

# The Forum

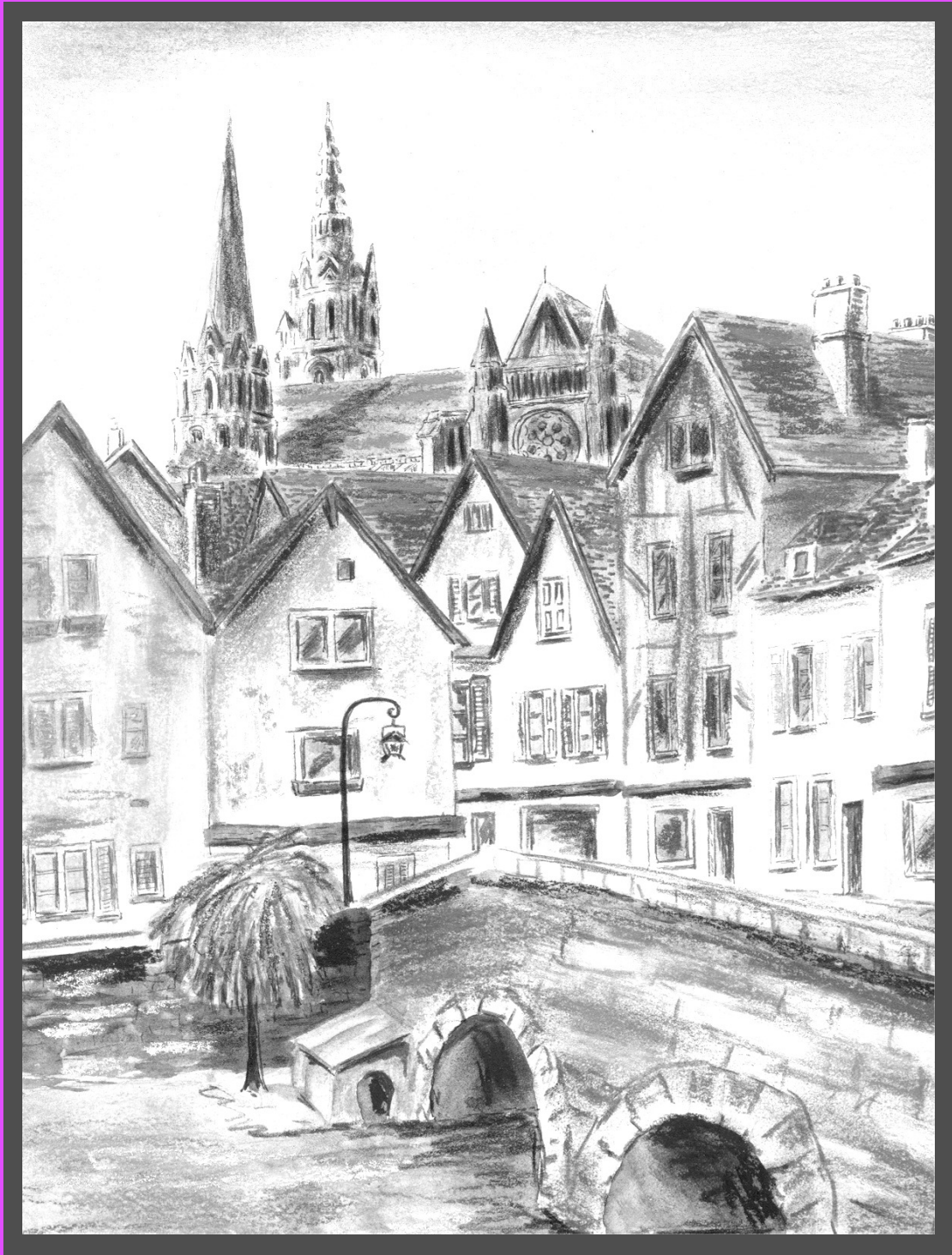
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International Foreign Language Honor Society

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*Fall 2001*

*Year 23. No. 2*



# The President's Page

For the past several years we have heard and read of our "post-modern" world, but suddenly we are being forced to re-tool for a "post 9-11" world—a world more dangerous and challenging than anyone could have predicted just a short time ago.

This new era is especially challenging for those of us who work in various aspects of inter-cultural education. During the last quarter of the 20<sup>th</sup> century, the world moved hesitantly toward increased tolerance and acceptance of cultural and religious diversity. However, we now see that fear can generate a backlash of distrust and hatred. Our task in academia has become more difficult and more urgent. We must be steadfast in spreading the message that language and cultural signals are keys to eventual human understanding, mutual respect and tolerance of differing worldviews.

Over the last two centuries America has developed core values, but these are not reflected in our "pop" culture, and are not symbolized by Golden Arches, Mickey Mouse, chewing gum, Nikes, Coke, or Rap music. There are cultures with little or no appreciation for Hollywood images, slick music videos, or fast, plastic-wrapped foods. For these, our icons of "pop culture" may be potentially threatening. Rather than the superficial aspects of our culture—violent Rap music, Madonna-like vulgarity, "virtual" Worlds of Disney, perhaps we should stress our positive strengths more purposefully.

We are excellent at marketing. Why not market more of what is great about this country and its people? A fundamental core belief is expressed in our national motto: *E Pluribus Unum* (from many we are one). America has become a truly pluralistic society, despite a ragged first two hundred years. If we extend this concept to the global level, we see that no nation can now be *independent*, and none need be *dependent*. The new world must become a world of *interdependence*.

Consider the value Americans place on the individual. Ideally, no person is to be sacrificed to some imagined good of society (as is the case for fascism, totalitarianism and most other hierarchical forms of government). Individual worth within a framework of a pluralistic society is a powerful concept!

Add to these values our emphasis on merit, the belief that anyone can succeed—our faith in progress toward a better life that is open to all—our sense of fair play and justice. Above any other, perhaps, is our love of freedom—freedom to speak, to work, to worship, to vote, to pursue happiness. I would propose that these are values Americans can display with pride. The recent terrorist attacks have brought us to a crossroad. As a nation we will have to undertake a deep self-reflection in order to discover those images we wish to project to the rest of the world. We, the teachers and students of languages and cultures, are in an excellent position to be leaders in such a national re-evaluation.



C. Eugene Scruggs, 1997



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Front Cover: *Chartre*

Watercolor by Dr. C. Eugene Scruggs

# The Forum

FALL, 2001

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Linda Gigi Carroll, a free-lance illustrator, teaches Chinese at the University of South Florida. She designed the STORY CARDS to help her students to learn Chinese characters. She studied ancient Chinese inscriptions, combining culture, philosophy, and folk tales to explain each character's meaning and origin. The character appears in brush calligraphy, the border in Chinese wood-cut design.

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# L1 Interference of /ŋ/ for Slovak Speakers of English

By Raymond Cepko

*Slovak (SLK) learners of English have difficulty producing the velar nasal /ŋ/. Although the sound can be found in word-final position in borrowed words, this sound does not occur word-medially. This problem then must be explained by Slovak syllable boundary rules. These L1 rules are then transferred to the L2 creating an overcompensated sound or schwa insertion in the word-final position.*

Brière, Campbell, and Soemarmo (1983) showed that syllable boundaries play an important role as learners try to produce a familiar phoneme from their L1 in another language. Problems arise when learners encounter a phoneme which may be highly restricted in their L1 in a new position within a syllable in the L2. The purpose of this paper is to make an *a posteriori* analysis of one specific phonetic problem area for Slovaks who are learning English as a foreign or second language. Since this phoneme does not occur in SLK, the issue can be explained through L1 interference. For this reason, I show what phonemic and phonetic features they do and do not share and consider the positions in which /ŋ/ can occur within a syllable.

One problem in SLK orthography is that, unlike English, every phoneme has its own orthographic representation. Also, SLK syllable boundaries are set by a vowel which follows a consonant. Therefore, syllable boundaries occur between the vowel and consonant in a [VCV] construction, as in the following examples: *o-tec* 'father' and *die-ťa* 'child'. In a [XVC|CVY] construction, the syllable boundary falls between the two consonants, *pat'-nast* 'fifteen', *mat-ka* 'mother', and *mač-ka* 'cat'. There is an exception to this rule if the phoneme is a syllabic /r/ or /l/, in which case the syllable boundary is the same as in a [VCV] construction. The following illustrate this rule: *ku-kro-vá* 'icing', *zmrz-li-na* 'ice cream', *o-braz* 'picture', and *An-gli-čan* 'Englishman'. It can also be seen, from the last example, that /n/ and /g/ are seen as two distinct phonemes in the word-medial position, where as, in English it is /ŋg/.

For this reason, the phoneme /ŋ/ is a problem for SLK speakers. This is because in English /ŋ/ is a phoneme,

but in Slovak it is an allophone of /n/ with an *extremely limited distribution*. This /ŋ/ occurs in the word-final position in SLK, only through borrowed words, such as *smoking* /sməʊ#kɪŋgə/ or /sməʊ#kɪŋk/ for 'dinner-jacket' or 'tuxedo', and *ring* /rɪŋgəl/ or /rɪŋk/ for 'ring.' The speaker will pronounce the /ŋ/ either as /ŋgə/ or /ŋk/ in this position nominative case. This is because SLK, as is general for all Slavic languages, does not allow a [+vce] word final obstruent. In the accusative, the pronunciation changes, *smokingu* sməʊ#kɪŋ#gu:/, for 'of a tuxedo' and *ringu* /rɪŋ#gu:/ for 'of a ring,' with the syllable boundary occurring between /n/ and /g/. This demonstrates that, unlike English speakers, who pronounce this as a single phoneme, SLK treats these as two separate phonemes.<sup>1</sup> In words where *ng* occurs word-medially, the same phenomenon occurs, with the syllable boundary between *n* and *g*, as in: *Anglicky* /ʌŋ#gɫɪt#ski:/ 'English' and *ringlota* /rɪŋ#gɫɔ:#tʌ/ 'greenage.'

Lenhardtová (1993), found that SLK EFL learners have problems with an aural distinction among /n/, /ŋ/, /ŋk/. This also is the case for EFL and ESL beginners, but I discovered that after having extended exposure to native speakers and or practice, SLK speakers do not have much difficulty with distinguishing aurally between the sounds; but this does not always have the same effect on oral production. Lenhardtová presents high frequencies of errors in aural comprehension, oral production with words in isolation, and words produced within the context sentence. This she attributes to the fact that, "it is more difficult to acquire a foreign language sound when there is an equivalent in the subject's mother tongue" (299).

