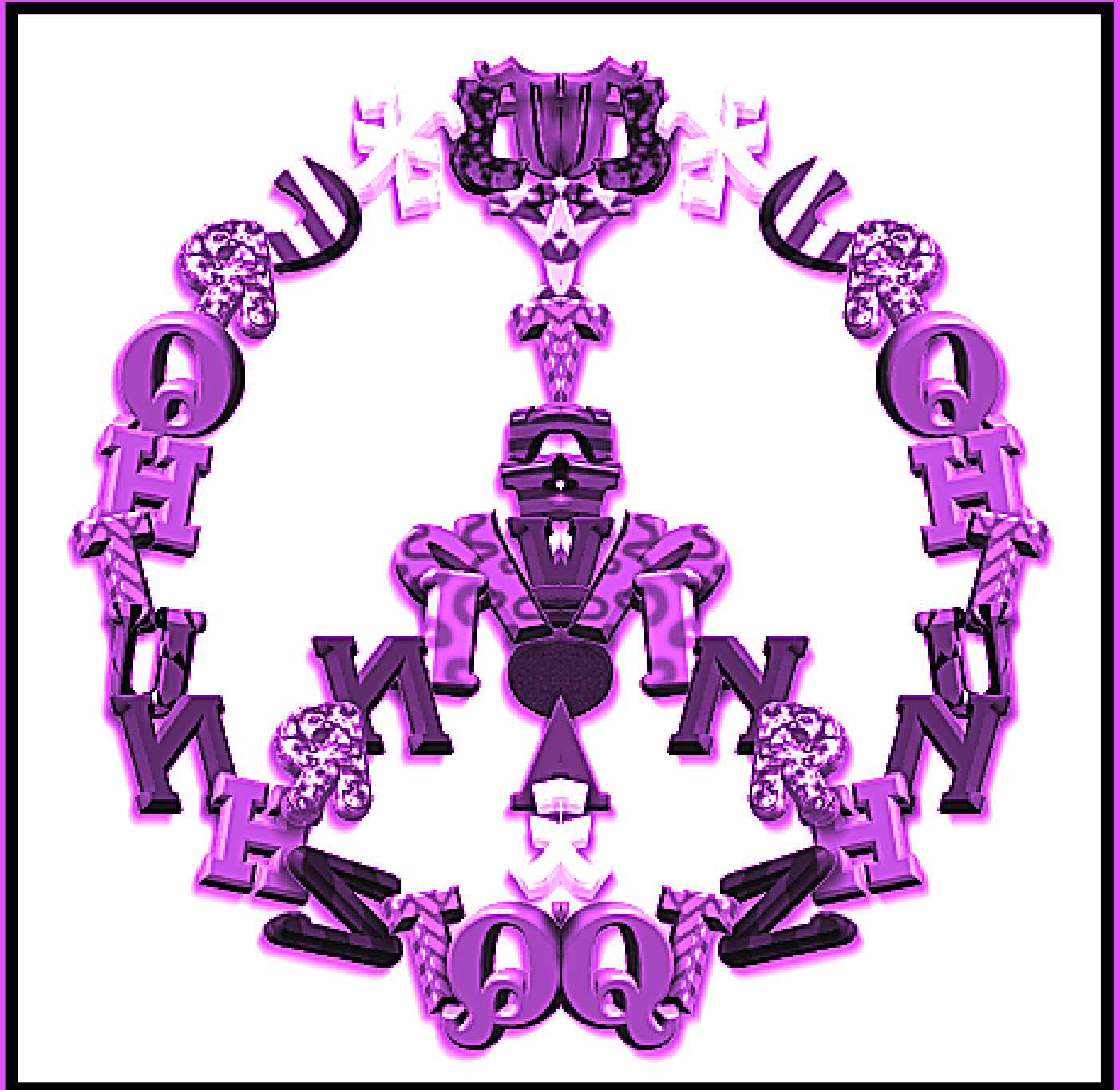
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*Spring 2002*

*Year 24. No.1*



# The President's Page

It is a tradition to celebrate Phi Sigma Iota chapters with significant anniversaries. Attention is called to first-year anniversaries and to the completion of each decade thereafter. It is our pleasure in this spring issue of the *Forum* to celebrate the eightieth anniversary of two PSI chapters: Alpha at Allegheny College in Meadville, Pennsylvania and Beta Beta chapter at the University of Missouri in Kansas City, Missouri. Only one other chapter has existed longer (Alpha Alpha at the University of Denver, dating from 1917). A HEARTY CONGRATULATIONS TO THESE TWO CHAPTERS FROM THE INTERNATIONAL OFFICE. A list of other chapters celebrating decades of service can be found at the end of the *Forum*.

\* \* \* \*

As *The Forum* is being readied for printing, we are on the verge of April Fools Day. I suppose most college-age students are too sophisticated to pay much attention to this traditional holiday. However, this is not the case for me. April Fools Day is an important date for me because it coincides with my wife's birthday. (No fooling! She is an April Fools girl, so I can't let the date slip by unnoticed!)

I recently did a little research on the origins of All Fools Day. Seems it's been observed in one form or another for quite some time in many regions of the world. The tradition in Western Europe appears to have begun in France in the 15<sup>th</sup> century. In the land of 350 cheeses, a person who is fooled on April 1<sup>st</sup> is called a *poisson d'avril* (and April fish). Seems a bit strange until one learns that fish are quite foolish in the spring and allow themselves to be caught in very great numbers! The tradition of playing pranks on April Fools Day came to England in the 18<sup>th</sup> century, and from there made its way to America.

While we are on the subject of April, did you ever wonder about the origin of the name of that month—or for that matter, the origin of all the months of the calendar year? Students of Latin can tell us that April derives from the Latin word *aperire* meaning “to open.” Since many flowers are opening in the early spring, it makes sense to call the month by that name.

Using a natural phenomenon as the name for a month of the calendar reminds me of the drastic action taken by the French revolutionaries in 1792 when they gave all the months of the year new names that would be far removed from any unpleasant suggestion of the *ancien régime*. Year I of the revolutionary calendar began on September 22<sup>nd</sup> 1792. The twelve months of the year began with *Vendémiaire*, which came from Latin *vindemia* meaning “wine harvest time.” The second month of the revolutionary calendar began on October 22 and extended to November 21 and was given the name *Brumaire*, from the French word for fog (*brume*) which describes a normal phenomenon at that period of the year. November 21 to December 21 was given the name *Frimaire* from Frankish *frimas* meaning “freezing mist.” And of course, December 21 to January 20 had to have a name representative of the snowy weather prevailing at that time. From Latin *nivosus* the revolutionaries gave this month the name *Nivôse*.

At this point you can probably guess the natural phenomenon which will give the period from mid-February to mid-March its name. You got it. Its *Ventôse* from Latin *ventosus* meaning “windy.” And since things begin to germinate in spring, the month stretching from mid-March to mid-April was called *Germinal*, from Latin *germinus*. To quickly go through the remaining months: Following *Germinal* come the flowering month, *Floréal*; then the green prairie month, *Prairial*; then comes *Messidor*, the harvest month (French *moisson*); *Thermidor*, the hot month (June 19 to July 19); and lastly, the fruit harvesting month, *Fructidor*. And there you have it, the great French revolutionary logic at its best.



C. Eugene Scruggs, 1997



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Front Cover: *Speaking of Peace* designed by Lizz Caplan-Carbin

# The Forum

SPRING, 2002

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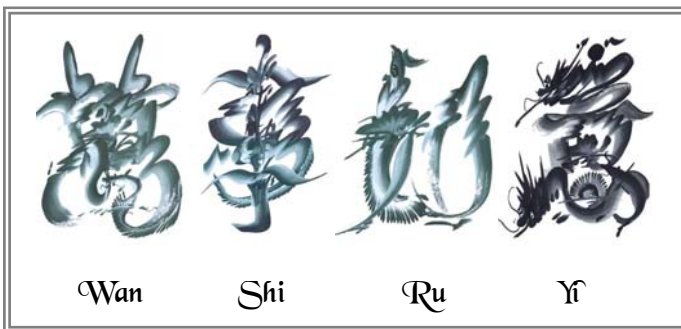
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# A Parisian Summer

By Sara Dietz  
Rutgers University

In an article about a summer program in Paris, you might expect to find a catalogue of monuments and historical sites, of visits to the Eiffel Tower, the Louvre, and the gardens of Versailles. You would probably encounter a sample of group activities: a jazz concert at the Parc de la Villette, a ballet at the Bastille, a Molière play at the Comédie-Française. There might even be mention of the classes in French, the professors, and the other students. This article will tell you none of those things. My captivation with Paris does not rely on scheduled activities or landmarks, but on the individual moments that made Paris my own.

During the summer of 2001, I spent six weeks in Paris with Rutgers University improving my French and expanding my view of the world. Debating whether or not to request a roommate, as it was my first time in Europe, I finally decided to take the studio apartment the program offered me, located in the nineteenth *arrondissement* beneath a French family and two other Rutgers students. Every morning we ate a breakfast of *tartines* (slices of baguette with butter and jelly) and hot tea then rushed to the *Métro* to make our classes, held at a Catholic youth center in the Latin Quarter.

My true Parisian experience began once the morning finished. A few of us frequently ate lunch together at one of the numerous *brasseries*, sometimes lingering over our surprisingly inexpensive three-course meals for several hours. While group activities,

such as tours of Notre Dame or St. Denis, occasionally occupied our afternoons, the time I spent away from the group is the most memorable.

Paris remains light until nearly 11 p.m. during the summer, leaving plenty of time for exploration. Among my favorite activities was shopping in the outdoor markets on Rue Mouffetard, a colorful street within walking distance of my classes, full of cafés, Greek restaurants, a gelato shop, and a corner bookstore. Outside, *en plein air*, poultry spun on rotisseries, the smell of fresh bread hung in the air, gourmet cheeses lay in their display cases, and fresh fruits and vegetables sat on shelves next to mustachioed vendors. Carrying my bags of groceries and talking to the shopkeepers in French, I felt a part of the scene of daily life.

Down the street from my apartment was the Buttes-Chaumont, a larger-than-life park popular on weekends with grassy hills, plenty of shade, and a waterfall. On Sundays I often brought a book with me and reclined on a bench, watching women stroll by with babies, men walk their dogs, and couples argue. I nearly always exited from the wrong gate and spent several Sunday afternoons searching for my street and buying a *tarte aux framboises*, a raspberry tart, to console myself.

For the Bastille Day recess, my friend Danielle and I spent the long weekend in Paris and took a

day trip to Auvers-sur-Oise, the burial place of Van Gogh. We took covert photographs in the room where Van Gogh supposedly died and visited his gravesite in the rain, fitting weather for such a morbid outing!

Though I spent many days happily wandering around Paris on my own, meeting French natives enriched my experience. One day, in a burst of inspiration, I decided to chop off my shoulder-length hair, a move my host-mother claimed at least one female student undertook every summer. Strolling through the neighborhood looking for a haircut, I stepped into a salon near my apartment. While chatting with the *coiffeur*, or hairdresser, I discovered his family came from Tunisia. He later invited me to have a traditional Jewish Friday-night dinner with his family, an evening that made me feel less like a tourist and more like a *Parisienne*.

Traveling to Paris enabled me to see the world through French-colored glasses. I am now seeking a way to return to this magical city after graduation. If I may offer any advice to students of a foreign language, it is to seize the opportunity to travel abroad during your college years; it may very well change your life. 🎵

Sara Dietz is a graduate of Rutgers University where she was an active member of the Sigma Sigma chapter. She is also the winner of the first annual Rutgers Phi Sigma Iota Merit Scholarship, which she applied toward her study abroad in Paris.

# *I Falsi Amici*

Liz Zollner  
University of South Florida

The most important thing any Italian-speaking learner of English ought to remember about the lexicons of these two languages is that, while there are certainly many shared cognates, some of these words have earned the title “false friends” for a reason.

Although English and Italian are from different language families, there are a great number of cognates between them. This can be traced to the Battle of Hastings in 1066, in which the Normans of France conquered the Anglo-Saxons of England. The immediate effect on the Germanic English language was to overlay it with the Italic French, which then exerted its linguistic influence for the next 300 years. While the average English person resisted the changes occurring at the upper levels of society, the French language was imposed upon many English speakers, especially in education, religion, and the legal professions. Although the influence of French began to decline sharply at the start of the Hundred Years’ War, its effect on the English language was already so strong that, today, it has nearly twice as many words as its nearest cousin, German (McCrum, 1986).

What does this mean for the native Italian speaker trying to learn English? Several things need to be considered. Italian and the other romance languages share Latin roots. The Italian speaker, due to propinquity with France and the influence of the Common Market, is already well aware of this, especially in the areas bordering France and Switzerland. Moreover, Europeans are far more likely to be required to learn at least one other language in school or for business purposes. Frequently, this language is English, the most common second language worldwide. Any Italian speaker who wishes to learn to communicate in English has already been exposed to it through the media or in school. Therefore, Italian speakers are likely to have already begun building some concepts, or schemata of English in their minds, before they begin serious study. They have preconceived notions and one of them is that the two languages have a lot of cognates and it will be easy. In fact, one expert estimates that ten percent of all lexical words in journalistic English writing consists of romance cognates (Ferguson, 1994).

This preconception is about half right. Italian and English do share lexical roots, but learning one another's language isn't always made easier because of it. Not only is there the risk that your friends are false, they don't often sound the same, either. Italian has only a handful of vowels compared to English, and they are all pronounced very nearly alike in every environment, which can hardly be said for English.

Pronunciation and orthography aside, semantics is the greater barrier to effective communication. The best rule of thumb is, assume nothing. If anything, assume the meaning of an apparent cognate is something totally unrelated to the word in Italian and look it up or ask for help, which is by far the more effective way to learn it if at all possible. Then, to establish it as something other than a full or partial cognate, put the word to work immediately, in an appropriate context.

Not surprisingly, there are many books dedicated to this very problem. The fact that there are entire dictionaries full of false friends and deceptive cognates should tell us a thing or two about the difficulty of learning the English lexicon for a native Italian speaker. One resource, Ferguson's *Italian False Friends*, is aimed at English-speakers learning Italian. The editor rightly points out that the influence goes both ways, and in fact, the book could easily be used by Italian speakers learning English.