This suggests that L1 interference is occurring with EFL learners. This same

phenomenon occurs with ESL learners, but to lesser degree. Both Lenhardtová's findings and the language samples that I have collected suggest that the problem is not related exclusively to phonetic interference, but is more likely explained by problems with the syllable boundary. Because there is only a limited distribution of the phoneme in SLK, it is clear that the L1 syllable boundary rules are being applied to L2. This then reveals itself in the L2 production somewhere between /ŋgəl/ ~ /ŋk/ word-finally. This is seen in the following production errors in English:

/θi:n#gə/ ~ /θi:ŋk/ for 'thing',  
/ri:ŋ#gəl/ ~ /ri:ŋk/ for 'ring', and  
/stri:ŋ#gə/ or /stri:ŋk/ for 'string'.  
This interference also occurs in the word-medial position in the productions of, /ri:ŋ#gɪŋ#ge/ ~ /ri:ŋ#gɪŋk/ for 'ringing' and /si:ŋ#gɪŋ#gə/ ~ /si:ŋ#gɪŋk/ for 'singing.' What probably is happening is that the SLK learner does not realize that /ŋ/ is a phoneme in English and is transferring L1 knowledge to the L2; therefore, over compensating with either /ŋk/ or /ŋgə/ word-finally and /ŋg/ at the syllable boundary which then fossilizes.

James (1983) claimed that, "anyone may eventually ascertain through observation which errors are recurrent in students' L2, but that is not enough" because this claim does not really tell us anything new. In order for analysis to be meaningful it "demands an explanation of the nature and the ultimate cause of observed errors" (p. 89). I have looked at one specific error that is recurrent in the L2 production of SLK speakers and have tried to show some phonemic and syllabic rules that are particular to Slovak which can be used to explain this phenomenon. ♥

<sup>1</sup> Even native English speakers are unaware of the phonetic representation of /ŋ/. For example, native speakers who are learning the IPA in linguistics or phonetics courses regularly have difficulty accepting the existence of the phoneme /ŋ/ in English. The problem is that /ŋ/ is poorly represented in English orthography by the graphemes "ng". It is only after they are made aware of its existence through demonstrations with near minimal pair environments like "singer" /sɪŋər/ and "finger" /fɪŋgər/ that native speakers can come to accept the phonemic status of /ŋ/. This is supported in the Brière et. al study (1983) where it was demonstrated that while 77% of native speakers could place /ŋ/ in the correct syllable when it occurred word-medially another 23 % incorrectly placed it in both syllables.

# Entretien avec Frédéric Monneyron *Le Mythe littéraire: Transformations et déformations*

*Dr. Levilson C. Reis  
Otterbein College, OH*

*Dr. Frédéric Monneyron est professeur de littérature comparée à l'Université de Perpignan et membre chercheur du Centre de Recherches sur l'Imaginaire (CRI). Spécialiste en sociologie de l'imaginaire social et littéraire, Dr. Monneyron a amplement écrit sur l'imaginaire de l'androgynie, de la sexualité, de l'alimentation et de la nation.<sup>1</sup>*

*Dr. Levilson C. Reis est professeur assistant de langues étrangères à Otterbein College (OH) où il enseigne le français et l'espagnol.*

**Q.:** *Pour entrer en matière, comment les recherches sur l'imaginaire ont-elles évolué depuis la création du Centre de Recherches sur l'Imaginaire (CRI) dont vous êtes chercheur?*

**R.:** *Le CRI a été créé en 1966 par Gilbert Durand, Léon Cellier et Louis Deschamps. Il y a aujourd'hui de nombreux sites Centres de Recherches sur l'Imaginaire en France (Dijon, Paris V, Paris VIII, Montpellier III, Bordeaux III, etc.) et à l'étranger (Portugal, Espagne, Italie, Brésil, États-Unis, etc.). Dans le temps comme dans l'espace, les recherches sur l'Imaginaire ont été largement reconnues.*

*Il y a deux grandes directions très nettes: une direction littéraire et une direction sociologique qui relèvent des théories de Gilbert Durand et, en particulier, de la mythocritique et de la*

*mythanalyse, démarches critiques que Durand a exposées dans le dernier chapitre de *Figures mythiques et visages de l'œuvre* (1979). Du côté littéraire, les recherches sur l'imaginaire ont permis de mieux comprendre les relations que peuvent entretenir mythe et littérature et de cerner de plus près ce qu'on appelle le mythe littéraire. Du côté sociologique, en dépit d'une grande méfiance de la part de la sociologie de ne pas avoir recours à la catégorie de l'imaginaire, les sociologues de l'imaginaire ont pu pénétrer dans des disciplines où on ne l'attendait guère comme la biologie du quotidien (cf. les travaux de Michel Maffesoli à Paris V). En outre, la sociologie de l'imaginaire a réhabilité des modes de connaissance quelque peu méprisés, tels que l'astrologie, les différents courants ésotériques, etc. On explore des objets d'étude réputés mineurs tels que les extraterrestres, les légendes populaires, les bandes dessinées et la publicité.*

**Q.:** *La théorie du mythe a été l'objet de plusieurs mises au point. Pour en citer quelques exemples, "Qu'est-ce qu'un mythe littéraire?" (1984) de Philippe Selliers, *Beaux-arts et archétypes* (1989) de Gilbert Durand, *Mythocritiques: Théories et parcours* (1992) de Pierre Brunel et le numéro*

*spécial de la revue Iris (1993) sur le mythe et la modernité. D'après vous, quelle est la meilleure définition du mythe?*

**R.:** *D'une part, il y a deux choses à distinguer: le mythe ethnoreligieux qui relève essentiellement des sociétés anciennes et, d'autre part, le mythe littéraire. Pour le mythe ethnoreligieux, il n'y a pas une définition. Il y en a plusieurs et ces définitions ont été bien recensées dans l'article de Philippe Selliers. Enfin, dans cette étude, il ne s'agit pas seulement du mythe littéraire mais aussi du mythe ethnoreligieux, comme justement il l'appelle. En ce qui concerne ce dernier, il en dégage six définitions: 1. Le mythe relève du collectif. 2. Il raconte une histoire qui s'est passé avant la création du monde ou au moment de sa naissance. 3. Il y a une irruption du sacré dans la réalité. Il a donc un sens presque religieux. 5. C'est une forme grossière de spéculation philosophique. Je crois que les termes que je viens d'utiliser sont de Lévi-Strauss. 6. Le mythe est un récit, ce qui veut dire qu'il y a quand même un aspect diégétique. Le mythe ethnoreligieux répond à ces six définitions.*

*Pour ce qui est du mythe littéraire, il y a tout d'abord un problème de terminologie. Je ne vous cacherai pas que j'ai toujours été contre le terme*

même de “mythe littéraire.” Il est patent que le mythe est présent dans la littérature, mais je ne suis pas partisan du terme “mythe littéraire” parce qu’il implique une spécificité littéraire que le mythe n’a point. D’abord, le mythe littéraire n’est évidemment ni oral, ni collectif. Deuxièmement, le mythe littéraire raconte rarement une histoire qui a eu lieu au début du monde parce qu’il est généralement réactualisé. Enfin, le mythe littéraire n’est pas sacré; il est profane. De toute évidence, le mythe littéraire ne revêt pas tous les éléments constitutifs du mythe ethnoreligieux. Dans la perspective du CRI, les études du mythe ne peuvent pas se concevoir que si elles sont prises dans une perspective plus large que celle de la littérature. C’est ce que Brunel n’a pas respecté parce qu’il est essentiellement un littéraire. Il faut avoir des méthodes qui soient valables en littérature aussi bien qu’en sociologie.

**Q.:** Cela veut dire que le mythe, tel que vous le concevez, est immuable?

**R.:** Aujourd’hui, j’en suis beaucoup moins convaincu. Je crois justement que les mythes se transforment. En d’autres mots, le mythe est une structure dynamique qui peut se transformer. Par contre, s’il y a une permanence beaucoup plus forte, c’est du côté de l’archétype. C’est dans le contexte de ce dynamisme et permanence que la mythocritique et la mythanalyse ont pu se développer. Prenons par

exemple le mythe de l’androgynie. Suivant la démarche mythocritique, on prend toutes les réalisations de l’androgynie dans la mythologie grecque, égyptienne, etc. (Dans la mythologie grecque, on constate qu’il y a effectivement des personnages bisexués tels que Hermaphrodite et Dionysos.) Donc, on prend le plus grand nombre d’informations sur l’androgynie pour voir quelles sont les formes immuables. S’il y en a quelques-unes qui ne bougent pas dans quelle que soit la civilisation ou l’univers culturel, on a un modèle. On arrive ainsi à une structure. Si on prend l’androgynie, qui a une structure très simple, on voit qu’au début alors qu’on peut commencer la mythanalyse et l’appliquer selon les périodes, en observant comment les mythes se comportent dans une période donnée quelle que soit la littérature ou l’imaginaire social. Dans la mythanalyse, on est presque obligé de passer par la littérature. Par exemple, pour étudier même le mythe de l’androgynie au XIX<sup>e</sup> siècle, comme j’ai pu le faire, il m’était difficile de faire autre chose que de la littérature. C’est cela qu’a fait Durand dans *Beaux-arts et archétypes*. Toutefois, l’arène dans laquelle le CRI a pu se développer se circonscrit autour de recherches sociologiques qui montrent justement que le mythe est encore aujourd’hui à l’œuvre dans la vie quotidienne. Pour reprendre le mythe de l’androgynie, je suis convaincu qu’aujourd’hui c’est dans l’imaginaire social plutôt

que dans la littérature que l’étude de ce mythe devient intéressant. Je ne dis pas qu’il est absent dans la littérature, mais qu’il est plus patent dans l’imaginaire social. Il y a certainement de très belles thèses à faire sur la musique rock. La mythanalyse est donc l’analyse de l’évolution du mythe. Parfois il est beaucoup plus intéressant de le voir se dégrader. C’est le cas de l’androgynie, car c’est un mythe qui s’est dégradé complètement à la fin du XIX<sup>e</sup> siècle.

**Q.:** *Qu’est-ce que l’on entend par la “dégradation du mythe”?*

**R.:** Vous souvenez-vous de la structure de l’androgynie? C’est une histoire à trois temps: au début, androgynie; ensuite, homme et femme; finalement, il faut retrouver l’androgynie originelle. Si vous prenez la littérature de la fin du XIX<sup>e</sup> siècle, vous trouverez des figures androgynes partout, mais vous ne pouvez y trouver la structure originelle du mythe. L’androgynie de l’homme était androgynie et qu’il y a eu une chute qui a donné naissance à des personnages unisexués. Maintenant, il faut retrouver l’androgynie originelle. La mythocritique requiert un travail considérable parce qu’il faut remonter au plus loin possible.