An earlier, similar book was written by Virginia Browne, *Odd Pairs and False Friends* (1987). In her article, “Attenti al coccodrilo,” or “watch out for the crocodile,” Browne explains that she made a hobby of collecting “false friends” while living in Italy. When she and her Italian friends read literal translations from Italian into English for tourist publications, they were consumed with laughter over the stunning inaccuracy of some of the work which was, she suggests, “translated from Italian by someone equipped with a minute pocket dictionary and faint memories of *media scuola* lessons.” One example, often quoted in discussions of *falsi amici*, is that of “suggestive” for “suggestivo,” which in Italian simply

means “evocative” and has no sexual overtones whatsoever.

**B**rowne goes on to suggest that advanced students find working with false friends challenging and helpful, which in turn ought to alert educators that a whole array of possible exercises could easily be developed, and not just for Italian speakers learning English. Any two languages with cognates are candidates.

**T**he last insight Browne offers is that *falsi amici* are not simply language traps for the unsuspecting to fall into. She feels that we do not merely translate one language into another, because every language is “the expression of a profoundly different mentality.” Even if we get the words, phrases and sentences right, we may be missing the cultural implications of words and ideas that mean profoundly different things from one language to another. A moment’s reflection on the American concept of “family” compared to the Italian *familia* will render that abundantly clear. To most Americans, family is simply relatives. To the average Italian, *familia* is culture, the center of life, and a major support group, without whose approval no one would even think of making an important decision.

**I**n an article dealing with many aspects of cognates, Diana Frantzen (1998) draws a distinction between *intrinsic* and *extrinsic* categories. In the intrinsic category, are those cognates which she terms “somewhat false,” (near or quasi-cognates) instead of entirely false. “Pratico” is a good example of this, for while it does mean “practical” in Italian, it also means handy or convenient. A native Italian speaker using “practical” to mean handy or convenient would not be immediately understood, although there is certainly a semantic connection among these words.

**S**econd, and closely related, are those cognates which are true under some circumstances and not others. “Astensione” does in fact mean abstinence from alcohol in Italian, but it also means a form of work stoppage. The Italian speaker could use abstention correctly in some cases and be totally misunderstood in others. There are more of these than of purely unrelated, though similar-looking, words such as window “pane” in English and “pane,” or bread, in Italian, also known as orthographic or fortuitous look-alikes.

**D**avid Leech, in an article on applied linguistics, specifically dealing with writing,

observes that word choice in writing is frequently negatively influenced by the assumptions generated by false friends (Leech, 1994). He observes, in “Problematic ESL word content choice in writing: a proposed foundation of descriptive categories,” that, the closer the relation between languages, i.e., from French to Italian or Italian to Spanish, the more likely false friends are to exist, and the greater the temptation will be to assume true cognate status, resulting in the wrong word choice. Lalor and Kirsner (2000) found that it is easy to see that such a choice is activated automatically by the brain and is therefore impossible to ignore. This problem can then be compounded, as Frantzen points out, by the fact that there may be some shared meaning, from a common root between the false friends. The writing of an Italian speaker learning English may have, therefore, a rather “quaint” flavor, along with being inaccurate.

**F**oreign language learners have a tendency to translate word for word, relying on dictionaries when they encounter something unfamiliar (Swan and Smith, 1987). This has two possible outcomes. When the Italian learner of English comes across a new and unfamiliar word or phrase, they might look it up, and thereby quickly incorporate it into their repertoire, depending on their learning style. This is the best-case scenario. However, if the word seems familiar enough, they may “learn” it incorrectly, making false assumptions about its meaning.

**S**everal experts have made a variety of suggestions for dealing with false friends, or “True friends and false friends” (Lengeling, 1996). One is to treat every cognate as suspect. Lengeling takes language teachers to task for relying too heavily on cognates, using them basically as a crutch, or one less thing to teach. She feels this encourages the learner to accept all apparent cognates as real, whether they are or not. In an effort to be fair, Lengeling says that she feels most teachers are unaware of either the existence of false cognates or the problems that accepting all cognates as true can lead to. She feels that one way to counter the tendency to rely on cognates is to teach false cognates as they appear, along with exercises for learning the proper use and meaning of the words in the appropriate context. She goes on to suggest deliberate recycling of false cognates to help the students to grasp their meanings. Since cognates appear at the earliest stages of language learning, it’s best to discourage the tendency to assume they are all “real friends” immediately. Although Lengeling doesn’t suggest particular

exercises, using Ferguson's (1994) dictionary of Italian False Friends to create scenarios emphasizing misunderstandings might be extremely effective. Since the Italian "preservativo" translates to "condom" and the Italian "constipazione" is, in English, a stuffy nose, one can easily see that humorous role-plays and word games would be very useful in helping students distinguish the meanings between the pairs of words. Authentic materials from both cultures, such as travel brochures, newspapers, assembly instructions, menus, phonebooks and the like, could be introduced in the classroom for the purpose of discovering false friends and correcting the errors by translating them properly and idiomatically into the target language.

A survey of Ferguson's work reveals that of the words listed, all are lexical, and within that limitation, there are further restrictions. Only seven of about 775 words are adverbs. Most are nouns (nearly 500), and the nearest category after that is adjectives (not quite 200). In addition, almost 87% of the false friends in Ferguson's work have Latin roots (1994). This suggests immediately that one can call students' attention to nouns and adjectives in particular, and develop exercises around them quite easily, as most, if not all, of these false friends are fairly widely distributed in both English and Italian. Covering a few a day will by no means teach all of these words, let alone all of their shades of meaning. However, when examining those most likely to be used, a given population of students (academics, professionals and the like), may not only learn the words themselves but become far more aware of the pitfalls than they would if left to regard all cognates as "free words."

Lengeling wasn't the first to make such suggestions. More than two decades ago, Horst Martin (1978) not only took educators to task, but blamed textbook authors and editors as well. Martin says that textbooks encourage students to rely too heavily on cognates as an aid to learning "free words," and he points out that the direct approach,

with its emphasis on target language use, and few, if any, translations, is especially susceptible to the cognates, true or false. Any cognates could easily fall into unanalyzed chunks and the proper meaning of each word might never be derived.

Martin suggests the term cognate be dropped altogether, in favor of telling beginners that there are many false friends and very few genuine ones. "Lastly," he says, "we should draw the student's attention to the fact common to all languages that words once born or borrowed, take on a life of their own and their semiotic content may and usually does develop in a direction which cannot be anticipated."

In light of the sheer number of false friends among all cognates, including those which are completely false, partially false, false in certain environments, and so on, it is really important for teachers to be aware of the pitfalls, and for producers of learning materials to deal with the issue. Awareness of cognates, full, partial and especially, false, will help learners to avoid potential error traps. Teaching about cognate relationships can improve learners' cognate awareness, while providing humorous and memorable lessons.

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# The Divided Self: Or the Fictionalized Alter-Ego in Camara Laye's *Dramouss*

By Jane Dagon, Ph.D.

The autobiography is often defined as the story of one's life written by that same person. However, an autobiography can also represent "the writer's effort, made at a certain stage of life, to portray the meaning of personal experience as it has developed over the course of a significant period (Goodwin 11)". In some cases the autobiography can be described as a form of self-examination or catharsis. In order to render this personal experience more credible or compelling, the autobiographer often uses the first person narrative to present himself to the literary world and uses two different types of "I's". The first "I" is the author himself, and the second "I" is the author as he presents himself to the reader. This is where the author becomes the "other" or the fictionalized alter-ego. The "other" can cause an identity crisis because the writer has a problem differentiating between the "I" that is himself and the "I" that is the "other". These "I's" are at times in conflict and appear to be divided. In *The Transcendence of the Ego*, Jean-Paul Sartre refers to these "I's" as the "reflective consciousness" and the "pre-reflective consciousness". The former, the reflective consciousness, occurs when the "ego" becomes the object of the consciousness, and when one makes oneself the object. Whereas the latter, the pre-reflective consciousness, occurs where there is no "I" and there is no "ego" because one is engaged in the world and not in oneself. Thus it is the subject that is acting on the world. It is also possible that there is a split "I". This is where the "I" is the subject and the object at the same time.

The divided self is very apparent in Camara Laye's *Dramouss (The Dream of Africa)* (1966), a text that contains several autobiographical scenes. To recount aspects of his own life, Laye examines his many selves in the first person narrative through the protagonist named Fatoman, his quasi-fictionalized alter-ego. Laye used fictionalized names in his book in order to avoid any political retribution. He chose the name Fatoman because it was the nickname for his father (King, note 1). In this brief paper, I will analyze the first person narrative of two scenes in which Fatoman questions his own identity and is often torn between his two "I's" or what Sartre calls a conflict between the reflective consciousness and the pre-reflective consciousness. The first scene occurs after Fatoman attends a political meeting in his hometown, and the second scene is the premonition he has about the future of Guinea. In order to understand the protagonist's inner turmoil, it is necessary to summarize briefly some of the events that happened just before these aforementioned scenes of self-reflection and self-examination.

After being in Paris for six years, from 1947-1953, Fatoman, the narrator returns to his native city of Kouroussa, Guinea. En route to Kouroussa, Fatoman spends the night in Conkary, a city where his fiancée and uncle live. There he experiences reverse culture shock as well as witnesses the urbanization and industrialization of this city he once knew. He feels like a foreigner or an outsider in his own country. This is only the beginning of his identity crisis, which he does not analyze until after the political meeting. This delay in his self-examination is a foreshadowing technique used by the author to alert the reader of what is to come and the self-awareness of Fatoman heightens as the story progresses.

That night, Fatoman is unable to sleep and plays over in his mind, like a film, the past six years he spent in Paris. This reference to cinema gives the reader the impression that Fatoman really felt like a spectator witnessing from afar what had really happened to him. This sense of being an outsider adds once again to Fatoman's loss of identity. In a way, this film or dream, in the form of a flashback, became a way for the narrator to present a synthesized, encapsulated, condensed version of what happened during those past six years.

Once Fatoman reached his hometown of Kouroussa, he desperately tries to find any remnant that represents the country he once knew. Once again he feels alienated and like a stranger in his own native country. Fatoman was torn between the loyalty he should feel towards his homeland but at the same time he does not want to betray his own beliefs by living under the regime that has recently destroyed several Guinean cultural traditions. He realizes this when he attends the political meeting in Kouroussa. There he recognizes that the current political regime had destroyed those Guinean customs he so longed for. Torn by his political situation, he feels betrayed by the country that he no longer recognizes. He feels a double loss, referred to as his two "moi internes" (two inner selves), that represent the two cultures (Malinkés and French) and the two countries to which he belongs. In French the word "moi" has several meanings. In this context it could mean, the "self", where Fatoman examines his existence and his place in the world. He feels trapped between his two selves that are really "himself", which represents Guinea before and after he left for Paris, and the "other", referring to what Guinea has become since his absence. He feels guilty for leaving Guinea, but at the same time, he is furious about

<sup>1</sup> Camara Laye went to study in Paris in 1947, but returned to Guinea in 1954 for a short visit and in 1956 lived once again in his homeland (King 71).

what his government has done to his beloved country. He realizes that there is nothing left for him in Guinea. All he really has are fading memories. His frustrations prevent him from physical grasp of any object that signifies the Guinea he once knew and loved.

If the theory of Sartre, concerning the object and the subject of reflective consciousness, is applied to this conflict between the two selves or the two "moi", the protagonist is divided between how he perceives himself and how he is perceived. Thus he becomes self-conscious about being self-conscious. His heightened self-awareness causes inner turmoil because the protagonist has already presented himself to the reader as merely the subject. At this moment, he has become the object of the subject, which presents a clash, because they are one and the same.

As for the other meaning of the French word "moi" or "me", it can be used as an emphatic pronoun to emphasize the subject, whereas in psychology, the "moi" refers to the "ego". In the case of the former, Fatoman is stressing his existence or his inner turmoil and the sense of being torn between his two cultures: Malinké and French. In the case of the latter, the "moi" can equally signify both the alter-ego of the narrator as well as of the author. The image of the alter-ego or the divided self augments Fatoman's dual existence creating an identity crisis, because he feels alienated in his native country. All Fatoman can do is observe the objects around him that were once familiar, but are now unrecognizable. There is therefore a double loss of identity, by the protagonist and by Guinea, a country transformed by westernization and later altered severely by revolution.

Later that same night after the meeting, in the form of an horrific dream, Fatoman has a premonition about the future of Guinea. In his dream, the protagonist is picked up by a giant, thrown over a wall, and then finds himself in jail, where he is condemned to death for his righteousness, and sentenced to die the following day. At the moment of his execution, he transforms into a hawk and flies away, but his tormentor turns into an even larger bird and tries to take him back to prison. Suddenly, in the sky, a large black snake appears and rescues the protagonist. They manage to flee, and by night fall, they land in a small village somewhere in Guinea. Then, the black snake turns into a beautiful woman, who identifies herself as "Dramouss", before disappearing. Dramouss continues to appear and disappear several times throughout his dream. She embodies the values of his ancestors, in order to link the past and the future, as well as to show the protagonist the future of Guinea (Lee 43).

Later, the protagonist finds himself near the river, Niger, in a village he used to know but barely recognizes now. Most of the people from this village have either died or fled to nearby countries. He is totally

disoriented and waits several hours near a tree for Dramouss to reappear. When Dramouss returns, the protagonist sees several corpses surrounding this tree. Dramouss instructs him to retrieve another dead body farther down the road, which just so happens to be himself, a victim of the revolution. Once again the narrator is confronted with his two selves. In this scene, the two selves are the "I", himself, versus the "moi", the other. Similar to the previous scene, Fatoman is torn between the way he remembers his country and what it has become, but now he must face the future of Guinea. In this scene, the "other" does not have a voice, and relies on a visual image instead of words. In fact it is the voice of the "I" that must announce the "other's" current inert state. Also, like the previous scene with the divided "I's", the protagonist perceives himself as the object when he realizes that the corpse is really his own. He becomes the subject when he is aware of his self-consciousness.

Soon after the self-examination scene, the ground becomes flooded with water and Dramouss returns once again. The flood is a metaphor for the revolution and represents the consequences of evil (Lee 44). After Dramouss saves the protagonist once again, everything is devoured by the flood, just like the revolution has, as Dramouss was quick to point out (Lee 44). Dramouss manages to save a golden bough, which is the symbol of leadership or command (King 72). When the protagonist grasped the golden bough, it turned into a pen, symbolizing the destiny of the author, the alter-ego of Fatoman. Some critics have interpreted this scene to mean that the written word has become the new power of Africa, and that writers should be allowed to use their pen to lead and to serve nations (Lee 43). While other critics have accused Laye of using the autobiographical aspects of *Dramouss* as a way to present a political message (Lee 34). It is uncertain whether Laye was solely politically motivated. It seems likely that Camara Laye was merely portraying a personal experience that represented a significant period not only in his own life but in the history of his country as well. By means of the first person narrative and through the eyes of a quasi-fictionalized alter-ego, Laye was allowed to re-examine his personal choices as well as the political situation of Guinea. ♦

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# Eva Perón: Saint or Sinner?