**Q.:** *D’après ce que vous dites, il me paraît que les littéraires ont mal compris la démarche mythocritique . . .*

**R.:** Les critiques littéraires ont fait des erreurs. En prenant la phrase de Lévi-Strauss—“un mythe se compose de l’ensemble de ses variantes” (240)—au pied de la lettre, les

critiques littéraires ont souvent traité du mythe par le biais de ses réactualisations littéraires. Telle démarche réduirait l'évolution du mythe d'Œdipe à une période qui va de Sophocles jusqu'à Robbe-Grillet tandis que c'est bien le mythe ethnoreligieux qu'il fallait isoler. Une fois qu'on a trouvé un modèle, c'est alors qu'on peut commencer la mythanalyse et l'appliquer selon les périodes, en observant comment les mythes se comportent dans une période donnée quelle que soit la littérature ou l'imaginaire social. Dans la mythanalyse, on est presque obligé de passer par la littérature. Par exemple, pour étudier même le mythe de l'androgynisme au XIX<sup>e</sup> siècle est un jeune homme à l'aspect féminin ou une femme masculine. Le mythe a été complètement déformé.

**Q.:** Dans votre article "Mythe, peuple, nation" (Iris 13 [1993]), où il s'agit des rapports que nouent les mythes d'origine et la modernité, vous avez identifié le mythe fondateur de la nation américaine (modèle de la Déclaration de l'Indépendance et la Constitution américaine) avec le mythe biblique de la Terre Promise/le Paradis Terrestre/la Nouvelle Jérusalem. Etant donné le statut quo de la politique américaine envers certains peuples persécutés du monde, le mythe d'origine vous semble-t-il dégénéré?

**R.:** Effectivement, le mythe fondateur de la nation américaine a deux constellations mythiques. La première constellation, celle que vous avez citée, est la Nouvelle Jérusalem, etc. La seconde constellation mythique est celle qui tourne autour de Cham. Ce

sont les deux qu'on retrouve dans la situation américaine malgré tout. Ainsi, si l'on voulait être très claire, on dirait qu'on a un mythe progressiste et aussi quelque chose d'extrêmement conservateur du côté Cham. L'un peut s'installer aux Etats-Unis et y vivre bien, mais l'autre a des restrictions. Les Etats-Unis jouent sur ces deux positions.

**Q.:** Dans quelle direction les recherches du CRI s'orientent-elles et quelle direction donnez-vous à vos propres recherches?

**R.:** Moi-même, j'ai essayé de travailler sur l'alimentation. C'est un secteur très difficile parce qu'il n'est pas au niveau de la littérature. Il faut faire des recherches dans les livres de cuisine et dans la chronique des peuples qui racontent comment les gens mangeaient. L'autre direction que je donne s'oriente vers le mythe des peuples. Celui-là a été travaillé de différentes manières mais jamais, me paraît-il, étudié sous la perspective du CRI. C'est cette perspective-là qui serait très intéressante à mettre en place.

Ce qu'a développé le CRI, ce qui était inimaginable même en sociologie il y a une trentaine d'années, c'est de faire des recherches sur des phénomènes aussi dérisoires comme, par exemple, les extraterrestres ou le Triangle des Bermudes. Ce sont des orientations jusqu'alors inouïes dans une université française. D'ailleurs, ce qu'on commence à débroussailler, c'est le champ de l'éсотérisme, puisqu'on s'aperçoit qu'au XVIII<sup>e</sup> siècle, siècle de la Raison, il y avait une littérature éсотérique qu'il fallait examiner d'autant plus

qu'elle a pris la voie opposée à celle de la Raison.

**Q.:** Pour conclure cet entretien, pourrions-nous dire qu'il n'y a pas vraiment de "mythe littéraire"?

**R.:** Ceux qui se sont intéressés au mythe en premier lieu, ce n'étaient pas les littéraires mais les ethnologues. Ils se sont confrontés à des sociétés dites primitives où le mythe est encore à l'œuvre. Les mythes touchent au premier chef aux sciences humaines et sociales. Selon cette perspective, il ne serait jamais question de mythe littéraire<sup>2</sup>.

<sup>1</sup> Voici les grands titres de ses ouvrages: *Le mythe de l'androgynisme aux XIX<sup>e</sup> et XX<sup>e</sup> siècles* (1980); *L'imaginaire androgynisme d'Honoré de Balzac à Virginia Woolf* (1986); *L'androgynisme dans la littérature: Actes du colloque tenu à Cerisy-la-Salle, 26 juin-7 juillet 1987, sous la direction de Frédéric Monneyron* (1990); *L'androgynisme romantique: Du mythe au mythe littéraire* (1994); *L'androgynisme décadent: Mythe, figure, fantasmes* (1996); *La jalousie* (1996), *L'écriture de la Jalousie* (1997), *Séduire: L'imaginaire de la séduction de don Giovanni à Mick Jagger* (1997), *Bisexualité et littérature* (1998), avec la collaboration d'Amigorena Horacio, *Le masculin: Identité, fiction, dissémination* (1998), *Nation aujourd'hui. Formes et mythes* (2000), et *La frivolité essentielle: du vêtement et de la mode* (2001). ♥

<sup>2</sup> Je remercie le Prof. Monneyron pour m'avoir gentiment accordé cet entretien.

# Language in the Headlines

A *New York Times Online* ([nytimes.com](http://nytimes.com)) search of the word "language" returned over 5000 articles published in the past year. Before September 11, the vast majority of them were about bilingual education in the U.S. After that, many were devoted to the consequences of monolingualism (e.g., lack of translation skills crucial to law enforcement.) Here is a minute sampling of the headlines throughout the year. Through the following website, each headline is linked to an abstract available online. <http://www.phisigmaiota.org/headlines.html>

- |               |   |               |  |
|---------------|---|---------------|--|
| Nov. 18, 2001 | Learn a Language, Save the Nation   | Apr. 9, 2001  | COLLISION WITH CHINA: THE SEMANTICS; U.S. and China Look for a Way To Say 'Sorry'                |
| Oct. 27, 2001 | America Doesn't Know What the World Is Saying                                   | Apr. 8, 2001  | Word-Starved In Heidelberg   |
| Oct. 5, 2001  | Researchers Say Gene Is Linked to Language                                      | Apr. 8, 2001  | An Archipelago Called Russian  |
| Oct. 4, 2001  | Attack Investigation Runs Through Utah and Its Brigade of Language Experts      | Apr. 8, 2001  | A Classroom With Quiche At the Bell  |
| Oct. 1, 2001  | Agents Wanted. Should Speak Pashto.   | Mar. 25, 2001 | Diplomatically, French Is a Faded Rose in an English Garden                                      |
| Sep. 29, 2001 | Interest in Arabic Language Booms   | Mar. 15, 2001 | From Woodcuts to Bytes for a Vietnamese Poet; Preserving a Dying Ideographic Script Via Computer |
| Sep. 24, 2001 | FBI Ill-equipped to Predict Terrorist Attacks                                   | Mar. 4, 2001  | Police Learning Spanish as Latino Population Grows   |
| Sep. 16, 2001 | A Polyglot Pen  | Feb. 26, 2001 | Urban Renewal For Tower of Babel; Bilingual Education in the City Is a Monument to Inconsistency |
| Sep. 5, 2001  | Western TV May Be Nearer For Chinese  | Feb. 24, 2001 | For Parents, One Size Doesn't Fit All in Bilingual Education                                     |
| Sep. 2, 2001  | Breaking Old Soviet Ties, Letter by Letter                                      | Feb. 20, 2001 | In Russian-Language TV, a Slice of Moscow-Style Turmoil  |
| Aug. 26, 2001 | Translating for Parents Means Growing Up Fast                                   | Feb. 18, 2001 | Ideas & Trends; 'Los Simpsons': Don't Have a Vaca, Man   |
| Aug. 16, 2001 | Reported to Be Vanishing, Cajuns Give a Sharp 'Non'                             | Feb. 18, 2001 | Allô? Allô?  |
| Aug. 13, 2001 | Latino Radio Gaining Popularity and Scrutiny                                    | Feb. 12, 2001 | The Long, Felliniesque Road to Hollywood; Foreign-Language Films in Search of an Oscar           |
| July 31, 2001 | Rethinking a History That's Carved in Stone                                     | Feb. 12, 2001 | Online, and Off, English's Hegemony Is Challenged Globally                                       |
| July 29, 2001 | Student, Party Animal, Linguist ... Spy?  | Feb. 11, 2001 | The Neediest Cases; Teenagers Teach Their Own Language: American Sign                            |
| July 26, 2001 | Profesor Higgins de Español; Bloomberg's Tutor Has a Touch of Eliza in Him, Too | Feb. 7, 2001  | Language Barrier   |
| July 17, 2001 | All Languages, All the Time, And All Over the Suburban Dial                     | Feb. 1, 2001  | Why the Classics Are Retranslated  |
| July 16, 2001 | Movie Made for Russia Roils Brighton Beach                                      | Jan. 28, 2001 | A Language Fan Loves to Get Lost In Translations   |
| July 2, 2001  | Nickelodeon's Bilingual Cartoon 'Dora' Is a Hit                                 | Jan. 24, 2001 | One Language One Day, a Second One the Next  |
| July 1, 2001  | Nations in Asia Give English Their Own Flavorful Quirks                         | Dec. 27, 2000 | Colleges Are Moving to Ensure English Fluency in Teaching Assistants                             |
| June 23, 2001 | Learning to Love Language in a Bilingual School                                 | Dec. 17, 2000 | A Linguist Who Doesn't Hear Will Study and Teach in Italy  |
| June 21, 2001 | Internet: Browser Expands Beyond English  | Nov. 20, 2000 | Sending Kosovars Home, an Awkward German Moment (and Don't Say Deport!)                          |
| June 21, 2001 | News in a Huge Grinder of Translation   | Nov. 8, 2000  | Bilingual Ed: Debunking Double Talk  |
| June 14, 2001 | Roaming the World With a Translator in Your Pocket                              | Oct. 22, 2000 | The Oys Of Yiddish (Ignore at Your Peril)  |
| June 3, 2001  | From the Knee of Her Bubbe  | Oct. 9, 2000  | Harry Potter Faces Challenge in China  |
| May 30, 2001  | Translators Thrive as the World Speaks  | Oct. 11, 2000 | All Aboard the Foreign Language Express  |
| May 27, 2001  | At 158 Years and Counting, A German Newspaper Pushes On                         | Oct. 4, 2000  | A Challenge to Bilingual Programs in Teaching English  |
| May 20, 2001  | CHILDREN'S BOOKS; Zerplatzen on the Speelplaats                                 | Oct. 19, 2000 | World's Dying Languages, Alive on the Web  |
| May 15, 2001  | Rio Journal; English Is Spoken Here . . . Too Much, Some Say                    | Sep. 30, 2000 | Speak, Cultural Memory: A Dead-Language Debate   |
| May 15, 2001  | Urdu Made Simple, and Other Advice  | Feb. 28, 2000 | Board of Education Votes, 7-0, To Revamp   |
| May 8, 2001   | English? Mais Non!  |               |  |
| May 3, 2001   | English Isn't Everywhere  |               |  |
| Apr. 22, 2001 | Nordic Tracks   |               |  |
| Apr. 16, 2001 | Use of English as World Tongue Is Booming, and So Is Concern                    |               |  |
| Apr. 16, 2001 | In Europe, Some Fear National Languages Are Endangered                          |               |  |



## Gaëtan Brulotte au Festival d'Avignon 2001 en France

La pièce de théâtre, *Le Client*, de l'écrivain francophone Gaëtan Brulotte prendra l'affiche pendant tout juillet 2001 au Festival d'Avignon (au Theatre de l'Oulle), après qu'elle aura été créée en mai 2001 au Théâtre de La Mure en France ou son metteur en scène, Charles Tordjman, est actuellement en résidence, de même que reprise à la Salle Louis-Barran de Moirans dans la région de Grenoble. Le texte de la pièce sera publié pour A vignon en Europe par les Editions Lansman dont le catalogue comporte, notamment, le dernier Prix Nobel de littérature.