*By Ninfa Nik, Ph.D.  
Texas Women's College*

Eva Perón was born Eva María Duarte in 1919 in Los Toldos, Argentina. Her mother, Juana Ibarburen had a long affair with Eva's father, although he was already married. The couple was stable, though, and Eva and her brother, Juan, and her three sisters, Blanca, Elisa, and Erminda, were all legally acknowledged and protected by their father.

Even though Eva and her siblings were acknowledged, when Juana took them to pay her last respects to their father, they were denied entry. The only reason that they were allowed to attend their father's wake was due to the intervention of the provincial governor (Barnes 11).

As soon as the funeral was over, Juana panicked. She wondered how she and the children would manage without her lover's protection and wealth. Juana, an uneducated woman on the lowest rung of the social ladder, could not even find a decent job. Eva's family lived in poverty. In order to survive, Eva, her mother, and sisters hired themselves out as cooks to wealthy families. It was at this time that Eva got her first glimpse of the differences between the wealthy and the poor in her country, and the ideal of social equality was conceived and would be one that would carry through to the rest of her life.

In 1929, Eva and her family moved to Junín. With the help of a friend, the children became part of the rural middle class. Eva's brother and sisters finished school, but she quit school. She was stage-struck. She devoured magazines and listened to radio programs that reached Junín from Buenos Aires (Barnes 120).

Eva detested her provincial town and dreamed of living in Buenos Aires and of becoming a great actress. When Eva was 15 years old, a singer named Agustin Magaldi came to Junin to perform. Eva and her mother pleaded with him to let her try her luck as an actress in Buenos Aires. So a few days later, Eva left with him for Buenos Aires.

Life in Buenos Aires was a struggle for the basically uneducated small town girl. Her health suffered as she struggled to win parts on the stage. For several years Eva lived on an income from minor parts and radio work, and like her mother, she took on lovers who would support her. Her lovers were powerful men who were able to help advance her career.

In 1939, Eva won her first good part in radio and a wealthy soap manufacturer sponsored her. Three years later, another wealthy soap manufacturer agreed to sponsor her radio drama series. After several long years of struggle, she had finally made it. She had a successful radio career and began to enjoy the fruits of her labor. Determined to shed her poor country girl image, she now had an elegant wardrobe and also bleached her hair. She leased a nice apartment close to Radio Belgrano station where she was employed (Bruce 12).

Eva also worked on improving her speech by eliminating her provincial dialect. She spoke the broken Spanish of the rural Argentine pampas. Her goal was to learn to speak the Castilian Spanish spoken by people in Buenos Aires and particularly the elite of Argentina, whom she was trying to emulate.

Eva Duarte was young, beautiful, and ambitious, and now that she had more money, she made every effort to help her family back in Junín. She sent her family money on a monthly basis and even managed to find her brother, Juan, a position at a soap manufacturing company.

Eva became increasingly popular as a radio actress and continued her transformation. As Eva was transforming her life, Argentina was also undergoing transformation. A group of army officers challenged the civilian regime. In 1934, the military, strongly influenced by Hitler's ideology, became a reality (Cooke 53).

The military did not present a problem as far as Eva was concerned. Her beauty and charm helped her befriend military officers of the new government. In 1943, the powerful director of Posts and Telegraph helped

her obtain a license for her new series "Biographies of Famous Women".

Eva's connections with the powerful military officers led to more parts in movies and more money. Among the military men Eva met, one in particular, a colonel by the name of Juan Perón, was to impact her life more than anyone else.

Eva met Juan Perón at an earthquake relief fund raiser in 1944. They fell in love and Eva began living with him very shortly after they had met. She lived as his mistress for awhile and was by his side as he rose to power. Colonel Perón admired Eva's resourcefulness and ambition. Also, in his mistress he recognized a tool for publicity that would be of tremendous help to him.

Eva and her colonel had so much in common. Her ambition was as great as Perón's. They were both products of the illicit union of women of the lowest social stratum and wealthy, powerful men (Hirst 83).

Eva's colonel became the secretary of Labor and Welfare. One of the first things Perón did was to advocate and establish a minimum wage, benefits, and better living conditions for the workers of Argentina. His successful negotiations were conducive to a tremendous increase in union membership. Union members praised Juan Perón. They viewed him as a staunch advocate of the working class and were very appreciative. Perón made strong alliances with union leaders, and if a leader opposed him, he quickly replaced him with one of his own men.

Eva helped Perón in many ways. Using her talent for emotional, dramatic speechmaking, she would deliver short speeches on patriotism and love of country as propaganda for Perón and called him the defender of the working class.

As her influence over Perón

grew, so did his power in the military regime. Perón also held other positions in the military regime, such as the minister of war and vice president in General Edelmiro Farrell's government. He became very much a man to be feared in the new government.

Eva became immersed in politics and would attend political meetings held in Perón's apartment. She also became president of the actors' union which had been established in 1944.

As her knowledge of politics and unions increased, so did her wealth. Eva was earning an excellent salary, but it wasn't because of her acting talent, but because of her association with Perón. Her enemies vehemently accuse her of graft and other crimes.

Even Perón's military associates criticized her behavior. They advised Perón not to associate with her. Luckily for Eva, Perón ignored them.

1945 was a memorable year for Eva and Perón. Feeling threatened by Perón's excessive power, General Farrell asked for Perón's resignation from his posts as minister of war, secretary of labor and welfare, and vice president. Perón had no choice but to resign. Upon hearing of Perón's resignation, the head of operations at Radio Belgrano where Eva worked fired her. Eva and Perón made plans to escape after witnessing anti-Perón rallies. Their plan backfired, and military police imprisoned Perón on an island. Eva returned to her apartment and immediately contacted all of Perón's friends and supporters. Many refused to help her and Perón, but many working class people were eager to help. A rally was organized for the release of Perón. Thousands of working Argentines gathered outside the president's palace and demanded Perón's release. President Farrell released him on October 17, 1945. Eva's pleas for support had paid off. Perón thanked the crowd for supporting him.

Perón also thanked Eva for her efforts and asked her to marry him. They were married in a secret civil ceremony in Junín. Almost immediately, Perón announced he would run for president of Argentina,

and prepared to launch an aggressive campaign with Eva at his side. His opposition came from candidates of the National Democratic Union party.

Perón's campaign was a success for many reasons. First, Eva and Perón were a charming couple who appealed to the working poor, because they were of the people. Eva and Perón were accepted by the poor as two of their own who had made it. Second, Eva used her own humble beginnings to show that she had sympathy for the poor of Argentina and their plight. Third, Eva used her position at the radio station to profess her love and concern for the disenfranchised throughout Argentina, her hatred of the oligarchy, and her ardent support for Perón, patriot and protector of the working class. In 1946, after a rigorous campaign, Perón was elected president of Argentina. Pro "Peronistas" filled most of the positions in Congress, so Perón basically had complete control.

Eva's behavior as Argentina's first lady was appalling to the wealthy of Argentina. To the wealthy socialites, Eva was a low class, uneducated, ill-bred woman who could not possibly hold a place of honor among them. They viewed Eva as unworthy of entry into the social circles in which the President moved, and they shunned her.

Eva retaliated by using her power as first lady to humiliate them. She also used her power as first lady to empower the working class. Eva became a force to be reckoned with in the government of Argentina. One of her first acts as first lady was to set up an office at the Ministry of Labor and Welfare. From her office, she also organized and directed the Social Aid Foundation. She demanded that employers increase the salaries and grant benefits to labor unions. She demanded donations from all sectors of society. She then distributed the money to the poor and needy of Argentina. At times she would dole out by one hundred-peso notes to the needy who came to her for aid.

The organizations she directed took in millions of dollars which were untaxable. As first lady, she exercised complete control. Since Eva was not accountable to anyone, her enemies claimed that the operations of her agency did not really benefit the poor

and were merely for propaganda purposes.

Eva quickly became popular with the working class of Argentina and the downtrodden. She encouraged the people to call her "Evita" and willingly reached out to the public and encouraged Perón to do the same.

The women's rights movement was also of interest to the First Lady. Women were still denied the right to vote in Argentina. They were paid less than men for the same job, and thus, they were powerless.

Fortunately for Evita, her husband, unlike the majority of military officers, supported the women's movement. During Perón's first few days as president, he and Evita campaigned for women's suffrage. Evita was also successful in forming the Peronist Women's Party and worked to attain equal pay for equal work and divorce and civil equality. Evita and her followers achieved some basic feminist goals. Argentine women were given the right to vote in 1947 and a minimum wage law which granted women salaries only 20% less than those earned by men (in the past, women earned about 65% less than men performing the same job).

Evita also wanted power for herself as well. In 1951, she persuaded Perón to support her candidacy for the vice presidency of Argentina. He agreed and the Perón and Perón ticket was announced. Her husband was proud of his wife's decision, but pressure from the military against a woman in such a powerful position, compelled Evita to back down. Although Evita used the power she had to help Argentina's poor, she was also very vindictive and used her power to stifle her enemies. She and Perón had no tolerance for opposition, and those that opposed them were severely punished and were frequently put in jail. The President and the First Lady ruled with an iron hand.

In an effort to increase her popularity, Evita visited Europe.

*Cont. on p. 30*

Introducing

## *The 2002 Phi Sigma Delta Scholarship Recipients*

### **The PSI Founder: Dr. Henry W. Church Scholarship**



**Elora Mukherjee (Sigma Sigma)** is working on a triple major in Spanish, Political Science and Economics, maintaining a GPA of 3.99. Her concentration is in international economics and economic development. She has earned a certificate in Global Politics and she is an Eagleton Undergraduate Fellow at **Rutgers**

**College.** Elora is also a member of Phi Beta Kappa, as well as the national honor societies in economics and political science, Omega Delta Epsilon and Pi Sigma Alpha. She has earned four national merit scholarships and numerous awards at Rutgers including the Edward J Bloustein Distinguished Scholar Award and the Dean's Award for Excellence. Elora has native fluency in English and Bengali and near-native fluency in Spanish. She has a clear vision of how multi-lingualism can be used to bridge cultural chasms and to tackle pressing global issues.

### **The Dr. Cleon W. Capsas Memorial Scholarship**



**Francisco Xavier Lopez (Beta Epsilon)** studies Spanish literature and education at the State University of N.Y. College at Oneonta. He plans to take classes in advanced Spanish literature at the University of Salamanca in Spain.

Xavier spends time after class as a volunteer GED tutor for Job Corps, and as a substitute Spanish teacher for the Cherry Valley Central School district. His teaching experience also includes involvement in a distance learning Spanish phonetics course linking the University to the district community. Xavier is also active in theater and has recently performed the lead role in the play "Don Jaun Tenorio" by Jose Zorrilla.

### **The Dr. Santiago Vilas Scholarship**

**Ulrike Trux (Kappa Sigma)** is from Gevelsberg, Germany, and she is a double major of Comparative Literature and International Affairs at **The American University of Paris.** In addition to her German, she has near-native fluency in French and English. Ulrike is the founding president of the Ambassador Club, a university-wide, model UN, involving over 100 student nationalities. She is a co-editor of CORE, the university's magazine of humanities and interdisciplinary studies. As a research assistant for the Paris Centre for the Correspondence of Samuel Beckett, Ulrike has become familiar with the full range of Paris libraries and the local research methods. She plans to continue her study of foreign languages, especially Dutch, Spanish, and Italian.



### **The Dr. Marie-France Hilgar Scholarship**

**Patricia Crowley (Kappa Nu)** studies Piano and Russian at the **University of Southern Maine.** She has performed chamber music for an awards concert at USM and at Bates College during "Russian Day." Patricia is very active in all available Russian-related



events at her school and in her community. She is especially active in her local Russian Orthodox Church, where she takes advantage of the opportunities to communicate in Russian and to conduct the church choir. She is also attending Middlebury College's Summer Immersion session. She hopes to continue her studies of Slavic languages and Russian liturgical music, as she works on her degree in conducting.

### **The Annual Phi Sigma Iota Scholarship**

**Patsy Lumpai Silarek (Eta Eta)** is earning a dual major in International Business and German at **Mercer University,** where she is on the Dean's list. She is active in her German Club and she volunteers at the English Language Institute in Macon, GA. Patsy speaks four languages, including English, German, Thai, and Laotian. She participated in Mercer's first study abroad program in Marburg, Germany, and she intends to deepen her study of German, as well as expand her knowledge of languages in general.



### **The President's Scholarship**



**Holly L. Collins (Eta Eta)** is majoring in French and pre-med at **Mercer University (Vidalia, GA),** where she has been a teaching assistant for introductory French. Holly is active in her local PSI chapter and has participated in their tutoring program in French. She plans to continue her studies of French literature in graduate school, after spending time teaching English at a high school in France. Holly has also served on Mercer's Student Honor Council and participated in a variety of intramural sports.

### **The Editor's Scholarship**

**Diana Guadalupe Navarro (Zeta Beta)** is majoring in French, German, and Italian at the **University of South Florida.** She is also bilingual with English and Spanish native ability. Diana has earned numerous scholarship awards including the National Society of Collegiate Scholars Award, the Florida Merit Scholarship, the Dean's List of Scholars Award, the USF Hispanic Scholar's Award Scholarship, and the Eric Turner Memorial Scholarship. Diana is an active member of her local PSI chapter and of her community. She uses her language skills in volunteer work and she plans to become an elementary school foreign language teacher.



### **The VISA Scholarship**

**Megan C. McDermott (Gamma Nu)** of Belmont University (Nashville, TN), has a dual major in Spanish and Music Education, with plans to graduate in May, 2003. Megan has been a resident assistant for Belmont's International Student Housing, and has served as secretary for her Spanish Club. She is working to build her university's first exchange program in Costa Rica.



# PSI Scholarships

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- 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*.
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Date of Initiation into Phi Sigma Iota: \_\_\_\_\_

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

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

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## 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: Attach to nomination form

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 \_\_\_\_\_

# Chapter News

## Florida

The **Beta Zeta** Chapter of Phi Sigma Iota at the **University of South Florida** has had an active year. Beta Zeta was the sponsor of the German Lecture Series, a series of academic lectures (in German) on various topics including marine geology by **Dr. Thomas Pichler**, the art of brewing beer by **Dr. Rudiger Schlaf**, German society abroad by **Dr. Tony Erben**, and the Euro in the German economy by **Dr. Georg Kleine**. The lectures were organized by the chapter president, **Lizz Caplan-Carbin**, in coordination with the chair of the dept. of World Language Education, **Dr. Victor Peppard**, and the president of Phi Sigma Iota International, **Dr. Eugene C. Scruggs**. The chapter's Fall initiation ceremony featured a multimedia talk by **Rina Donchin** entitled "Eliezer Ben-Yehuda: The "Father" of Modern Hebrew - Myths and Realities".

New officers for 2002-2003 are:

**Alexandra Fitos** (President);  
**Naomi Alexis** (Vice-President);  
**Garlanda Jackson** (Secretary);  
**Tammy Roberts** (Treasurer).



Abdoulaye Tall



**Dr. Christine Probes**, our faculty advisor, organized an evening of African poetry for the Center for Advanced Languages, Literatures and Cultures. Phi Sigma Iota members were delighted to attend this special presentation by professional storyteller, poet and playwright, **Abdoulaye Tall** (Pape Tall) of Sénégal.

## New Jersey

The **Sigma Sigma** Chapter of Phi Sigma Iota at **Rutgers University** is one of our most active chapters. Faculty Advisors, **Dr. Phyllis Zatlin** and **Dr. S. Alvarez-Hesse** always have tremendously successful recruitment drives, and their members often earn PSI scholarships and other honors. As their chapter grows, their faculty have become more active in Phi Sigma Iota leadership activities.



At the invitation of president **María Cabo**, **Dr. Carl Kirschner** (both pictured above) was the guest speaker at the November 2001 meeting of Sigma Sigma chapter at Rutgers, The State University of New Jersey. A specialist in Spanish linguistics, Dr. Kirschner is Professor of Spanish and served as Chair of the Department of Spanish and Portuguese for several years before assuming his present administrative position as Dean of Rutgers College. Some hundred people were in attendance: initiates, their family and friends, and faculty advisers. Dean Kirschner's talk was warmly received by his audience not only because of its interesting content but also because of his spontaneous delivery.



Pictured L to R are: Prof. Mary Shaw, Prof. Sari Takacs, and Prof. Ann Choi.



*The following is a selection from Dean Carl Kirschner's notes: thoughts on language, our society's attitudes towards languages, and the importance of learning and teaching other languages.*

**Pictured are María Cabo and Dr. Carl Kirschner**

## DID YOU KNOW?

*As a society, with a constitutional history of more than 200 years, we have been consistent and unequivocal in our posture regarding foreign languages. The United States does not provide a conducive context for acquiring a second language.*

"Few of the children. . . know English. . . they will soon so outnumber us that. . . we will be unable to preserve our language and even our government will become precarious."  
Ben Franklin

"The man who becomes completely Americanized. . . and who 'talks United States' instead of the dialect of the country which he has of his own free will abandoned is not only doing his plain duty by his adopted land, but is also rendering himself a service of immeasurable value."  
Teddy Roosevelt

Did you know that anti-German sentiment was so strong that in 1925, the town of Findlay, Ohio imposed a \$25 fine for speaking German on the streets (in public)?

"It is regrettable that today hundreds of thousands of Puerto Ricans have little and often virtually no knowledge of the English language. Moreover, even among those who have had the opportunity to study English in the public schools, mastery of the language is far from satisfactory."  
Franklin Delano Roosevelt

In the 1980s, an English-only movement swept across the country. We are a multiethnic, multiracial society, but there is and has always been one language of opportunity - English. So there is no need to talk about an official language. The pressure to be "American" and to speak English goes far beyond what voter referenda possibly could. But perhaps the English-only movement really was an attempt at crafting immigration policy through local legislation.

In 1984, there were more teachers of English in the then-Soviet Union than there were students of Russian in the United States.

Also in the mid-1980s, about 10,000 Japanese conducted business in the United States and most of them spoke English. In contrast, about 900 Americans conducted business for their companies in Japan and few spoke any Japanese.

In the United States in 1980-81, no Ph.D's were awarded in Arabic, only one in Japanese, and six in Chinese.

In 1998, only 6% of students enrolled in American colleges were taking second languages.

*Since September 11, all of you have read stories about our inability to locate qualified speakers of Arabic to serve as translators.*

In a *New York Times* commentary, Dennis Barron states: "America has problems with linguistics security: we don't understand the language of our attackers." Barron argues, correctly I believe, that with Arabic being the fifth-most widely spoken language in the world, and some eight years after the bombing of the World Trade Center in 1993, our government should not need to place help wanted ads for Arabic speakers.

Enrollment in Arabic was on the rise, even before September 11, but the numbers were very small. Only 5500 American students throughout the entire United States were studying Arabic.

What will likely be a linguistic consequence of the terrorism of September 11? The first step in addressing our language deficiencies is recognizing that they exist. It is tragic that it had to be the events of September 11 that triggered that realization. As was the case after World War II, the government might invest money in language programs. The federal government might provide incentives to colleges to improve their language programs in Arabic or other strategically important languages. Congress could offer subsidies to students at accredited four-year colleges who chose to study these languages. This, of course, is all good. And there is reason for optimism.

We have been a society disinterested in other languages, even to the point of self-detriment. So, in a certain way, I am issuing a call to action.♣

## Indiana

The **Epsilon Beta** Chapter of Phi Sigma Iota at the **University of Evansville**, Evansville, Indiana hosted a "Holiday Celebration" for students in foreign language classes on December 2, 2001. Students and faculty enjoyed an evening of food and conversation, highlighted by the singing of Christmas carols in six different languages. Students in Greek, German, Japanese, French, Russian and Spanish presented two songs and shared a holiday custom or tradition from a country where the language is spoken. Approximately 100 students and foreign language faculty attended this event which we hope will become an annual tradition.



Students and Faculty in German Entertain the Crowd with *Stille Nacht*.

Chapter News photos are available online in color.  
<http://www.phisigmaiota.org/archive.html>

## Pennsylvania

**Gamma Xi**, the chapter of Phi Sigma Iota at **Cabrini College**, held its annual initiation on Friday evening, January 25. Patrice Miller, graduate of 1998, addressed the gathering in the Mansion Dining Room regarding the Importance of Studying a Foreign Language. The honorees for the evening are students who have achieved at least a 3.00 in their overall studies and have taken at least one 300 level language course, while maintaining a 3.00 in all language study. After a candlelight ceremony initiating the three new members of the international foreign language honor society, awards for excellence in French, Italian and Spanish were distributed to several other students. The evening concluded with a variety of international hors d'oeuvres.



Pictured from left to right:

Jeanne Radicone (Initiate)  
Jacki Armes (Co- President)  
Dr. Juan Carlos Jimenez  
Dr. Cynthia Halpern (Faculty Advisor)  
Carolyn Ashton (Co- President)  
Karen Urbano (Initiate)  
Kimairy Candelaria (Initiate)

### IN MEMORIAM

John L. Gesell

*Phi Sigma Iota expresses our condolences to the family and friends of John Gesell, and joins the University of Arizona-Tucson in mourning his untimely passing. John was born in Glendive, Montana, on August 2nd, 1937. He graduated Valedictorian from Chinook High School, Chinook, Montana. In 1959 he obtained his B.A. degree at the University of Montana in Missoula, with a double major in History and French. While at Montana, he was nominated for a Rhodes Scholarship. He was the recipient of the French Government Award (1959) for excellence in the study of French. With a National Defense Title IV Fellowship (1959-1963), he studied at the University of Colorado at Boulder towards the Ph.D. with a major in French and a minor in Comparative Literature. In 1964 a Fulbright Fellowship at the University of Paris allowed research towards his dissertation on André Malraux. In 1965 he joined the French Faculty in the Department of Romance Languages at the University of Arizona. His teaching and service records in Romance Languages and later in the Department of French and Italian were exemplary, earning him nomination for the Five-Star Teaching Award in 1987 and a Mortar Board Award for Teaching Excellence in 1989. He was a member of several professional and honorary societies, including Phi Sigma Iota. The Department of French and Italian, the College of Humanities, and the University of Arizona-Tucson have lost a valued and honest colleague. He will be deeply missed.*

You've earned them,  
*now*  
**Wear your honors proudly.**



Phi Sigma Iota Graduation Stole, Cords and Tassel.

**Let lush purple satin with rich gold embroidery add brilliance to your graduation photos.**



Phi Sigma Iota Graduation Sash and Cords

For pricing see p. 6 this issue.

**Les mots maux, les mots beaux.**

Je marche et j'arrive quelque part.  
 Je ferme les yeux, non ce n'est pas vrai,  
 Je les ai mi-clos.  
 Je suis tricheur, dans un monde de tricheurs.  
 Devant moi, un grand livre ouvert.  
 Dedans, des mots maux, des mots beaux.  
 Je le feuillette.  
 Pas de pages blanches  
 Mais des pages de silence,  
 Avec des mots maux, des mots beaux.  
 Je l'interroge.  
 Pages de silence sur hier, sur aujourd'hui,  
 Et Demain?  
 Pas de réponse.  
 Je me retourne et je vois  
 Une très belle fleur, la plus belle fleur.  
 Elle pleure, juchée sur un tas d'immondices.  
 Elle me demande: c'est quoi ton message?  
 Je réponds: poésie, poésie, poésie.  
 Sa voix a un rythme implorant, fait d'amour et  
 d'angoisse,  
 De larmes et de quête de vivre.  
 Poésie, poésie, poésie.  
 Elle veut chanter la vie,  
 Elle veut chanter les coeurs solidaires,  
 Poésie, poésie, poésie.  
 Ses larmes ont une couleur vert ensanglanté  
 Souffrant du sang de l'Afrique  
 Versée sur les champs abattoirs.  
 Elle mêle dans une langueur étrange  
 Les questions de l'Afrique d'hier,  
 De l'Afrique des chants guerriers,  
 Du Césaire fulgurant, et du Senghor des rêves  
 légitimes.  
 Les questions de l'Afrique d'aujourd'hui,  
 Tout en larmes sur ses inquiétudes, ses guerres,  
 Ses poubelles, sa faim, sa tristesse,  
 De l'Afrique mendicante.

--Abdoulaye Tall

# BRAZIL: NOT JUST PORTUGUESE SPOKEN

By George Lou

Quick question: Spanish is the official language of Brazil, right? Well of course, it's in Latin America! Having been to Rio de Janeiro almost a year ago, I quickly realized that Spanish *was* the official language of Brazil. Now Spanish speakers have more reason to visit this beautiful land. Are you guys getting ready to go now?

Ok, with all jokes aside, and to save the patience of those who already know, Spanish is *not* the official language of Brazil. For those of us who know, the answer is Portuguese. Or better yet, Brazilian Portuguese. Just like there is a difference between Spanish and Portuguese, it is worthy to mention that Brazil has its own version of Portuguese. Different vocabulary, grammatics, and pronunciation (this is a big one!) separate it from its European sister.

Anyways, the reason why I joked about Spanish being the official tongue of Brazil is because of an interesting phenomenon: that's literally all I spoke while in Rio de Janeiro. Yes, Brazilians have a special ability to understand - at full speed and with complex words, slang, and profanity thrown in - Spanish speakers. I was totally dazzled. "So both Spanish and Portuguese must be

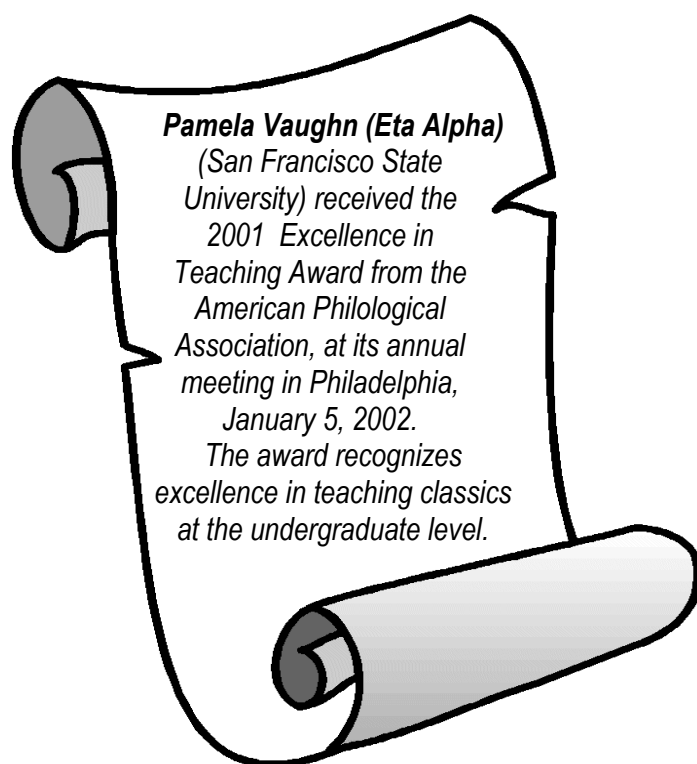
similar enough for communication," you ask yourself. Well guess what - you're wrong. Cariocas - natives of Rio de Janeiro - understood my Spanish but I was unable to understand most of what they said to me. They understood my questions, but I never understood their answers. Now how annoying is that? At times I pretended to know what they said, as a poor attempt to fit in with such cool people, only to leave more confused. Imagine how one-sided my relationship with my Brazilian girlfriend was!

So what is it about Brazilians that make them understand Spanish without a hitch? Brazilians would answer that question by saying, "Deus é brasileiro!" It almost seems that way to me, and I'll buy that explanation for the time being for I can't just samba (with all the hip movement) my way into a scholarly and technical explanation.

After almost a year of studying Brazilian Portuguese, I came to realize that in fact it is very similar to Spanish. (No it didn't take all this time for me to realize; I did so from day one). And if I had been somewhere else in the country such as Sao Paulo, I would have had an easier time understanding Portuguese.

Turns out that the Carioca accent is to blame for my lack of understanding. That accent is so heavy that multi-syllabled cognates such as 'pensamento' and 'banheiro' could be easily misunderstood for some type of odd command by the second syllable. "How could regional accents be that much of a difference?" you may ask. Well all I have to say is, "Have you ever been to Texas?"

Anyways, in no way shape or form am I making fun of Brazilians. As a matter of fact, I'm making fun of myself. I wish I knew how to speak Portuguese, danced samba instead of techno (yes I received all types of reactions), and behave "properly" when I was being robbed. Turns out you should not try to act like a tourist, because that's the reason why you're in that predicament to begin with! Anyways, Brazilian Portuguese is an incredibly beautiful language. In my humble opinion, it is a lot sexier than French. So for those Spanish speakers who want to make Brazil your next vacation destination, make sure you prep yourselves. ☺



The Forum of Phi Sigma Iota is happy to print items of interest to language professionals, learners, and enthusiasts. Our articles range from rigorous scholarship to humorous personal anecdotes. We are interested in articles about linguistics, foreign language literature, comparative literature, contemporary and historical culture, as well as second language acquisition, language learning and foreign language pedagogy.