Par la suite la troupe envisage d'autres représentations en France (au Festival du Limousin notamment) et en Belgique, ainsi qu'une tournée au Québec et au Canada, voire aux Etats-Unis dans les Alliances françaises. Etant également traduite en anglais cette pièce offre au surplus des potentialités d' exploitation immédiate pour des représentations anglo-saxonnes ou même une co-production dans les deux langues.

Avant même sa création et sa mise a l'affiche au Festival d'Avignon, *Le Client* a remporté quelques distinctions: Premier Prix de dramatique de la société Radio-Canada pour sa version radiophonique, sélection pour les *Journées d'auteurs* du Théâtre des Celestins de Lyon en France (parmi 85 soumissions internationales) pour la version scénique, mise en espace à ce même Théâtre sous la direction de Claire Terral, traduction américaine sous le titre *The Guardian of the Violins*, sélection par Entr'Actes à Paris. La pièce bénéficie encore d'une Aide à la création dramatique du Ministère français de la Culture (Paris) et d'une multitude de subventions françaises pour sa mise en scène actuelle: La Rampe d'Echirolles, ADAMI, Drac, Conseil général de l'Isère, etc. ♣

# Radical Awareness in Chinese Character Acquisition for American Students Who Study Chinese as a Foreign Language

by Linda Gigi Carroll  
University of South Florida

This article reports on a study designed to investigate the relationship of radical knowledge to the recognition of Chinese compound characters for students of Chinese as a foreign language. Radicals are graphic symbols that are used in the make up of Chinese characters, since there is no alphabet, as such, in Chinese. Each character has a radical, which is a fundamental symbol for something concrete, and a secondary component, modifying that radical. There are approximately 50 radicals representing all of the Chinese characters. In order to look up a Chinese character in a dictionary, one needs to know the radical of that character.

The subjects of the study were 40 first and second-year college students in Chinese classes in the United States. The results indicate that students' knowledge of radicals played an important role in their recognition of Chinese characters. The results also show that students with good radical knowledge perform significantly better in writing characters than do students with a poor radical knowledge.

As a logographic writing system, studies of Chinese language show that, in modern Chinese, the radicals cue the meaning of the characters. For example, one study reports that more than 95% of characters that include the radical "hand", have meanings related to the hand or to the action of the hand, such as finger, handle, pick up, point, throw and grab. (Xiando Hanyu Pinlu Cidian Dictionary, 1986)

A fundamental question investigated over the last several decades is, what role do these radicals play in the processing of character recognition? Several models from the perspective of cognitive psychology have been worked out to explain the Chinese language processing for L1 learners. One position points to the activation of mental representation when a character is visually presented. Further research in character recognition has proven the existence of a connection between activation of the radicals and a learner's recognition of the characters. Similar conclusions have also been drawn from this research involving learners of Chinese as a second language. The study also shows that the radical is a unit of processing in the character recognition task, and it plays a significant role in accessing the meaning of the character words (Feldman & Siok, 1999).

Thus far, only one study has investigated the role of radical awareness in character and word acquisition of native Chinese children in grades one, three, and

five. The results show that Chinese children have a functional awareness of radicals and are able to use their radical knowledge to derive the meaning of unfamiliar characters. Though suggestive of Chinese learning in general, this study is limited to just Chinese children in China (Shu & Anderson, 1997).

The purpose of the present study was to investigate the role of radical knowledge as it relates to students of Chinese as a foreign language. To be specific, non-Chinese speaking American students studying Chinese for the first time. The research question investigated here is: What differences exist between the students of Chinese with good radical knowledge and those with poor radical knowledge in accessing the meaning of the Chinese characters?

The subjects participating in this study were students from first and second year Chinese classes at the University of South Florida and Eckerd College in the Spring, 2001. First, students had been tested on 50 words containing 30 different radicals, and second year students on 100 words, involving the same 30 radicals. The goal of this study was to find out whether students' knowledge of radicals is related to learning new characters. A radical test was administered to assess students' prior knowledge of meaning and writing ability of radicals. Because students' radical knowledge at the two grade levels differs, the test content for the two grades also differed, though the question format remained the same. In the radical test, students were first given a list of 50 words for which they were instructed to write the meanings. As soon as they finished this task, they were given a list of the meaning of the same 50 words and were asked to write out the radical of each word. There were 100 possible points, including one for each word meaning and one for each radical.

Since the main purpose of this study was to compare differences between students with good radical knowledge and those with poor radical knowledge in learning new characters, the participants were first classified into two groups based on their performance in the on radical test. According to these test scores, students were divided into two categories, A and B.

For the first year students, a score of 80% and above, assigned them to group A, while students scoring 60% or below were assigned to group B. Students scoring between 60% to 80% were excluded for this study.

For the second year students, a score of 90% or above, classified them into group A, (good radical knowledge) and students scoring 70% or below were

classified as group B, (poor radical knowledge). Students who scored between 70% to 90% were excluded from this study. The descriptive data for the two groups in each grade are presented in Table 1.

Radical knowledge	First year group	Second year group
Writing	A 92%	97%
	B 52%	62%
Meaning Recognition	A 87%	97%
	B 47%	65%

Table 1. Descriptive data for radical test for groups with good and poor radical knowledge from first and second year classes

Table 1 shows that, for first year students, there are higher scores for the task of writing characters than there are for meaning recognition, suggesting that, for beginners, it is easier to write a character, than to recognize what it means. For second year students, this difficulty seems to be overcome, and there is little or no difference in their ability to write a character and to recognize its meaning.

What differences exist between students of Chinese Language with good and poor radical knowledge in accessing the meaning of unfamiliar characters?

All of the 50 target characters tested were new to the students. Each character was presented individually rather than in a context, from which the student might have inferred the meaning. We may assume that students with good radical knowledge would perform differently than students with poor radical for recognition of character meanings, because they have to rely on their radical knowledge in making a decision to complete this task. We may also assume that, when writing characters, students with either good or poor radical knowledge will perform equally well, since they rely mainly on visual cues rather than knowledge of radical meanings.

There are many ways of teaching radicals efficiently. First, introduce radicals of high frequency to the beginner. "Lexical frequency of a radical is determined by its combinability. A radical which appears in a great number of characters is considered a high frequency lexical radical" (Astor, 1969). For instance, in the dictionary, the radical for "hand" appears in at least 2122 characters, and as such, it has

the highest lexical frequency. For the beginning learner, exposure to radicals of highest lexical frequency will allow immediate application of radical knowledge and learning of character meaning. Studies on radical frequency and reference books such as the *Xiandao Hanyu Pinlu Cidian Chinese Radical Position Frequency Dictionary* could be used as references for educators in planning radical instruction.

Second, help students identify the radicals by explaining how these radicals are related to the meaning of each character. At the beginning stage, this may take a lot of classroom time, but in the long run, students, through their own analysis, better understand how the character is constructed, and memorization of this character will be facilitated.

Third, increase the retention rate by reviewing radical knowledge frequently. There are a total of 214 radicals in Chinese. To introduce these radicals is not a time consuming task, but it takes effort to store them in the students' long term memory to ensure retrieval when needed. Frequent review is a good way to increase their retention rate. A summary of the previously learned and newly introduced radicals, as well as how these radicals differ from one another and how they are written and their meanings, will help students to store radicals and retrieve them from their mental dictionary.♥

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# PHI SIGMA IOTA, INITIATION RITUAL FOR NEW MEMBERS

FACULTY ADVISOR:

and Phi Sigma Iota members, I \_\_\_\_\_ Mr./Madam President present these candidates for membership in Beta Zeta Chapter of Phi Sigma Iota. The International Foreign Language Honor Society. They have been selected by virtue of academic distinction in their general college courses, and particularly as students of one or more foreign languages. They know the aims and ideals of Phi Sigma Iota, and they wish to adopt them in becoming members.

PRESIDENT: Since you wish to become members of Phi Sigma Iota, and since you qualify under the [ \_\_\_\_\_ ] Chapter Constitution, you may now share knowledge of our ritual, which explains our symbols and defines our purpose and goals. First of all, I wish to acquaint you with a statement of our common beliefs and the obligations that we assume with membership in Phi Sigma Iota.

We believe:

1. that a discerning and sympathetic understanding of the peoples of the world is essential to the welfare of humanity;
2. that peace among nations and international amity are dependent upon an altruistic willingness to appreciate the character, the ideals, and the culture and civilization of other countries;
3. that the study of languages is one of the best means of contributing to such global understanding;
4. that a broad study of international cultures is also essential to an adequate comprehension of all races and peoples;
5. that it is our duty as global citizens to learn all that we can about the peoples of the world and to strive to judge their achievements objectively, fairly, and tolerantly;
6. that it is our obligation to disseminate our knowledge and informed judgment as widely as possible in order to further international understanding;
7. that it is incumbent upon us to attempt to inspire in others an interest in the language, literature, and other cultural manifestations of all races and peoples;
8. and finally, we believe that we ourselves should continue the study of language, literature and culture in order to extend the horizons of our own understanding.

# The Phi Sigma Iota Insignia

**P**hi Sigma Iota was founded in 1922 at Allegheny College by Prof. Henry W. Church, who with his colleagues and students met regularly to discuss linguistic and literary interests. It became a national society when Beta Chapter was established at Pennsylvania State University in 1925 followed less than a year after by Gamma Chapter at the College of Wooster. Since that time, expansion has been steady through the present day. There are now more than 240 chapters from coast to coast, as well as in Mexico and France.

**T**he insignia of the society, adopted in 1935, was designed by Robert E. Dengler, Professor of Classics at Pennsylvania State University. The key is dominated by a five-pointed star. The center of this star represents the literary languages of classical antiquity: Greek, Latin, Sanskrit and Hebrew. These tongues live on today in spirit, furnishing the foundation of many modern languages and transmitting to the western world the basis of much of our culture, including Homer, Plato and Aristotle, and the Bible. Originally Latin, the foundation of our modern Romance languages, also formed the foundation of our insignia and was symbolized by the ivy wreath which surrounds the star on the Phi Sigma Iota



key. Prof. Dengler put an ivy wreath in the design to recall the words of the poet Horace: “As for me, I want the ivy, the crown of learned brows, to unite me with the gods above.”