An article of 5-7 double-spaced pages will take up about two full magazine pages. This is the average length, although single and half page articles are also welcome. The maximum length of article is 5 magazine pages, but that would be our feature article and should include pictures or other elaboration. Such an article may also utilize the magazine cover to display accompanying pictures. We will also publish short stories, jokes, cartoons and puzzles that involve foreign languages in some manner.

Chapter news items can take many forms, from simply captioned photographs, to details about the chapter's activities and induction ceremony events. The Forum's primary interest is the activities of the membership. We are eager to hear what's been happening in everyone's lives. Who's won awards, what projects are being completed, where has everyone traveled, etc?

Before launching into the intricacies of Luiseño syntax, we should offer the answers to the problem appearing in *The Forum of Phi Sigma Iota* 23.1 (Spring 2001). The numbers (in order) represent the *right* column as given in the glosses. The numerals after the hyphen (not in order) represent the numbers of the given Luiseño sentences. 1—20; 2—4; 3—12; 4—17; 5—9; 6—2; 7—1; 8—6; 9—18; 10—16; 11—11; 12—14; 13—7; 14—15; 15—10; 16—19; 17—3; 18—13; 19—8; and 20—5. Thus, the first sentence *noo kwotaq* is number 20 (final sentence) in the gloss—‘The bear’s running.’

Unfamiliar languages examined in the light of linguistic analyses reveal concepts that challenge familiarity that we take for granted in a *native language* (NL). What seems familiar and quickly accessible to speakers of an Indo-European (I.E.) language, appears bizarre and even alien when we look at a *target language* (TL) that is non-Indo-European. Such is the case with Luiseño, an Uto-Aztecan branch whose speakers live in Southern California around San Diego and to the south, thinning out into Baja California. The problem would be interesting for Luiseño speakers trying to make sense of English *transitivity* in verbs in any English language program such as our own ESL work here at the University of South Florida.

Many interesting teaching points can be gleaned from these data. First, the grammatical subcategory of *transitivity* for verbs is apparently not the same between Luiseño (henceforth NL) and an I.E. system like English (TL). We can look at transitivity as we would types of acids in physical chemistry. We have weak acids that are literally weak—such as boric acid which can serve as an eye counterirritative. Then, we have hydrochloric acid (HCl), a dangerous acid most definitely proscribed for use in the eyes. This acid is found in one’s stomach. The same is true of transitivity among verbs. We have weak transitivity among the *psych verbs* such as *see, hear, feel, touch, sense*, and others like these. So, in an English sentence such as *Joe saw Mary*, we really feel that Joe receives a *benefit*—he is an *experiencer*, accepting a common

feature name used by many linguists. Mary, on the other hand, is the *stimulus* in this scene. Somehow, the transaction is not so strong (in the sense of the acid metaphor!) as that which we presume to hold among what I call *violence verbs* such as *hit, kill, maim, poke, punch, shoot, knife, club*, etc., in an English sentence such as *Joe hit Mary*. Here it is possible for Mary to need hospitalization and she becomes a *patient*—a convenient term for strong transitivity (often called *direct object* or *DO*), while Joe is an *agent*—one who (typically *animate*) causes the verb to “come into being” with a patient. The weak transitive verbs in English really seem to be “reversed” compared with the strong verbs. In *Joe saw (or heard) Mary*, it is interesting to see connections semantically with *Joe* as *patient* or *beneficiary* (typically *animate*), and *Mary* as *stimulus*, oddly similar to *agent* in a strong transitive sentence. Opposed to all of this is the *intransitive* English verb, typically the *motion verbs* such as *fly, walk, run, swim, skateboard, boat, ski*, etc. as well as, of all things, “*body noise*” verbs such as *cough, sneeze, burp, hiccough, fart, groan*, etc. which for English tell us something that the “subject” does (or better, something that seems to happen to him)—as if he were often an unwilling *patient*. This, then, makes these last-named verbs similar to *die, lie down*, etc.—also long considered quintessential intransitives. So, *die* and *lie down* portray what someone seems to do to himself. We normally do not intend to *die*; yet, we can intend to *lie down*—so, somehow even these have different values as well and exist along a semantic continuum.

Luiseño changes all this in the typical Indo-European view. The linguist notes that this inflected language operates with case markings such as *-i* suffixed to both nouns and pronouns used as patients. Let us inspect two sentences from the data. In the NL we have *hunwut ney toowq* ‘the bear sees me.’ First, this sentence shows the order subject + object + verb. In sentence 8 we have *hunwuti* ‘bear.’ The *-i* at the end indicates that *hunwut* ‘bear’ is the direct

object. We assume that ‘me’ *ney* “comes from” *noo* + *i* which is, ‘I’ + patient marker.

To reveal all the important areas of morphosyntax in one place, let us inspect a permutation matrix of sample sentences using number (singular vs. plural) as well as agent vs. patient:

- (a) Singular agent+ verb+ singular patient:  
#11 *noo moqnaq hunwuti* (rearranging V and O)
- (b) Singular agent+ verb+ plural patient:  
#14 *noo qeʔeeq hunwutumi* (-*um* plural and -*i* patient)
- (c) Plural agent + verb+ singular patient:  
# 8 *čaam moqnaʔun hunwuti* (*noo* + *um* becomes *čaa* + *m*)
- (d) Plural agent + verb+ plural patient:  
# 2 *hunwutum qeʔeewun ʔehemmayumi* (rearranging V, O)

In sentence d above *noo* has a zero or null to represent singular and another zero for subject, or *noo* +  $\emptyset$  +  $\emptyset$ . The verb *moqna-* ends in the suffix -*q* for singular subjects. The object is *hunwut* +  $\emptyset$  + *i*, where the zero represents *singular* in this object noun and the suffix -*i* makes the noun the *patient*. Now, the verb is *moqna-* whenever the patient is *singular*. This is foreign to English, resembling a bit more the idea of weak transitivity where weak verbs reverse the roles of agent and patient somewhat. The verb for kill (a strong transitive) is *qeʔee-* whenever the patient is *plural*. For English this would amount to having to learn a *pair* of strong verbs for each one verb: I THUMPED the *man*, but I SQWUMPED the *men*, with root verbs THUMP- and SQWUMP- dictated by whether the patient is singular or plural. What a headache for Luiseño speakers trying to acquire English! English seems too *simple* here. Looking at the (d) sentence, we note that the morphology of the string can be broken down as follows:

*hunwut* + *um* +  $\emptyset$     *qeʔee* + -*wun*    *ʔehemmay* + *um* + *i*  
bear        pl.    agt kill        pl. pat.    bird        pl. pat.

*hunwut* +  $\emptyset$  +  $\emptyset$     *moqwa* + -*q*    *ʔehemmay* +  $\emptyset$  + *i*  
bear        sg.    agt. kill        sg. agt.    bird        sg. pat.

In the previous sample, both grammatical and lexical glosses are given directly below their respective *morphemes* in the Luiseño strings.

Strong transitive verbs in Luiseño have a change in the root form, called *suppletion*. E.g., ‘kill’ *qeʔee* alternates with ‘kill’ *moqna*. Whenever the patient is plural in number, you use the former, and if the patient is singular, you use the latter. Since the verb roots of intransitive verbs such as ‘to get up’ also undergo this suppletion, e.g., compare sentence #1 with sentence #10 *kwota* + *q* (singular) and *waraav* + *aan* (plural), it can be said that Luiseño intransitive verbs function just like strong transitive verbs. Because of this verb suppletion, we can view the subject of intransitive verbs as being equivalent to the patient of that verb at the same time. This is a very novel view to the English speaker.

Luiseño *weak transitives* do not have variable verb roots regardless of patient number. The patient number is marked by the verb suffix *q* for singular patient and *wun* for plural.

In addition, we have evidence that might support the notion that *intransitive sentences* feature *patient* strings as subjects (only without the suffix -*i*) because of the required *change* in verb roots for number in patients. This is very similar to the idea that the English sentence *I ran away* features not only the idea that *I* did the running, but also the running “happened” *to* or affected *me*—presumably for my own benefit, say a jogging exercise—so the subject is *both doer and done to*. Also, the argument can be made that it is extremely common for initial NPs in sentences to undergo a neutralization feature, in effect canceling in this case, the overt patient suffix -*i* morpheme, which is required in its own patient position in the syntax.

Indeed, the relationship between Luiseño and English is complex if we see them in the light of interference in terms of the acquisition of formal morphosyntactic signaling systems.

Dr. Caflisch is Professor of Theoretical Linguistics, Russian, Polish, and Altaic Linguistics. He was Executive Secretary, PSI last year, and currently is President of the USF Chapter of *Dobro Slovo*, The National Slavic Honor Society. He is in his 31<sup>st</sup> year of professorship at USF and was a former professor at Edinboro University, Edinboro, PA, 1968-9. <http://www.cas.usf.edu/languages/caflisch/>

# Chapters of Phi Sigma Iota by States, as of April 2002

| State              | University  | Chapter                      | Year        | No.      |
|--------------------|---|------------------------------|-------------|----------|
| <b>ALABAMA</b>     |   |                              |             |          |
|                    | Birmingham Southern College<br>Birmingham, AL<br>Prof. Judy Cox   | Upsilon                      | 1931        | 16       |
|                    | University Of Alabama-Huntsville<br>Huntsville, AL<br>Prof. Sharon Abernethy                                | Gamma<br>Gamma               | 1979        | 91       |
|                    | University Of North Alabama<br>Florence, AL<br>Prof. Robert L. Adler  | Delta<br>Theta               | 1987        | 169      |
|                    | University Of Alabama<br>Birmingham, AL<br>Prof. Catherine Danielou   | Beta<br>Sigma                | 1992        | 195      |
| <b>ALASKA</b>      |   |                              |             |          |
|                    | University of Alaska<br>Fairbanks, AK<br>Prof. Daniel Villa   | Delta<br>Gamma               | 1983        | 137      |
| <b>ARKANSAS</b>    |   |                              |             |          |
|                    | University Of Central Arkansas<br>Conway, AR<br>Prof. Nicole Hatfield                                       | Alpha<br>Omicron             | 1981        | 118      |
| <b>ARIZONA</b>     |   |                              |             |          |
|                    | Northern Arizona University<br>Flagstaff, AZ<br>Prof. Patricia Frederick                                    | Kappa<br>Pi                  | 1931        | 159      |
|                    | Thunderbird American Grad School<br>Of International Management<br>Glendale, AZ<br>Prof. Salvatore Federico | Beta<br>Mu                   | 1991        | 191      |
|                    | University Of Arizona<br>Tucson, AZ<br>Prof. Delbert Phillips   | Gamma<br>Epsilon             | 1994        | 206      |
| <b>CALIFORNIA</b>  |   |                              |             |          |
|                    | University Of California<br>Riverside, CA   | Tau<br>Tau                   | 1979        | 100      |
|                    | Santa Clara University<br>Santa Clara, CA<br>Prof. Rose Marie Beebe   | Beta<br>Delta                | 1982        | 129      |
|                    | Ca. State University At Fresno<br>Fresno, CA<br>Prof. Jacinta Amaral  | Eta<br>Gamma                 | 1984        | 143      |
|                    | San Francisco State University<br>San Francisco, CA<br>Prof. Ilona Vandergriff                              | Eta<br>Alpha                 | 1984        | 142      |
|                    | San Jose State University<br>San Jose, CA<br>Prof. Jean Luc Desalvo   | Kappa<br>Mu                  | 1986        | 155      |
|                    | California State University-Chico<br>Chico, CA<br>Prof. Don Miller  | Beta<br>Rho                  | 1992        | 197      |
| <b>COLORADO</b>    |   |                              |             |          |
|                    | <b>University Of Denver</b><br>Denver, Co<br>Prof. Terri Jo Woellner  | <b>Alpha</b><br><b>Alpha</b> | <b>1917</b> | <b>1</b> |
|                    | University Of Northern Colorado<br>Greeley, Co<br>Prof. Marie-Laure Marecaux                                | Zeta<br>Zeta                 | 1928        | 3        |
|                    | University Of Colorado<br>Boulder, CO<br>Prof. Mildred Mortimer   | Epsilon<br>Epsilon-I         | 1928        | 305      |
|                    | Colorado State University<br>Fort Collins, CO<br>Prof. Jerry Vedvik   | Sigma<br>Theta               | 1965        | 52       |
|                    | Colorado College<br>Colorado Springs, CO<br>Prof. Kevin J. O'Connor   | Sigma<br>Pi                  | 1967        | 57       |
|                    | University of Colorado at Co. Springs<br>Colorado Springs, CO<br>Prof. Robert von Dassanowsky               | Epsilon<br>Theta             | 2001        | 233      |
|                    | Adams State College<br>Alamosa, CO<br>Prof. Luis M. Trujillo  | Iota<br>Omicron              | 1978        | 78       |
|                    | Fort Lewis College<br>Durango, CO<br>Prof. Isabelle Pertant   | Chi                          | 1978        | 89       |
|                    | Metropolitan St Col Of Denver<br>Denver, CO<br>Prof. Alain Ranwez   | Iota<br>Kappa                | 1989        | 181      |
| <b>CONNECTICUT</b> |   |                              |             |          |
|                    | University Of Hartford<br>West Hartford, Ct   | Sigma<br>Phi                 | 1969        | 63       |

| State                    | University  | Chapter          | Year | No. |
|--------------------------|---|------------------|------|-----|
|                          | Prof. Yvonne Jehenson   |                  |      |     |
| <b>CONNECTICUT cont.</b> |   |                  |      |     |
|                          | Albertus Magnus College<br>New Haven, CT<br>Prof. Sharon Magnarelli           | Pi<br>Pi         | 1979 | 98  |
|                          | University Of Bridgeport<br>Bridgeport, CT<br>Prof. Wilfred Garcia            | Alpha<br>Epsilon | 1980 | 108 |
|                          | Sacred Heart University<br>Fairfield, CT<br>Prof. Claire Marrone              | Delta<br>Kappa   | 1983 | 133 |
| <b>FLORIDA</b>           |   |                  |      |     |
|                          | Rollins College<br>Winter Park, FL<br>Prof. Nancy Decker                      | Sigma<br>Epsilon | 1961 | 47  |
|                          | Jacksonville University<br>Jacksonville, FL<br>Prof. Therese O'connell-Vitrt  | Kappa<br>Delta   | 1986 | 149 |
|                          | University Of South Florida<br>Tampa, FL<br>Prof. Christine Probes            | Beta<br>Zeta     | 1990 | 186 |
|                          | University Of Florida<br>Gainesville, FL<br>Prof. Judith Shoaf                | Beta<br>Tau      | 1992 | 199 |
|                          | Florida State University<br>Tallahassee, FL<br>Prof. Antoine Spacagna         | Epsilon<br>Alpha | 1998 | 226 |
| <b>GEORGIA</b>           |   |                  |      |     |
|                          | Agnes Scott College<br>Decatur, GA  | Kappa<br>Alpha   | 1925 | 146 |
|                          | Emory University<br>Atlanta, GA<br>Prof. Annick Davis                         | Sigma            | 1930 | 14  |
|                          | Wesleyan College<br>Macon, GA<br>Prof. Saralyn DeSmet                         | Sigma<br>Omicron | 1966 | 54  |
|                          | Mercer University<br>Macon, GA<br>Prof. Jerry Winfield                        | Eta<br>Eta       | 1979 | 92  |
|                          | Morris Brown College<br>Atlanta, GA<br>Prof. Earlene Frazier                  | Alpha<br>Nu      | 1980 | 116 |
|                          | West Georgia College<br>Carrollton, GA<br>Prof. Kenneth Sapp                  | Alpha<br>Omega   | 1982 | 127 |
| <b>ILLINOIS</b>          |   |                  |      |     |
|                          | Illinois Wesleyan University<br>Bloomington, IL<br>Prof. Patricia Klingenberg | Eta-I            | 1926 | 301 |
|                          | Lake Forest College<br>Lake Forest, IL<br>Prof. Clayton Gray, Jr              | Mu               | 1929 | 12  |
|                          | Northwestern University<br>Evanston, IL<br>Prof. Rainer Rumold                | Phi<br>Epsilon   | 1936 | 20  |
|                          | North Central College<br>Naperville, IL<br>Prof. Bernard Lebeau               | Phi<br>Chi       | 1955 | 40  |
|                          | Northern Illinois University<br>De Kalb, IL<br>Prof. Francis Valette          | Delta            | 1978 | 82  |
|                          | Milikin University<br>Decatur, IL<br>Prof. Cheryl Toman                       | Alpha<br>Beta    | 1980 | 106 |
|                          | Bradley University<br>Peoria, IL<br>Prof. William Walker                      | Kappa<br>Rho     | 1987 | 161 |
|                          | Illinois College<br>Jacksonville, IL<br>Prof. William Shaffer                 | Alpha<br>Kappa   | 1987 | 113 |
|                          | Illinois-Benedictine College<br>Lisle, IL<br>Prof. Beth Joan Vinkler          | Sigma<br>Nu      | 1989 | 179 |
|                          | Rockford College<br>Rockford, IL<br>Dr. Joseph Kobylas                        | Beta<br>Eta      | 1990 | 185 |
| <b>INDIANA</b>           |   |                  |      |     |
|                          | Depauw University<br>Greencastle, IN<br>Prof. James Rambo                     | Pi-I             | 1939 | 308 |

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| <b>INDIANA Cont.</b> |   |                   |      |     |
|                      | Indiana University<br>Bloomington, IN<br>Prof. Louis Beltran                  | Phi<br>Rho        | 1952 | 35  |
|                      | Indiana State University<br>Terre Haute, IN<br>Prof. Angelo Disalvo           | Phi<br>Tau        | 1955 | 37  |
|                      | Wabash College<br>Crawfordsville, IN<br>Prof. V. Daniel Rogers                | Iota              | 1978 | 85  |
|                      | Butler University<br>Indianapolis, IN<br>Prof. Sylvie Vanvaelen               | Kappa<br>Lambda   | 1986 | 154 |
|                      | University Of Indianapolis<br>Indianapolis, IN<br>Prof. Daniel Briere         | Iota<br>Omega     | 1990 | 183 |
|                      | University Of Evansville<br>Evansville, IN<br>Prof. Ann Baker                 | Epsilon<br>Beta   | 1998 | 227 |
|                      | Hanover College<br>Hanover, IN<br>Prof. Ann S. Kirkland                       | Epsilon<br>Delta  | 1999 | 229 |
| <b>IOWA</b>          |   |                   |      |     |
|                      | University Of Iowa<br>Iowa City, IA<br>Prof. John T. Nothnagle                | Delta-I           | 1926 | 302 |
|                      | Coe College<br>Cedar Rapids, IA<br>Prof. Edmund M. Burke                      | Zeta-I            | 1926 | 303 |
|                      | Drake University<br>Des Moines, IA<br>Prof. Virginia Lewis                    | Epsilon           | 1926 | 6   |
|                      | Morningside College<br>Sioux City, IA<br>Prof. Patricia Doolen                | Nu-I              | 1929 | 306 |
|                      | Iowa State University<br>Ames, IA<br>Prof. James R. Dow                       | Sigma<br>Zeta     | 1963 | 48  |
|                      | Central College<br>Pella, IA<br>Prof. Patricia Westphal                       | Epsilon<br>Lambda | 2001 | 236 |
| <b>KANSAS</b>        |   |                   |      |     |
|                      | Washburn University Of Topeka<br>Topeka, KS<br>Prof. Marie Luce Parker        | Kappa<br>Psi      | 1987 | 166 |
|                      | Fort Hays State University<br>Hays, KS<br>Prof. Mariana Ionesco               | Sigma<br>Nu       | 1988 | 172 |
| <b>KENTUCKY</b>      |   |                   |      |     |
|                      | University Of Kentucky<br>Lexington, KY<br>Prof. Roger Anderson               | Phi<br>Lambda     | 1950 | 33  |
|                      | Centre College<br>Danville, KY<br>Prof. Patricia Finch                        | Iota<br>Eta       | 1976 | 73  |
|                      | Kentucky Christian College<br>Grayson, KY<br>Prof. Donald A Nash              | Alpha<br>Sigma    | 1981 | 121 |
|                      | Northern Kentucky University<br>Highland Heights, KY<br>Prof. Hilary Landwehr | Gamma<br>Phi      | 1997 | 222 |
| <b>LOUISIANA</b>     |   |                   |      |     |
|                      | Louisiana State University<br>Baton Rouge, LA<br>Prof. Margaret Parker        | Phi<br>Alpha      | 1936 | 19  |
|                      | Tulane University<br>New Orleans, LA<br>Prof. Elizabeth Poe                   | Pi<br>Kappa       | 1947 | 28  |
|                      | Centenary College<br>Shreveport, LA<br>Prof. Arnold M Penuel                  | Phi<br>Pi         | 1950 | 32  |
|                      | Southern University- N.O.<br>New Orleans, LA<br>Prof. Linda Lasseter          | Pi                | 1978 | 87  |
|                      | Louisiana St. Univ./Shreveport<br>Shreveport, LA<br>Prof. Megan Conway        | Delta<br>Pi       | 1984 | 140 |
|                      | Southern University<br>Baton Rouge, LA  | Beta<br>Xi        | 1992 | 193 |
|                      | Mcneese State University<br>Lake Charles, LA<br>Prof. Scott Goins             | Gamma<br>Epsilon  | 1997 | 221 |

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| <b>MASSACHUSETTS</b> |   |                  |      |     |
|                      | Boston University<br>Boston, MA<br>Prof. Hallie White                     | Phi<br>Omega     | 1956 | 42  |
|                      | College Of The Holy Cross<br>Worcester, MA<br>Prof. C. Fulginit           | Sigma<br>Psi     | 1971 | 65  |
|                      | Northeastern University<br>Boston, MA<br>Prof. Holbrook Robinson          | Iota<br>Zeta     | 1976 | 72  |
|                      | Gordon College<br>Wenham, MA<br>Prof. Leasa Lutes                         | Zeta             | 1978 | 83  |
| <b>MARYLAND</b>      |   |                  |      |     |
|                      | College of Notre Dame of Maryland<br>Baltimore, MD<br>Prof. Fern Babkes   | Epsilon<br>Zeta  | 2000 | 232 |
|                      | University Of Maryland<br>College Park, MD<br>Prof. K. Martial Frindéthié | Alpha<br>Xi      | 1980 | 117 |
|                      | United States Naval Academy<br>Annapolis, MD<br>Prof. Robert Stone        | Delta<br>Eta     | 1988 | 170 |
|                      | Western Maryland College<br>Westminster, MD<br>Prof. Mohamed Esa          | Beta<br>Alpha    | 1990 | 184 |
|                      | Loyola College In Maryland<br>Baltimore, MD<br>Prof. Leslie Z. Morgan     | Gamma<br>Iota    | 1995 | 210 |
| <b>MAINE</b>         |   |                  |      |     |
|                      | Bates College<br>Lewiston, ME<br>Prof. Richard Williamson                 | Kappa            | 1928 | 7   |
|                      | Colby College<br>Waterville, ME<br>Prof. Adriana Paliyenko                | Omicron-I        | 1929 | 307 |
|                      | University Of Maine<br>Orono, ME<br>Prof. James Troiano                   | Iota<br>Delta    | 1975 | 71  |
|                      | University Of Southern Maine<br>Portland, ME<br>Prof. Mara Ubans          | Kappa<br>Nu      | 1987 | 156 |
| <b>MICHIGAN</b>      |   |                  |      |     |
|                      | Michigan State University<br>East Lansing, MI                             | Sigma<br>Kappa   | 1964 | 51  |
|                      | University Of Michigan<br>Ann Arbor, MI<br>Prof. Frank Casas              | Sigma<br>Iota    | 1964 | 50  |
|                      | University Of Michigan-Flint<br>Flint, MI<br>Prof. Jamiel Leward          | Rho<br>Rho       | 1979 | 99  |
|                      | Northern Michigan University<br>Marquette, MI<br>Prof. George Jover       | Mu<br>Mu         | 1979 | 94  |
|                      | University Of Michigan-Dearbor<br>Dearborn, MI<br>Prof. Cathy Collins     | Gamma<br>Delta   | 1993 | 205 |
| <b>MISSOURI</b>      |   |                  |      |     |
|                      | University Of Missouri<br>Kansas City, MO<br>Prof. Rafael E Saavedra      | Beta<br>Beta     | 1922 | 2   |
|                      | Washington University<br>St. Louis, MO                                    | Gamma<br>Gamma-I | 1925 | 300 |
|                      | William Jewell College<br>Liberty, MO<br>Prof. John Westlie               | Phi<br>Theta     | 1945 | 26  |
|                      | Saint Louis University<br>Saint Louis, MO<br>Prof. Robert D Herron        | Phi<br>Xi        | 1950 | 34  |
|                      | University Of Missouri<br>Columbia, MO<br>Prof. Margaret Sommers          | Beta<br>Phi      | 1993 | 200 |
|                      | Missouri Southern St College<br>Joplin, MO<br>Prof. Sabine Cramer         | Beta<br>Rho      | 1993 | 198 |
|                      | Northwest Missouri State Univ.<br>Maryville, Mo<br>Prof. Slyvie Richards  | Gamma<br>Omicron | 1996 | 216 |
| <b>MONTANA</b>       |   |                  |      |     |
|                      | Carroll College<br>Helena, MT<br>Prof. Valerie Gager                      | Gamma<br>Rho     | 1996 | 218 |

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| <b>NORTH CAROLINA</b> |   |                  |      |     |
|                       | Wake Forest University<br>Winston-Salem, NC<br>Prof. Byron Wells              | Sigma<br>Delta   | 1958 | 46  |
|                       | East Carolina University<br>Greenville, NC<br>Prof. Brian L. Harris           | Sigma<br>Upsilon | 1969 | 62  |
|                       | North Carolina State University<br>Raleigh, NC<br>Prof. Wright and Lioret     | Alpha<br>Lambda  | 1980 | 114 |
|                       | High Point College<br>High Point, NC<br>Prof. Carole A Head                   | Delta<br>Zeta    | 1984 | 139 |
|                       | Methodist College<br>Fayetteville, NC<br>Prof. J. Elain Porter                | Kappa<br>Gamma   | 1985 | 148 |
|                       | Salem College<br>Winston-Salem, NC<br>Prof. Gary L. Jungquist                 | Delta<br>Psi     | 1989 | 180 |
|                       | Wingate College<br>Wingate, NC<br>Prof. Darlene Oak                           | Beta<br>Lambda   | 1991 | 190 |
|                       | Catawba College<br>Salisbury, NC<br>Prof. Andrew Vance, Jr.                   | Gamma<br>Beta    | 1993 | 204 |
|                       | Western Caroline University<br>Cullowhee, NC<br>Prof. Suzanne Moore           | Gamma<br>Theta   | 1995 | 209 |
| <b>NORTH DAKOTA</b>   |   |                  |      |     |
|                       | Valley City State College<br>Valley City, ND<br>Prof. Kay K. Smith            | Iota<br>Lambda   | 1989 | 182 |
| <b>NEBRASKA</b>       |   |                  |      |     |
|                       | University Of Nebraska<br>Lincoln, NE<br>Prof. Jorge E. Porras                | Phi<br>Delta     | 1938 | 23  |
|                       | Hastings College<br>Hastings, NE<br>Prof. Michael Johnson                     | Delta<br>Upsilon | 1989 | 177 |
| <b>NEW HAMPSHIRE</b>  |   |                  |      |     |
|                       | Plymouth State College<br>Plymouth, NH<br>Prof. Virginia Garlitz              | Alpha<br>Pi      | 1981 | 119 |
|                       | University Of New Hampshire<br>Durham, NH<br>Prof. Grover E Marshall          | Alpha<br>Mu      | 1981 | 115 |
|                       | Keene State College<br>Keene, NH<br>Prof. Lourdes Mallis                      | Beta<br>Chi      | 1993 | 201 |
| <b>NEW JERSEY</b>     |   |                  |      |     |
|                       | Rutgers University<br>New Brunswick, NJ<br>Prof. Zatin and Alvarez-Hesse      | Sigma<br>Sigma   | 1969 | 60  |
|                       | Caldwell College<br>Caldwell, NJ<br>Prof. Sally Jo Weber                      | Kappa<br>Chi     | 1987 | 165 |
|                       | College Of Saint Elizabeth<br>Morristown, NJ<br>Prof. Hannelore Hahn          | Gamma<br>Omega   | 1997 | 225 |
|                       | Saint Peter's College<br>Jersey City, NJ<br>Prof. Patricia Santoro            | Gamma<br>Psi     | 1997 | 223 |
| <b>NEW MEXICO</b>     |   |                  |      |     |
|                       | New Mexico Highlands Univ.<br>Las Vegas, NM<br>Prof. Jose P. Garcia           | Lambda<br>Lambda | 1933 | 17  |
|                       | University Of New Mexico<br>Albuquerque, NM<br>Prof. Carolyn Simmons          | Phi<br>Mu        | 1948 | 29  |
| <b>NEVADA</b>         |   |                  |      |     |
|                       | University Of Nevada-Las Vegas<br>Las Vegas, NV<br>Prof. Marie- France Hilgar | Omega            | 1979 | 90  |
| <b>NEW YORK</b>       |   |                  |      |     |
|                       | University Of Rochester<br>Rochester, NY<br>Prof. David Pollack               | Rho              | 1930 | 58  |
|                       | Hobart & William Smith College<br>Geneva, NY<br>Prof. George Joseph           | Phi<br>Eta       | 1940 | 25  |
|                       | Syracuse University<br>Syracuse, NY<br>Prof. Gail A. Bulman                   | Phi<br>Iota      | 1946 | 27  |