**T**oday our society represents not only the Romance languages, but all the languages of the world. The five points of the Phi Sigma Iota star are now symbolic of the many rays of learning which emanate from all linguistic and literary traditions.

# PSI Scholarships

## Announcing – The “Year 2002 PSI Scholarships”

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

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

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

**AWARDS:** In the Spring of 2002, *Phi Sigma Iota* will grant several Scholarship Awards based on availability of funding. Scholarships in the amount of \$500 will be awarded. Normally, the following awards will be made each year: The Founder's scholarship in the name of Dr. Henry Church; The PSI Annual scholarship; The Cleon W. Capsas scholarship for study in Spain or Portugal; The President's scholarship; The Santiago Vilas scholarship; and The Marie-France Hilgar scholarship.

**DEADLINE FOR SUBMISSION OF NOMINATIONS:** Postmarked no later than February 15, 2002.

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

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

Dr. C. Eugene Scruggs  
*Phi Sigma Iota*  
World Language Education, CPR 107  
University of South Florida  
Tampa, Florida 33620

# PSI Scholarship Nomination Form

## 1. GENERAL INFORMATION ON NOMINEE

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

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

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

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

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

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

## 2. EDUCATION RECORD OF NOMINEE

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

4. WALLET -SIZE PHOTO: 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

## Illinois

**Alpha Kappa** Chapter at **Illinois College** in Jacksonville, Illinois held its annual awards banquet and new member initiation on Wednesday, April 18, 2001. About sixty members and friends attended the event. **Ms. Roxana Reyes-Rivas**, Fulbright Scholar-in-Residence, from Costa Rica, spoke about language as a key to culture. Announcements of language awards and scholarships, initiation of twelve new members (see photo), and election of officers completed the program. **Kelly Payne** was elected President and **James Vinson**, Vice President.



New Members Front Row: Melissa Ator, Masafumi Minamii, Melinda Clemens, Sarah Underwood; Second Row: Emily Winkelman, Rachel Mills, Erica Clark, Monica Ralph, Jessica Castlebury, Dr. William G. Shaffer (Not Present: Brandi Bennett, Erin Boto, Dara Fair)



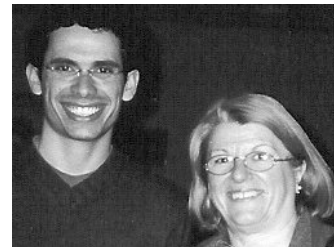
Current Members Front Row: Emily Winkelman, Samantha Hack, Melissa Ator, Masafumi Minamii, Marshae Tunis, Melinda Clemens, Sarah Underwood, Kelly Payne Second Row: Dr. Jose P. Arce, Mark Galligan, Rachel Mills, Erica Clark, Marina Verenikina, Monica Ralph, James Vinson, Amanda Williams, Lisa Koester, Jessica Castlebury, Prof. Carla Diaz, Dr. William G. Shaffer Third Row: Dr. Bemd K. Estabrook, Nick Zuiderveld (Not Present: Emily Conrad, Sarah B. Hartman, Chrstine Heaton, Mary A. Kirk, Rachel Pontillas, Stephen C. Rodgers, Ruth White.)

## New York

The **Beta Epsilon** chapter of Phi Sigma Iota proudly inducted 13 new members, 3 faculty and 10 students, during ceremonies at the College at **Oneonta** Campus of the **State University of New York**, on April 29, 2001. The faculty members inducted were **Dr. Janice Kaufman**, **Maria Cristina Montoya** and **Dr. Elizabeth Small**. The honored students who took the pledge were **Laure Dupuy**, **Erin Foster** and **Adam Wood** (French majors) **Vianney Pelaez** (Spanish major) **Sdenka Rios** (Spanish minor) **Kyleen Edwards** (Secondary Ed. French major) **Phyllis Gialanella**, **Francisco Xavier Lopez**, **Diana Videla-Schray** (Secondary Ed. Spanish majors) and **Kelly Keyes** (Spanish Concentration).

The evening festivities began with a social hour accompanied by music from two guitar ensembles under the direction of Music Professor **Dennis Turechek**. **Dr. David Anderson**, the Department Chair, welcomed the guests. Phi Sigma Iota President **Lisa Loveless** and Professor **Karen de Waal**, the new advisor to the chapter, conducted the ceremonies with the participation of Professors **Alix Camacho** and **Dr. Helen Reed**. **Dr. Elizabeth Otero-Krauthammer** was honored for her years of service as advisor to the society.

The inductees and their guests were privileged to welcome two distinguished speakers, **Dr. Josie McGinn** from Syracuse University and **Dr. Lotfi Sayahi** from SUNY Albany. **Dr. Sayahi** made a PowerPoint presentation



about how the brain acquires language, and the differences between first language and second language acquisition. **Dr. McGinn** spoke about the importance and the benefits of the knowledge of foreign languages in today's world and the opportunities that exist for graduate study.



# Pennsylvania

**Beta Pi chapter (Edinboro University, 1992)** welcomed eighteen students and two professors into Phi Sigma Iota at the April 22, 2001, ceremony and banquet. The student inductees were majors and minors in Spanish and German in addition to their major studies in psychology, education, political science and history.

For their support of and interest in foreign languages and cultures, inducted as honorary members were: **Prof Suzanne Winterberger**, Art Department, who conducted her second study tour to Cuba during the 2001 Winter session, and **Dr. Jerra Jenrette**, History Department, who also offered a course in Cuba during the Winter session and who is the director of the Latin American Studies Minor Program.

After welcoming remarks by out-going president **Danielle Nelson**, the ceremony was conducted by Edinboro faculty members **Dr. Janusz Czejdo**; **Prof. Augusta Gordon**; **Dr. Thomas Hajewski**, professor emeritus; **Prof. Virginia Hajewski**; **Dr. Robert Holderer**; **Prof Margot Koczan**; and **Dr. Judith Gramley**, faculty advisor. Dr. Gramley recognized **Ms. Judith Kubeja**, Executive Associate to the University Provost and alumna of the Phi Beta chapter of Ohio's Wittenberg University for her continued support of the Edinboro chapter.

**Dr. Jenrette** and **Dr. Joseph Laythe**, History Department, were the evening's keynote speakers. Their video presentation and discussion, "Perspectives on Cuba," focused on the effects of the U.S.-imposed blockade on the economy and the people of that island nation.

Eight graduating Beta Pi chapter members were awarded honor cords for their outstanding scholastic achievements: **Amanda Adams**, **Nathan Albert**, **Betti-jo Angerer**, **Lisa M. Czejdo**, **Jeremiah Patterson**, **Erin Quinn**, **Dana Stump**, and **Daniel Warner**.

Out-going vice president, **Erin Quinn**, announced the officers for the 2001-2002 academic year, all of whom are new inductees: president, **Megan Moon**; vice president, **Kristina Gray**; secretary **Sarah Goodwill**; and treasurer, **Heidi Christensen**.

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

Out-going Beta Pi secretary, **Bridget Jenney**, presented the 2000-2001 list of Beta Pi activities, such as the Adopt-a-Square campus-cleanup program, the Miller School Spanish Language Program, the University Organization Fair, the Edinboro University/Cambridge Springs High School tutoring program, the Ballet Gran Folklórico de Mexico dance concert, the Make-a-Wish Foundation dance-a-thon, and the March of Dimes walk-a-thon. Retiring professor **Virginia Hajewski** was recognized for professionalism and dedication to her discipline and to her students.



Not pictured: **Amanda Adams**, **Nathan Albert**, **Wanda Burger**, **Heather Consla**, **Darcy Kennerly**, **Daniel Warner**.  
Contact person: **Judith Gramley**, Faculty Advisor

**Iota Iota** At a meeting held on February 27, 2001, at the home of Ms. **Margaret Morales-McKale**, Coordinator of Modern Languages at **Saint Francis University**, the Iota Iota Chapter initiated the following students – **Robert Enfield**, **Rebecca Fairman**, **Shannon Langmead** and **Jillian Westwood**.

The initiation ceremony was followed by a short presentation by Ms. **Louise Wilson** entitled "A Semiotic Teacher's Guide for Manon de sources."



Pictured are L-R: **Dr. Vincent L. Remillard** (Faculty Advisor), **Jillian Westwood**, **Shannon Langmead**, **Rebecca Fairman**, **Prof. Margaret Morales-McKale** and **Robert Enfield**.

Pennsylvania cont.

**Kappa** On April 26, 2001, four students, majoring in Spanish at **DeSales University**, were inducted into **Kappa** Chapter of Phi Sigma Iota. The inductees were: **Nadia Gabryluk, Mary Luciw, Mike Newman, and Tom Viviano.** **Father Christopher Hudgins** gave the Invocation. President **Kasandra Kostelnik** repeated the oath to the students and then presented them with their certificates. The students lit candles to formalize the oath. **Amelia Drake** and **Shanna McMahon**, both members of Phi Sigma Iota, gave a description of the history and insignia of Phi Sigma Iota. The guest speaker at the induction ceremony was **Dr. Kirwin Schaeffer**, History professor at DeSales University. His talk on his experiences in Cuba tied in well with the ceremony. Kappa Chapter's faculty advisor is **Dr. Marie L. Schantz.**



Pictured l. to r. are: Nadia Gabryluk, Mary Luciw, Mike Newman, and Tom Viviano.

**Gamma Sigma** Chapter held its fifth annual induction of new members on May 9, 2001. Students studying Spanish, Russian, and Japanese were inducted this year, including **Erika Brown, Christa Cahill, Todd Conklin, Adam DuShole, Jose Otero, Jay Starliper, Amanda Rumba, Justin Garrison, Eric Kowalski, Lisa Teitsma, Barbara Tompko, and Nathan wallace.** The guest speaker was Dr. Judy Gramley, from Edinboro University of Pennsylvania, who spoke on "Mouse Clicks and Pocket Translators: Is There a Need for Us?". The ceremony was followed by a diner with faculty and parents.



Phi Sigma Iota Inductees of Cabrini College



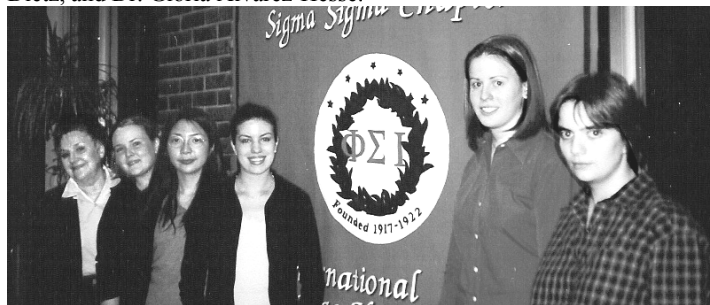
Do you have this insignia? If so, wear it. If not, order yours today. Publicize the objectives of Phi Sigma Iota. More than 50,000 men and women have been inducted into Phi Sigma Iota since its foundation in 1917-1922

## New Jersey

**Sigma Sigma** chapter of **Rutgers University** has created a beautiful Phi Sigma Iota banner (see below) to commemorate their chapter in celebration of their distinguished members **Ekaterina Schoenefeld** and **Sara Dietz.** Ekaterina was the 2001 recipient of the national Dr. Marie-France Hilgar Scholarship and Sara was awarded the first annual Rutgers Phi Sigma Iota Study Abroad Scholarship. Sara used her scholarship award to participate in the Rutgers Summer in Paris program.



Pictured left to right are: Dr. Phyllis Zatlín, Ekaterina Schoenefeld, Sara Dietz, and Dr. Gloria Álvarez-Hesse.



Pictured left to right are: Dr. Gloria Álvarez-Hesse, chapter coordinator, Christina Krueger, 2000-2001 secretary, Kwa Young (Kate) Lee, 2000-2001 vice-president, Maria Teresa Cabo, president, Michele Kickey, 2001-2002 secretary, and Ekaterina Schoenefeld, 2001-2002 vice-president. Ms. Cabo has been elected to a second term as Sigma Sigma president.



Pictured left to right are: Dr. Gloria Álvarez-Hesse, Maria Teresa Cabo, Christina A. Krueger and Hwa Young (Kate) Lee. Ms. Lee is the designer of the banner presented here to Sigma Sigma.

## 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/fil-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.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>

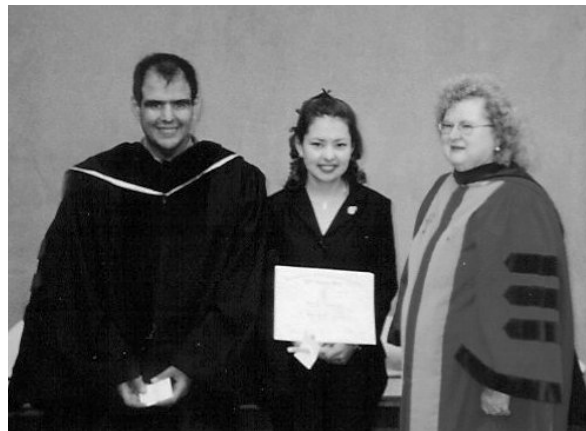
**Alpha Upsilon Chapter**, Niagara University, Niagara, New York

<http://www.niagara.edu/fl/psi.html>

**Foreign Language & Humanities Resource Links**

<http://www-adm.pdx.edu/user/fil-psi/lnk.htm>

## Texas



Sul Ross State University, Epsilon Iota

Pictured left to right are: Dr. Jesus Tafoya, Faculty Advisor; Rosa Viramontes, Chapter President; and Dr. Nancy Antrim, PSI Regional VP.



2001 Inductees of Sul Ross State University, Alpine Texas

## Maryland



**Delta Eta**, United States Naval Academy, Phi Sigma Iota Foreign Language Honor Society Inductees, 2001  
Dr. Sharon Voros, (far left), Professors Robert Stone and Todd Garth (far right)

## Indiana

**Epsilon Beta** Chapter at the **University of Evansville**, has some Phi Sigma Iota members (recent graduates) who received some prestigious awards. **Terri Reuter**, a summa cum laude 2001 graduate and member of Phi Sigma Iota, received a Fulbright Fellowship to travel to Korea and teach English as a foreign language. She graduated with a B.S. degree in Elementary Education and a B.A. degree in Spanish. **Melissa Wege**, a 2001 cum laude graduate and member of Phi Sigma Iota, received a 2001 International Research and Exchanges Board Grant to study economics and to intern with a ballet company in Russia. She will be studying economics at Novosibirsk University and also participating in an internship studying the funding of the arts while in Russia. She graduated with a B.A. degree in International Studies and a minor in Russian Studies.

**Ann Baker**, Assistant Professor of Spanish and member and faculty advisor of Phi Sigma Iota, was awarded the Exemplary Teacher Award in December of 2000 given by the General Board of Higher Education and Ministry of the United Methodist Church. She was honored at Winter Commencement where she also was the commencement speaker. In the Spring of 2001, Baker also received the Dean's Award for Teaching Excellence.

## Oklahoma

In keeping with our mission to promote foreign language study, academic excellence, and service to the **Delta Rho** Chapter, to **Cameron University**, and to the Lawton/Ft. Sill Community, the officers and members of Delta Rho Chapter #175 at Cameron University in Lawton, Oklahoma are collecting clothing for the Lawton Women's Shelter, and the J. Roy Dunning Children's Shelter. In addition, we are conducting a canned food drive for the Lawton Food Bank. We had a very successful Harvest Food Fest on October 3 which included our popular Italian meatball sandwiches as well as a variety of other authentic ethnic foods prepared by our members. We plan to have our Winter Food Fest on February 13, 2002. The revenue generated through the food fests is added to our Delta Rho Benke Scholarship Fund. At our Initiation Banquet each year, Delta Rho awards several \$200.00 scholarships to members who have shown exceptional scholarship and service to Delta Rho Chapter, to Cameron University, and to the Lawton/Ft. Sill Community. This year our Initiation Banquet is scheduled for March 28, 2002.

Delta Rho Chapter is also participating the General Mills Box Tops For Education Program as a way to recognize excellence in foreign language teaching. This year, we will give the box tops we collect to Marlow Elementary and Middle Schools. The officers for 2001-2002 are:

**Kristina M. Stecco**, President; **Kim V. Younger**, Vice President; **Dr. George E. Stanley**, Secretary/Treasurer; and **Dr. Teresa M. Lubrano**, Faculty Advisor

## North Carolina

Four language students were inducted into **Kappa Gamma** Chapter at **Methodist College** in Fayetteville, North Carolina on April 22, 2001. They are **Derek Keller**, double major Spanish and International Studies; **Claudia Graham**, Sociology major and German minor; **Evy Hong**, Spanish major; and **Rachel Beaulieu**, English major and French minor. The ceremony was conducted by **Mrs. Elaine Porter**, Chapter Director, and assisted by current members **Irina Donovan**, **Marjorie Miller**, **Apolinar Ramirez**, **Lillian Bolick** and **Dominika Hudson**. Immediately following the ceremony the audience was entertained with a program of international music by senior music major **Svetlana Kurs**, a student from Belarus who sang songs in French, German and Russian, and a local Spanish physician, **Dr. Henry Izurieta**, who played two Spanish piano compositions. The evening concluded with a reception outside the chapel.



Pictured left to right are: Derek Keller, Claudia Graham, Evy Hong, and Rachel Beaulieu.

## Ohio

**Gamma Tau** chapter of **Ashland University** held their Fall Initiation Ceremony on Sunday, October 29, 2000. The chapter advisor, **Dr. William Cummins** and the Gamma Tau officers initiated four new members: **Alma A. Allen**, **Micheil James Boggs**, and **Casie Elaine Leach**. A faculty member was also initiated: **Mrs. Barbara Jean Salsgiver**, Instructor of Foreign Languages.

The initiation activity concluded with a reception, immediately followed by a chapter sponsored annual fall lecture by **Dr. Cummins**, entitled: "The Alhambra: Historical Monument, Cultural Moment, and Artistic Muse."

At the Annual Spring Reception, held Sunday, April 22, 2001, the chapter commemorated its installation, honored graduating seniors and recognized the 2000-2001 chapter officers: **Christopher McCarthy**, president; **Nicole Krebs**, Vice-President; **Lisa Hellman**, Secretary-Treasurer

# Luiseno Mission Indians of California

By Dr. Jacob Cafilisch

Match the Luiseno sentences on the left to their appropriate equivalents on the right.

- |                                 |  |
|---------------------------------|--|
| 1. noo kwotaq                   | _____ The bear's running.              |
| 2. hunwutum 'ehenmayumi qe'ewun | _____ The bears are running.           |
| 3. čaam toowwun 'ehenmayi       | _____ The bear sees me.                |
| 4. hunwutum ŋooraan             | _____ The bears see us.                |
| 5. čaam wuva'nawun 'ehenmayumi  | _____ The bear's hitting us.           |
| 6. noo pokwaq                   | _____ The bears are killing the birds. |
| 7. 'ehenmaywiilaq               | _____ I'm getting up.                  |
| 8. čaam moqnawun hunwuti        | _____ I'm running.                     |
| 9. hunwut wuva'naq čaami        | _____ I see the bear.                  |
| 10. čaam waraavaan              | _____ I'm hitting the bear.            |
| 11. noo hunwuti moqnaq          | _____ I'm killing the bear.            |
| 12. hunwut ney toowq            | _____ I'm killing the bears.           |
| 13. čaam wotiwun hunwuti        | _____ The bird's flying.               |
| 14. noo qe'eeq hunwutumi        | _____ The birds are flying.            |
| 15. 'ehenmayum waapaan          | _____ We're getting up.                |
| 16. noo hunwuti wotiq           | _____ We're running.                   |
| 17. hunwutum čaami toowwun      | _____ We see the bird.                 |
| 18. noo hunwuti toowq           | _____ We're hitting the bear.          |
| 19. čaam ŋooraan                | _____ We're killing the bear.          |
| 20. hunwut pokwaq               | _____ We are hitting the birds         |

The answers will be given in the next issue of *The Forum*.  
Meanwhile, here are a few websites for more information:

<http://www.burqaud.demon.nl/Languages/NA/11a100/Luiseno/Luiseno.htm>  
<http://www.indigenouspeople.org/natlit/thisland.htm> A Luiseno legend  
<http://bss.sfsu.edu/calstudies/NativeWebPages/luiseno.html> Geographic  
[http://www.ethnologue.com/show\\_family.asp?subid=1826](http://www.ethnologue.com/show_family.asp?subid=1826) Ethnologue  
<http://www.dnai.com/~kelina/luiseno/sente0.htm> Sentences with audio files  
<http://www.dnai.com/~kelina/luiseno/les.html> Children of Tamayowut (a lesson)

Note: The English sentences are arranged in such a way as to assist you in figuring out their Luiseno equivalents. BONUS question: What is the significance of the ordering of these sentences. Send us the answers before the next issue of *The Forum*, and you'll receive a special award, designed by the artist, Gigi Carroll.

Need a little financial help to learn a new language? Apply for one of our six prestigious scholarships (see p. 16).