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| <b>NEW YORK cont.</b> |  |                  |      |     |
|                       | St. University-Ny-Stony Brook<br>Stony Brook, NY<br>Prof. Izabela Kalinowski   | Sigma<br>Mu      | 1967 | 56  |
|                       | Alfred University - Box 806<br>Alfred, NY<br>Prof. Zakia Robana                | Sigma<br>Tau     | 1969 | 61  |
|                       | Pace University<br>New York, NY<br>Prof. Iride Lamartina-Lens                  | Sigma<br>Chi     | 1970 | 64  |
|                       | Mercy College<br>Dobbs Ferry, NY<br>Prof. Mario Enrico                         | Iota<br>Beta     | 1974 | 68  |
|                       | Hamilton College<br>Clinton, NY<br>Prof. Roberta Krueger                       | Iota<br>Nu       | 1977 | 77  |
|                       | Skidmore College<br>Saratoga Springs, NY<br>Prof. Grace Burton                 | Omicron<br>Alpha | 1979 | 97  |
|                       | College Of New Rochelle<br>New Rochelle, NY<br>Prof. Joan C. Diaferia          | Omega<br>Omega   | 1980 | 105 |
|                       | St. University Of NY At Buffalo<br>Buffalo, NY<br>Prof. Henry J. Richards      | Alpha<br>Iota    | 1980 | 112 |
|                       | Niagara University<br>Niagara, NY<br>Dr. Henrik Borgstrom                      | Alpha<br>Upsilon | 1981 | 123 |
|                       | St. University-NY At Geneseo<br>Geneseo, NY<br>Prof. Gerard M Gouvernet        | Alpha<br>Phi     | 1981 | 124 |
|                       | St. Univ Of N.Y. At Oneonta<br>Oneonta, NY<br>Prof. Karen deWaal               | Beta<br>Epsilon  | 1982 | 130 |
|                       | Pace University in Pleasantville<br>Pleasantville, NY<br>Prof. Barbara Zanzano | Delta<br>Epsilon | 1984 | 138 |
|                       | St University Of NY Oswego<br>Oswego, NY<br>Prof. Virginia Fichera             | Kappa<br>Eta     | 1986 | 152 |
|                       | St University of NY New Paltz<br>New Paltz, NY<br>Prof. Louis Saraceno         | Kappa<br>Omega   | 1987 | 168 |
|                       | St. Thomas Aquinas College<br>Sparkhill, NY<br>Prof. Gonzalo Plasencia         | Delta<br>Mu      | 1988 | 171 |
|                       | US Military Academy<br>West Point, NY<br>Capts. Smith & Larocca                | Beta<br>Nu       | 1992 | 192 |
|                       | Binghamton University<br>Binghamton, NY<br>Prof. Dora Polachek                 | Beta<br>Omega    | 1993 | 202 |
|                       | Dowling College<br>Oakdale, NY<br>Prof. Susan Rosenstreich                     | Beta<br>Upsilon  | 1993 | 199 |
|                       | CW Post Campus of Long Island. U.<br>Brookville, NY<br>Prof. Richard Auletta   | Epsilon<br>Kappa | 2001 | 235 |
|                       | Union College<br>Schenectady, NY<br>Prof. Anton Warde                          | Gamma<br>Chi     | 1997 | 224 |
| <b>OHIO</b>           |  |                  |      |     |
|                       | The College Of Wooster<br>Wooster, OH<br>Prof. David Wilkin                    | Gamma            | 1926 | 5   |
|                       | Otterbein College<br>Westerville, OH<br>Prof. Marjorie Cornell                 | Phi              | 1933 | 18  |
|                       | Wittenberg University<br>Springfield, OH<br>Prof. Eric M. Steinle              | Phi<br>Beta      | 1936 | 21  |
|                       | Muskingum College<br>New Concord, OH<br>Prof. Russell Brown                    | Phi<br>Nu        | 1948 | 30  |
|                       | Hiram College<br>Hiram, OH<br>Prof. Ella Kirk                                  | Phi<br>Sigma     | 1954 | 36  |
|                       | Case Western Reserve Universit<br>Cleveland, OH<br>Prof. Jacqueline Nanfito    | Phi<br>Psi       | 1956 | 41  |
|                       | Ohio University<br>Athens, OH<br>Prof. Christopher Coski                       | Sigma<br>Xi      | 1966 | 55  |

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| <b>OHIO cont.</b>   |  |                           |             |          |
|                     | Ohio Wesleyan University<br>Delaware, OH<br>Prof. Susanne Bellocq                    | Iota<br>Xi                | 1978        | 79       |
|                     | Central State University<br>Wilberforce, OH<br>Prof. William Felker                  | Alpha<br>Gamma            | 1979        | 104      |
|                     | Heidelberg College<br>Tiffin, OH   | Sigma<br>Lambda           | 1965        | 53       |
|                     | Cleveland State University of Ohio<br>Cleveland, OH<br>Prof. Gabriela Olivares-Cuhat | Epsilon<br>Eta            | 2001        | 231      |
|                     | Capital University<br>Columbus, OH<br>Prof. Barbara Keller                           | Beta<br>Theta             | 1991        | 188      |
|                     | Marietta College<br>Marietta, OH<br>Prof. Leo Daniels                                | Beta<br>Kappa             | 1991        | 189      |
|                     | Kent State University<br>Kent, OH<br>Prof. Hildegard Rossoll                         | Gamma<br>Pi               | 1996        | 217      |
|                     | Ashland University<br>Ashland, OH<br>Prof. William Cummins                           | Gamma<br>Tau              | 1997        | 220      |
| <b>OKLAHOMA</b>     |  |                           |             |          |
|                     | Cameron University<br>Lawton, OK<br>Prof. Teresa M Lubrano                           | Delta<br>Rho              | 1988        | 175      |
|                     | University Of Tulsa<br>Tulsa, OK<br>Prof. Reginald Hyatte                            | Gamma<br>Kappa            | 1995        | 211      |
| <b>OREGON</b>       |  |                           |             |          |
|                     | Williamette University<br>Salem, OR<br>Prof. Christin Gentzkow                       | Phi<br>Upsilon            | 1955        | 38       |
|                     | Portland State University<br>Portland, OR<br>Prof. Suwako Watanabe                   | Nu<br>Nu                  | 1979        | 95       |
|                     | Southern Oregon State College<br>Ashland, OR<br>Prof. Dan Morris                     | Delta<br>Sigma            | 1983        | 136      |
|                     | Western Oregon State Universit<br>Mommouth, OR<br>Prof. Ruth E. Thurston-Taylor      | Eta<br>Delta              | 1985        | 144      |
| <b>PENNSYLVANIA</b> |  |                           |             |          |
|                     | <b>Allegheny College</b><br>Meadville, PA<br>Prof. Mary Wagner                       | <b>Alpha</b><br>(Founder) | <b>1922</b> | <b>0</b> |
|                     | DeSales University<br>Center Valley, PA<br>Prof. Maria Schantz                       | Kappa<br>Beta             | 1925        | 147      |
|                     | Pennsylvania State University<br>University Park, PA<br>Prof. Beno Weiss             | Beta                      | 1925        | 4        |
|                     | Muhlenberg College<br>Allentown, PA<br>Prof. Barbara Gorka                           | Lambda                    | 1928        | 11       |
|                     | Gettysburg College<br>Gettysburg, PA<br>Prof. Ronald D Burgess                       | Tau                       | 1931        | 15       |
|                     | Duquesne University<br>Pittsburgh, PA<br>Prof. Carla Lucente                         | Sigma<br>Omega            | 1971        | 66       |
|                     | Bloomsburg University<br>Bloomsburg, PA<br>Prof. Patricia Dorame                     | Iota<br>Theta             | 1976        | 74       |
|                     | Saint Francis College<br>Loretto, PA<br>Prof. Vincent Remillard                      | Iota<br>Iota              | 1977        | 75       |
|                     | Lincoln University<br>Lincoln University, PA<br>Prof. Celia Esplugas                 | Nu                        | 1978        | 86       |
|                     | Eastern College<br>Saint Davis, PA<br>Prof. Julia Aguilar                            | Iota<br>Pi                | 1978        | 80       |
|                     | University Of Pittsburgh<br>Pittsburgh, PA<br>Prof. Pamela Bacarisse                 | Xi<br>Xi                  | 1979        | 96       |
|                     | Lebanon Valley College<br>Annville, PA<br>Prof. Rosa Tezanos-Pinto                   | Alpha<br>Theta            | 1980        | 111      |
|                     | Millersville University<br>Millersville, PA<br>Prof. Ana Borger-Reese                | Alpha<br>Psi              | 1981        | 126      |

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| <b>PENNSYLVANIA cont.</b> |   |                    |      |     |
|                           | Holy Family College<br>Torresdale, PA<br>Prof. Marlene Smith                | Delta<br>Iota      | 1983 | 134 |
|                           | Moravian College<br>Bethlehem, PA<br>Prof. Joanne Danglomaier               | Delta<br>Lambda    | 1983 | 135 |
|                           | Ursinus College<br>Collegeville, PA<br>Prof. Douglas Cameron                | Delta<br>Alpha     | 1983 | 131 |
|                           | Lehigh University<br>Bethlehem, PA<br>Prof. John Van Erle                   | Delta<br>Phi       | 1984 | 141 |
|                           | La Salle University<br>Philadelphia, PA<br>Prof. Glenn A. Morocco           | Kappa<br>Iota      | 1986 | 153 |
|                           | Susquehanna University<br>Selingsgrove, PA<br>Prof. Wanda L. Cordero-Ponce  | Kappa<br>Omicron   | 1987 | 158 |
|                           | Rosemont College<br>Bryn Mawr, PA<br>Prof. Marilyn Conwell                  | Kappa<br>Xi        | 1987 | 157 |
|                           | Saint Joseph University<br>Philadelphia, PA<br>Prof. Richard Kippom, Jr.    | Kappa<br>Phi       | 1987 | 163 |
|                           | Kutztown University<br>Kutztown, PA<br>Prof. Michael Paulson                | Kappa<br>Upsilon   | 1987 | 164 |
|                           | Gannon University<br>Erie, PA<br>Prof. Berta M. Weber                       | Delta<br>Omicron   | 1988 | 174 |
|                           | Lycoming College<br>Williamsport, PA<br>Prof. Brenda Watts                  | Delta<br>Chi       | 1989 | 178 |
|                           | Edinboro University Of Pennsylvania<br>Edinboro, PA<br>Prof. Judith Gramley | Beta<br>Pi         | 1992 | 196 |
|                           | Marywood College<br>Scranton, PA<br>Prof. José Reyes                        | Gamma<br>Alpha     | 1994 | 203 |
|                           | Chatham College<br>Pittsburgh, PA<br>Prof. Janet Walker                     | Gamma<br>Lambda    | 1995 | 212 |
|                           | University Of Pennsylvania<br>East Stroudsburg, PA<br>Prof. Ralph Vitello   | Gamma<br>Eta       | 1995 | 208 |
|                           | Cabrini College<br>Radnor, PA<br>Prof. Cynthia Halpern                      | Gamma<br>Xi        | 1995 | 215 |
|                           | Mercyhurst College<br>Erie, PA<br>Prof. Alice Edwards                       | Gamma              | 1996 | 219 |
|                           | Carnegie Mellon University<br>Pittsburgh, PA<br>Prof. Sono Takanohayes      | Epsilon<br>Epsilon | 1999 | 230 |
| <b>RHODE ISLAND</b>       |   |                    |      |     |
|                           | University Of Rhode Island<br>Kingston, RI<br>Prof. Kenneth Rodgers         | Chi<br>Chi         | 1979 | 102 |
|                           | Rhode Island College<br>Providence, RI<br>Prof. Calvin Tillotson            | Beta<br>Gamma      | 1982 | 128 |
|                           | Providence College<br>Providence, RI<br>Prof. Raymond Lavallo               | Delta<br>Beta      | 1983 | 132 |
| <b>SOUTH CAROLINA</b>     |   |                    |      |     |
|                           | Furman University<br>Greenville, SC<br>Prof.C Maurice Cherry                | Sigma<br>Gamma     | 1958 | 45  |
|                           | University Of South Carolina<br>Columbia, SC<br>Prof. T. Bruce Fryer        | Iota<br>Gamma      | 1974 | 69  |
|                           | Converse College<br>Spartanburg, SC<br>Prof. B. Brant Bynum                 | Alpha<br>Rho       | 1981 | 120 |
| <b>SOUTH DAKOTA</b>       |   |                    |      |     |
|                           | University Of South Dakota<br>Vermillion, SD<br>Prof. Gervais Hittle        | Xi                 | 1929 | 13  |
| <b>TENNESSEE</b>          |   |                    |      |     |
|                           | Vanderbilt University<br>Nashville, TN<br>Prof. Patricia Ward               | Phi<br>Gamma       | 1938 | 22  |