**The Founder's Scholarship In The Name Of Dr. Henry Church**

**The PSI Annual Scholarship**

**The Cleon W. Capsas Scholarship For Study In Spain Or Portugal**

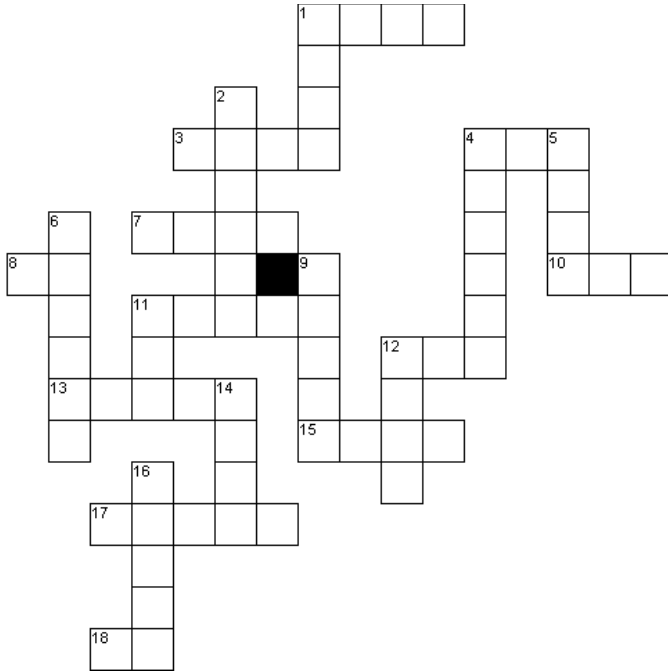
**The President's Scholarship**

**The Santiago Vilas Scholarship**

**The Marie-France Hilgar Scholarship**

# That's you all over.

by Lizz Caplan-Carbin



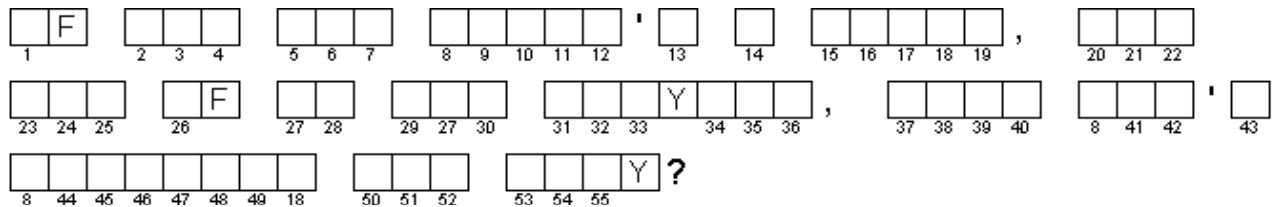
## Across

1. to hear with in Warsaw
3. to stand on in Zilina
4. to see with in Bratislava
7. to kiss with in Madrid
8. to stand on in Lisbon
10. to love with in Tel Aviv
11. to stand on in Turin
12. to see with in Cartagena
13. to love with in Lyon
15. to stand on in Osaka
17. to kiss with in Okinawa
18. to see with in Hiroshima

## Down

1. to kiss with in Moscow
2. to kiss with in Calais
4. to see with in Milan
5. to see with in Versailles
6. to love with in Krakow
9. to think with in Florence
11. to stand on in Barcelona
12. to see with in Rio de Janiero
14. to think with in Tel Aviv
16. to love with in Rome

Answers on p. 30



# Way to go?

Two highway workers were busy working at a construction site when a big car with diplomatic license plates pulled up.

"Parlez-vous français?" the driver asks them. The two workers just stared.

"Sprechen Sie Deutsch?" The two continued to stare at him.

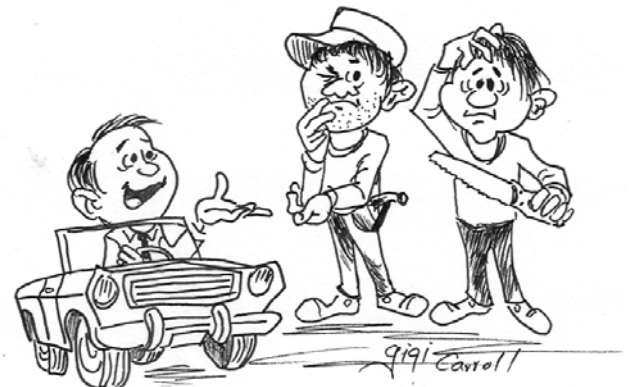
"Fala português?" Neither worker said anything.

"Parlate Italiano?" Still no response.

Finally, the man drives off in disgust. One worker turned to the other and said,

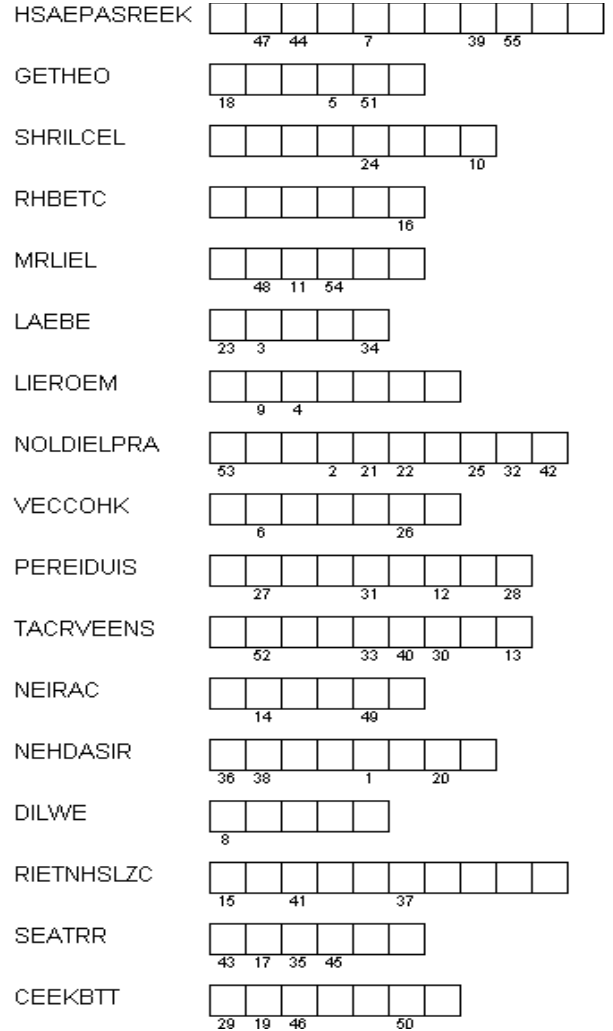
"Gee, maybe we should learn a foreign language..."

"What for? That guy knew four of them and what good did it do him?"



# They've got their act together.

by Lizz Caplan-Carbin



Unscramble each of the clue words. Then copy the letters from the numbered cells into the cells with the same number in the sentence below.

# Chapters of Phi Sigma Iota by States, as of October 2001

State	University	Chapter	Year	No.
<b>ALABAMA</b>				
	Birmingham Southern College Birmingham, Al Prof. Judy Cox	Upsilon	1931	16
	University Of Alabama Huntsville, Al Prof. Sharon Abernethy	Gamma Gamma	1979	91
	University Of North Alabama Florence, Al Prof. Robert L. Adler	Delta Theta	1987	169
	University Of Alabama Birmingham, Al Prof. Catherine Danielou	Beta Sigma	1992	195
<b>AKANSAS</b>				
	University Of Central Arkansas Conway, Ar Prof. Nicole Hatfield	Alpha Omicron	1981	118
<b>ARIZONA</b>				
	Northern Arizona University Flagstaff, Az Prof. Patricia Frederick	Kappa Pi	1931	159
	Thunderbird American Grad School Of International Management Glendale, Az Prof. Salvatore Federico	Beta Mu	1991	191
	University Of Arizona Tucson, Az Prof. Delbert Phillips	Gamma Epsilon	1994	206
<b>CALIFORNIA</b>				
	University Of California Riverside, Ca	Tau Tau	1979	100
	University Of Santa Clara Santa Clara, Ca Prof. Andrew I Rematore	Beta Delta	1982	129
	Ca. State University At Fresno Fresno, Ca Prof. Jacinta Amaral	Eta Gamma	1984	143
	San Francisco State University San Francisco, Ca Prof. Ilona Vandergriff	Eta Alpha	1984	142
	San Jose State University San Jose, Ca Prof. Jean Luc Desalvo	Kappa Mu	1986	155
	Chico State University Chico, Ca Prof. Judy Shoaf	Beta Rho	1992	197
<b>COLORADO</b>				
	University Of Denver Denver, Co Prof. Ralph Difranco	Alpha Alpha	1917	1
	University Of Northern Colorado Greeley, Co Prof. Teresa B Rodriguez	Zeta Zeta	1928	3
	University Of Colorado Boulder, Co Prof. Julia Frey	Epsilon Epsilon-I	1928	305
	Colorado State University Fort Collins, Co Prof. Jerry Vedvik	Sigma Theta	1965	52
	Colorado College Colorado Springs, Co Prof. Kevin J. O'connor	Sigma Pi	1967	57
	University of Colorado at Co. Springs Colorado Springs, Co Prof. Robert von Dassanowsky	Epsilon Theta	2001	233
	Adams State College Alamosa, Co Prof. Luis M. Trujillo	Iota Omicron	1978	78
	Fort Lewis College Durango, Co Prof. Nicole Mosher	Chi	1978	89
	Metropolitan St Col Of Denver Denver, Co Prof. Alain Ranwez	Iota Kappa	1989	181
<b>CONNECTICUT</b>				
	University Of Hartford West Hartford, Ct Prof. Yvonne Jehenson	Sigma Phi	1969	63

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

State	University	Chapter	Year	No.
<b>INDIANA Cont.</b>				
	Indiana University Bloomington, In Prof. Louis Beltran	Phi Rho	1952	35
	Indiana State University Terre Haute, In Prof. Ronald Dunbar	Phi Tau	1955	37
	Wabash College Crawfordsville, In Prof. V. Daniel Rogers	Iota	1978	85
	Butler University Indianapolis, In Prof. Florence Phariss	Kappa Lambda	1986	154
	University Of Indianapolis Indianapolis, In Prof. Daniel Briere	Iota Omega	1990	183
	University Of Evansville Evansville, In Prof. Ann Baker	Epsilon Beta	1998	227
	Hanover College Hanover, In Prof. Ann S. Kirkland	Epsilon Delta	1999	229
<b>IOWA</b>				
	University Of Iowa Iowa City, Ia Prof. John T. Nothnagle	Delta-I	1926	302
	Coe College Cedar Rapids, Ia Prof. Edmund M. Burke	Zeta-I	1926	303
	Drake University Des Moines, Ia Prof. Virginia Lewis	Epsilon	1926	6
	Morningside College Sioux City, Ia Prof. Patricia Doolen	Nu-I	1929	306
	Iowa State University Ames, Ia Prof. James R. Dow	Sigma Zeta	1963	48
	Central College Pella, Ia Prof. Patricia Westphal	Epsilon Lambda	2001	236
<b>KANSAS</b>				
	Washburn University Of Topeka Topeka, Ks Prof. William Langdon	Kappa Psi	1987	166
	Fort Hays State University Hays, Ks Prof. Mariana Ionesco	Sigma Nu	1988	172
	University Of Kentucky Lexington, Ky Prof. Roger Anderson	Phi Lambda	1950	33
	Centre College Danville, Ky Prof. Patricia Finch	Iota Eta	1976	73
	Kentucky Christian College Grayson, Ky Prof. Donald A Nash	Alpha Sigma	1981	121
	Northern Kentucky University Highland Heights, Ky Prof. Barbara Klaw	Gamma Phi	1997	222
<b>LOUISIANA</b>				
	Louisiana State University Baton Rouge, La Prof. Margaret Parker	Phi Alpha	1936	19
	Tulane University New Orleans, La Prof. Elizabeth Poe	Pi Kappa	1947	28
	Centenary College Shreveport, La Prof. Arnold M Penuel	Phi Pi	1950	32
	Southern University- N.O. New Orleans, La Prof. Linda Lasseter	Pi	1978	87
	Louisiana St. Univ./Shreveport Shreveport, La Prof. Charlotte King	Delta Pi	1984	140
	Southern University Baton Rouge, La Mcneese State University Lake Charles, La Prof. Judy Savoie	Beta Xi Gamma Epsilon	1992 1997	193 221
<b>MASSACHUSETTS</b>				
	Boston University Boston, Ma Prof. Hallie White	Phi Omega	1956	42