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| <b>TENNESSEE cont.</b> |   |                              |              |         |
|                        | Union University<br>Jackson, TN<br>Prof. Cynthia Jayne  | Omicron                      | 1978         | 81      |
|                        | Middle Tennessee State University<br>Murfreesboro, TN<br>Prof. Oscar Diaz                                 | Kappa<br>Zeta                | 1986         | 151     |
|                        | Belmont University<br>Nashville, TN<br>Prof. Kim Jackson  | Gamma<br>Nu                  | 1995         | 214     |
| <b>TEXAS</b>           |   |                              |              |         |
|                        | Sul Ross State University<br>Alpine, TX<br>Prof. Jesus Tafoya   | Epsilon<br>Iota              | 2001         | 234     |
|                        | Texas Christian University<br>Fort Worth, TX<br>Texas Women's University<br>Denton, TX<br>Prof. Ninfá Nik | Delta<br>Delta<br>Phi<br>Phi | 1927<br>1955 | 9<br>39 |
|                        | University Of Texas-Arlington<br>Arlington, TX<br>Prof. Kimberly Van Noort                                | Iota<br>Mu                   | 1977         | 76      |
|                        | Southwest Texas State University<br>San Marcos, TX  | Eta                          | 1978         | 84      |
|                        | Austin College<br>Sherman, TX<br>Prof. Cynthia Manley   | Upsilon<br>Upsilon           | 1979         | 101     |
|                        | University Of North Texas<br>Denton, TX<br>Prof. Pierina Beckman  | Psi<br>Psi                   | 1979         | 103     |
|                        | West Texas A & M University<br>Canyon, TX<br>Prof. Courtney Harrison                                      | Alpha<br>Chi                 | 1981         | 125     |
|                        | Texas Southern University<br>Houston, TX<br>Prof. Faride Reyes  | Eta<br>Epsilon               | 1985         | 145     |
|                        | St. Mary's University<br>San Antonio, TX<br>Prof. Rubin Candia  | Kappa<br>Theta               | 1987         | 167     |
|                        | University Of Texas-El Paso<br>El Paso, TX<br>Prof. Joan Manley   | Beta<br>Iota                 | 1990         | 187     |
|                        | University-Texas San Antonio<br>San Antonio, TX<br>Prof. Christoph Er J. Wickham                          | Gamma<br>Mu                  | 1995         | 213     |
|                        | Abilene Christian University<br>Abilene, TX<br>Prof. Mark Jones   | Epsilon<br>Gamma             | 1998         | 228     |
| <b>UTAH</b>            |   |                              |              |         |
|                        | University Of Utah<br>Salt Lake City, UT<br>Prof. Eduardo Elias   | Sigma<br>Rho                 | 1967         | 59      |
|                        | Weber State College<br>Ogden, UT<br>Prof. Craig Bergeson  | Kappa<br>Epsilon             | 1986         | 150     |
|                        | Southern Utah University<br>Cedar City UT<br>Prof. Dick Carlson   | Gamma<br>Zeta                | 1994         | 207     |
|                        | Utah State University<br>Logan, UT<br>Prof. Alfred N. Smith   | Epsilon<br>Xi                | 2001         | 239     |
| <b>VIRGINIA</b>        |   |                              |              |         |
|                        | Mary Washington College<br>Fredericksburg, VA<br>Prof. Carlos Rodriguez                                   | Phi<br>Omicron               | 1950         | 31      |
|                        | James Madison University<br>Harrisonburg, VA<br>Prof. Virginia Aliotti                                    | Sigma<br>Eta                 | 1964         | 49      |
|                        | Virginia Polytech Inst & State<br>Blacksburg, VA<br>Prof. Fabrice Tuelon                                  | Iota<br>Alpha                | 1972         | 67      |
|                        | University Of Richmond<br>Richmond, VA<br>Prof. Kapanga Kasongo   | Iota<br>Epsilon              | 1975         | 70      |
|                        | Hampden-Sydney College<br>Hampden-Sydney, VA<br>Prof. Jorge A. Silveira                                   | Kappa<br>Kappa               | 1979         | 93      |
|                        | University Of Virginia<br>Charlottesville, VA<br>Prof. Elisabeth Ladenson                                 | Alpha<br>Zeta                | 1980         | 109     |
|                        | Radford University<br>Radford, VA<br>Prof. Janet Walker   | Alpha<br>Delta               | 1980         | 107     |
|                        | Lynchburg College<br>Lynchburg, VA  | Kappa<br>Tau                 | 1987         | 162     |

|                         |   |                 |      |     |
|-------------------------|---|-----------------|------|-----|
|                         | Prof. Kern L. Lunsford  |                 |      |     |
|                         | Emory & Henry College<br>Emory, VA<br>Prof. Helen Mischeheimer                | Delta<br>Xi     | 1988 | 173 |
| <b>VIRGIN ISLANDS</b>   |   |                 |      |     |
|                         | University Of The Virgin Islands<br>Saint Thomas, VI<br>Prof. Gilbert Sprauve | Delta<br>Tau    | 1988 | 176 |
| <b>WASHINGTON</b>       |   |                 |      |     |
|                         | University Of Washington<br>Seattle, WA<br>Prof. Farris Anderson              | Phi<br>Zeta     | 1939 | 24  |
|                         | Washington State University<br>Pullman, WA<br>Prof. Ana Maria Rodriguez-Vival | Beta<br>Omicron | 1992 | 194 |
| <b>WASHINGTON, D.C.</b> |   |                 |      |     |
|                         | Gallaudet University<br>Washington, DC<br>Prof. Constantina Mitchell          | Alpha<br>Eta    | 1980 | 110 |
| <b>WEST VIRGINIA</b>    |   |                 |      |     |
|                         | Muskingum College<br>Prof. Russ Brown   | Phi<br>Nu       | 1948 |     |
| <b>WISCONSIN</b>        |   |                 |      |     |
|                         | Beloit College<br>Beloit, WI<br>Prof. Donna Oliver                            | Theta           | 1926 | 8   |
|                         | Lawrence College<br>Appleton, WI<br>Prof. Judith Sarnecki                     | Iota-I          | 1927 | 304 |
|                         | Ripon College<br>Ripon, WI<br>Prof. Michelle French                           | Sigma<br>Alpha  | 1957 | 43  |
|                         | St. Norbert College<br>De Pere, WI<br>Profs. Sands and Day                    | Psi             | 1979 | 88  |
| <b>WYOMING</b>          |   |                 |      |     |
|                         | University Of Wyoming<br>Laramie, WY<br>Prof. Martha Hanscum                  | Theta<br>Theta  | 1928 | 10  |
| <b>MEXICO</b>           |   |                 |      |     |
|                         | Universidad Regiomontana<br>Monterrey, MX                                     | Alpha<br>Tau    | 1981 | 122 |
| <b>FRANCE</b>           |   |                 |      |     |
|                         | The American University In Paris<br>Paris, FR<br>Prof. Roy Rosenstein         | Kappa<br>Sigma  | 1987 | 160 |

## Happy Anniversary Phi Sigma Iota Chapters

| Happy 1 <sup>st</sup> Year         |  |          |
|------------------------------------|--|----------|
| Epsilon Zeta                       | College of Notre Dame of Maryland          | 232      |
| Epsilon Theta                      | University of Colorado at Colorado Springs | 233      |
| Epsilon Iota                       | Sul Ross State University                  | 234      |
| Epsilon Kappa                      | CW Post Campus of Long Island University   | 235      |
| Epsilon Lambda                     | Central College                            | 236      |
| Epsilon Xi                         | Utah State University                      | 239      |
| Happy 10 <sup>th</sup> Anniversary |  |          |
| Beta Sigma                         | University of Alabama                      | 195      |
| Beta Rho                           | Chico State University                     | 197      |
| Beta Tau                           | University of Florida                      | 199      |
| Beta Xi                            | Southern University                        | 193      |
| Beta Nu                            | University Military Academy                | 192      |
| Beta Pi                            | University Of Pennsylvania                 | 196      |
| Beta Omicron                       | Washington State University                | 194      |
| Happy 20 <sup>th</sup> Anniversary |  |          |
| Alpha Omega                        | West Georgia College                       | 127      |
| Beta Delta                         | University of Santa Clara                  | 129      |
| Beta Epsilon                       | St. Univ Of N.Y. At Oneonta                | 130      |
| Beta Gamma                         | Rhode Island College                       | 128      |
| Happy 30 <sup>th</sup> Anniversary |  |          |
| Iota Alpha                         | Virginia Polytech Inst & State             | 67       |
| Happy 50 <sup>th</sup> Anniversary |  |          |
| Phi Rho                            | Indiana University 1952                    | 35       |
| Happy 80 <sup>th</sup> Anniversary |  |          |
| Beta Beta                          | University Of Missouri                     | 2        |
| <b>Alpha (Founder)</b>             | <b>Allegheny College</b>                   | <b>0</b> |

# WHAT'S MORE...

## Phi Sigma Iota Chapters Online

**National Headquarters**, University of South Florida, Tampa, Florida  
<http://www.phisigmaiota.org/>

**Gamma Chapter**, Ashland University, Ashland, Ohio  
[http://www.ashland.edu/colleges/arts\\_sci/language/foreign/psi\\_01.html](http://www.ashland.edu/colleges/arts_sci/language/foreign/psi_01.html)

**Omega Chapter**, University of Nevada, Las Vegas, Nevada  
[http://www.unlv.edu/Foreign\\_Lang/psi.html](http://www.unlv.edu/Foreign_Lang/psi.html)

**Nu Nu Chapter**, Portland State University, Portland, Oregon  
<http://www-adm.pdx.edu/user/fl-psi/phi.htm>

**Beta Omicron Chapter**, Washington State University, Pullman, WA  
<http://www.wsu.edu:8001/~psi/index.html>

**Gamma Nu Chapter**, Belmont University, Nashville, Tennessee  
<http://www.belmont.edu/Humanities/languages/PhiSigmaIota.html>

**Alpha Lambda Chapter**, North Carolina State University  
<http://www4.ncsu.edu/~kent/PhiSigmaIota.html>

**Kappa Theta Chapter**, St. Mary's University, San Antonio, Texas  
<http://www.stmarytx.edu/acad/languages/kappa.html>

**Beta Alpha Chapter**, Western Maryland College, Westminster, Maryland  
<http://wwwfac.wmdc.edu/ForLang/PhiSigmaIota.htm>

**Sigma Sigma Chapter**, Rutgers University, New Brunswick, New Jersey  
<http://www.eden.rutgers.edu/~psihs>

**Alpha Beta Chapter**, Millikin University, Decatur, Illinois  
<http://www.millikin.edu/studentorgs/honorary/psi/PSI.html>

**Beta Epsilon Chapter**, Oneonta State, Oneonta, New York  
<http://webserver1.oneonta.edu/departments/forlang/phisig.html>

**Sigma Nu Chapter**, Fort Hays State University, Hays, Kansas  
<http://www.fhsu.edu/mlng/psi.html>

**Kappa Gamma Chapter**, Methodist College, Fayetteville, North Carolina  
<http://www.methodist.edu/studentlife/clubs/phisigmaiota.html>

**Iota Xi Chapter**, Ohio Wesleyan University, Delaware, Ohio  
<http://www.owu.edu/~psi/default.htm>

**Delta Rho Chapter**, Cameron University, Lawton, Oklahoma  
<http://www.cameron.edu/~teresal/PhiSigma.html>

**Alpha Upsilon Chapter**, Niagara University, Niagara, New York  
<http://www.niagara.edu/fl/psi.html>

**Foreign Language & Humanities Resource Links**  
<http://www-adm.pdx.edu/user/fl-psi/lnk.htm>

**Lizz's links to languages online.** Its easy to know before you go with the web of Internet sites for online language learning. Here's where I keep my links organized...

### Foreign Language Resources

<http://www.cas.usf.edu/languages/flresource.html>

## Wisdom of the Web

- The Japanese and Chinese have a low fat diet and suffer fewer heart attacks than the British or Americans.
- On the other hand, the French and Belgians have a moderate/high fat diet but also suffer fewer heart attacks than the British or Americans.
- The Japanese drink very little red wine and suffer fewer heart attacks than the British or Americans.
- But the Italians drink large amounts of red wine. Yet They also suffer fewer heart attacks than the British or Americans.
- Conclusion: Eat and drink whatever you like, but beware of speaking too much English.

A linguistics professor was lecturing to his English class one day. "In English," he said, "A double negative forms a positive. In some languages, though, such as Russian, a double negative is still a negative. However, there is no language wherein a double positive can form a negative."

A voice from the back of the room piped up, "Yeah, right."

Continued from p. 14 **Eva Peron: Saint or Sinner?**

She was well received in Spain, but not in the other countries. Considering her trip to Europe a disaster, she returned to her beloved country after three months. She returned disappointed and dejected.

As Evita's power and health declined, so did Perón's government. The economy was in shambles as a result of mismanagement and a severe drought. The value of the peso dropped from 4.8 to the dollar to twenty pesos to the dollar. In November 1951, Eva was discovered to be suffering from uterine cancer. She underwent surgery, but to no avail. Her health continued to decline. Eva Duarte de Perón died on July 26, 1952. She died with her husband, her mother, brother, and sisters surrounding her bed. The whole country went into shock. All businesses were closed. It was announced that her body would be on display at the Ministry of Labor for several days. The line to file past her coffin was said to wind around thirty blocks in Buenos Aires.

Her grief-stricken husband hired a Spanish pathologist to embalm her body. Dr. Ara spent two years perfecting Eva's body, including preserving Eva's brain and other internal organs which are normally removed. Juan Perón planned to build a mausoleum three times the size of the Statue of Liberty to place the body in where it could be left on display forever. Her embalmed body lay in state for the three years that Perón managed to stay in power. Perón was forced to flee to Spain. The new government knew that any place in Argentina where Evita's body was laid to rest would be used to support the Perónist government, so Evita's body was shipped to Italy and buried in a small cemetery in Milan, Italy under a false name.

Sixteen years later, when Perón returned to Argentina, Evita's body was returned to him. The body was almost perfectly intact. Perón was pleased to see the body of his beloved again, and kept it with him. It was only after his death, that Isabel, his widow, had Eva's body buried in the Duarte family tomb in Ricoleta cemetery in Buenos Aires in 1976.

Finally, it is very difficult to judge Eva Perón objectively. Was she a saint or a sinner? She was worshiped by the poor who cabled Pope Pius XII asking that he initiate the process of canonization of Eva Perón even before her untimely death. Her wealthy foes hated her so much that they cursed her even after her death. For the masses she was a saint--a symbol of love and hope. For others she was a sinner--vicious and corrupt. One thing is certain. Eva Perón was a legend during her lifetime, and one of the most powerful women in the twentieth century. She impacted the wealthy and the poor in her beloved country of Argentina.♥

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- Bruce, James. *Those Perplexing Argentines*. New York: Longmans, Green, 1953.
- Cooke, John William. *La Lucha por la Liberación Nacional*. Buenos Aires: Grancia, Editor, 1971.
- Hirst, W. A. *Argentina*. New York: Scribner's, 1910.

# 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 College 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

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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.

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With your support we make it happen.

We can't make it without you.

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