State	University	Chapter	Year	No.
<b>MASSACHUSETTS cont.</b>				
	College Of The Holy Cross Worcester, Ma Prof. C. Fulginit	Sigma Psi	1971	65
	Northeastern University Boston, Ma Prof. Holbrook Robinson	Iota Zeta	1976	72
	Gordon College Wenham, Ma Prof. Leasa Lutes	Zeta	1978	83
<b>MARYLAND</b>				
	College of Notre Dame of Maryland Baltimore, Md Prof. Fern Babkes	Epsilon Zeta	2000	232
	University Of Maryland College Park, Md Prof. Charles Russel	Alpha Xi	1980	117
	United States Naval Academy Annapolis, Md Prof. Marianne Bosshard	Delta Eta	1988	170
	Western Maryland College Westminster, Md Prof. Thomas Deveny	Beta Alpha	1990	184
	Loyola College In Maryland Baltimore, Md Prof. Leslie Z. Morgan	Gamma Iota	1995	210
<b>MAINE</b>				
	Bates College Lewiston, Me Prof. Richard Williamson	Kappa	1928	7
	Colby College Waterville, Me Prof. Adriana Paliyenko	Omicron-I	1929	307
	University Of Maine Orono, Me Prof. James Troiano	Iota Delta	1975	71
	University Of Southern Maine Portland, Me Prof. Mara Ubans	Kappa Nu	1987	156
<b>MICHIGAN</b>				
	Michigan State University East Lansing, Mi Prof. Michael Koppisch	Sigma Kappa	1964	51
	University Of Michigan Ann Arbor, Mi Prof. Frank Casas	Sigma Iota	1964	50
	University Of Michigan-Flint Flint, Mi Prof. Alois Zeit	Rho Rho	1979	99
	Northern Michigan University Marquette, Mi Prof. George Jover	Mu Mu	1979	94
	University Of Michigan-Dearbor Dearborn, Mi Prof. Cathy Collins	Gamma Delta	1993	205
<b>MISSOURI</b>				
	University Of Missouri Kansas City, Mo Prof. Rafael E Saavedra	Beta Beta	1922	2
	Washington University St. Louis, Mo	Gamma Gamma-I	1925	300
	William Jewell College Liberty, Mo Prof. John Westlie	Phi Theta	1945	26
	Saint Louis University Saint Louis, Mo Prof. Robert D Herron	Phi Xi	1950	34
	University Of Missouri Columbia, Mo Prof. Margaret Sommers	Beta Phi	1993	200
	Missouri Southern St College Joplin, Mo Prof. Maryann Weber	Beta Rho	1993	198
	Northwest Missouri State Univ. Maryville, Mo Prof. Slyvie Richards	Gamma Omicron	1996	216
<b>MONTANA</b>				
	Carroll College Helena, Mt Prof. Valerie Gager	Gamma Rho	1996	218
<b>NORTH CAROLINA</b>				
	Wake Forest University Winston-Salem, Nc Prof. Byron Wells	Sigma Delta	1958	46

State	University	Chapter	Year	No.
<b>NORTH CAROLINA cont.</b>				
	East Carolina University Greenville, Nc Prof. Brian L. Harris	Sigma Upsilon	1969	62
	North Carolina State University Raleigh, Nc Profs. Wright And Lioret	Alpha Lambda	1980	114
	High Point College High Point, Nc Prof. Carole A Head	Delta Zeta	1984	139
	Methodist College Fayetteville, Nc Prof. J. Elain Porter	Kappa Gamma	1985	148
	Salem College Winston-Salem, Nc Prof. Gary L. Jungquist	Delta Psi	1989	180
	Wingate College Wingate, Nc Prof. Darlene Oak	Beta Lambda	1991	190
	Catawba College Salisbury, Nc Prof. Andrew Vance, Jr.	Gamma Beta	1993	204
	Western Caroline University Cullowhee, Nc Prof. Suzanne Moore	Gamma Theta	1995	209
<b>NORTH DAKOTA</b>				
	Valley City State College Valley City, Nd Prof. Kay K. Smith	Iota Lambda	1989	182
<b>NEBRASKA</b>				
	University Of Nebraska Lincoln, Ne Prof. Jorge E. Porras	Phi Delta	1938	23
	Hastings College Hastings, Ne Prof. Michael Johnson	Delta Upsilon	1989	177
<b>NEW HAMPSHIRE</b>				
	Plymouth State College Plymouth, Nh Prof. Virginia Garlitz	Alpha Pi	1981	119
	University Of New Hampshire Durham, Nh Prof. Grover E Marshall	Alpha Mu	1981	115
	Keene State College Keene, Nh Prof. Lourdes Mallis	Beta Chi	1993	201
<b>NEW JERSEY</b>				
	Rutgers University New Brunswick, Nj Profs. Zatlín And Alvarez-Hesse	Sigma Sigma	1969	60
	Caldwell College Caldwell, Nj Prof. Sally Jo Weber	Kappa Chi	1987	165
	College Of Saint Elizabeth Morristown, Nj Prof. Hannelore Hahn	Gamma Omega	1997	225
	Saint Peter's College Jersey City, Nj Prof. John Benson	Gamma Psi	1997	223
<b>NEW MEXICO</b>				
	New Mexico Highlands Univ. Las Vegas, Nm Prof. Jose P. Garcia	Lambda Lambda	1933	17
	University Of New Mexico Albuquerque, Nm Prof. Carolyn Simmons	Phi Mu	1948	29
<b>NEVADA</b>				
	University Of Nevada-Las Vegas Las Vegas, Nv Prof. Marie- France Hilgar	Omega	1979	90
<b>NEW YORK</b>				
	University Of Rochester Rochester, Ny Prof. David Pollack	Rho	1930	58
	Hobart & William Smith College Geneva, Ny Prof. George Joseph	Phi Eta	1940	25
	Syracuse University Syracuse, Ny Prof. Gail A. Mulman	Phi Iota	1946	27
	St. University-Ny-Stony Brook Stony Brook, Ny Prof. Bill Godfrey	Sigma Mu	1967	56
	Alfred University - Box 806 Alfred, Ny Prof. Zakia Robana	Sigma Tau	1969	61

State	University	Chapter	Year	No.
<b>NEW YORK cont.</b>				
	Pace University New York, Ny Prof. Iride Lamartina-Lens	Sigma Chi	1970	64
	Mercy College Dobbs Ferry, Ny Father Franco Virgilio	Iota Beta	1974	68
	Hamilton College Clinton, Ny Prof. Joseph Mwantuali	Iota Nu	1977	77
	Skidmore College Saratoga Springs, Ny Prof. Grace Burton	Omicron Alpha	1979	97
	College Of New Rochelle New Rochelle, Ny Prof. Joan C. Diaferia	Omega Omega	1980	105
	St. University Of Ny At Buffalo Buffalo, Ny Prof. Henry J. Richards	Alpha Iota	1980	112
	Niagara University Niagara, Ny Dr. Henrik Borgstrom	Alpha Upsilon	1981	123
	St. University-Ny At Geneseo Geneseo, Ny Prof. Gerard M Gouvernet	Alpha Phi	1981	124
	St. Univ Of N.Y. At Oneonta Oneonta, Ny Prof. Karen deWaal	Beta Epsilon	1982	130
	Pace University Westchester, Ny Prof. Noel Ortega	Delta Epsilon	1984	138
	St University Of Ny/Oswego Oswego, Ny Prof. Virginia Fichera	Kappa Eta	1986	152
	St University Of Ny/New Paltz New Paltz, Ny Prof. Louis Saraceno	Kappa Omega	1987	168
	St. Thomas Aquinas College Sparkhill, Ny Sr. Perpetua Deane	Delta Mu	1988	171
	University Military Academy West Point, Ny Capt. Louis Snowden	Beta Nu	1992	192
	Binghamton University Binghamton, Ny Dr. Ira Tolbert	Beta Omega	1993	202
	Dowling College Oakdale, Ny Prof. Susan Rosenstreich	Beta Upsilon	1993	199
	CW Post Campus of Long Island. U. Brookville, Ny Prof. Richard Auletta	Epsilon Kappa	2001	235
	Union College Schenectady, Ny Prof. Anton Warde	Gamma Chi	1997	224
<b>OHIO</b>				
	The College Of Wooster Wooster, Oh Prof. David Wilkin	Gamma	1926	5
	Otterbein College Westerville, Oh Dr. Marjorie Cornell	Phi	1933	18
	Wittenberg University Springfield, Oh Prof. Eric M. Steinle	Phi Beta	1936	21
	Muskingum College New Concord, Oh Prof. Russell Brown	Phi Nu	1948	30
	Hiram College Hiram, Oh Prof. Ella Kirk	Phi Sigma	1954	36
	Case Western Reserve Universit Cleveland, Oh Prof. Sharon Scinicariello	Phi Psi	1956	41
	Heidelberg College Tiffin, Oh	Sigma Lambda	1965	53
	Ohio University Athens, Oh Prof. Herta Rodina	Sigma Xi	1966	55
	Ohio Wesleyan University Delaware, Oh Prof. Susanne Bellocq	Iota Xi	1978	79
	Central State University Wilberforce, Oh Prof. William Felker	Alpha Gamma	1979	104

State	University	Chapter	Year	No.
<b>OHIO cont.</b>				
	Capital University Columbus, Oh Prof. Barbara Keller	Beta Theta	1991	188
	Marietta College Marietta, Oh Prof. Leo Daniels	Beta Kappa	1991	189
	Kent State University Kent, Oh Prof. Diane Fisher	Gamma Pi	1996	217
	Ashland University Ashland, Oh Prof. William Cummins	Gamma Tau	1997	220
<b>OKLAHOMA</b>				
	Cameron University Lawton, Ok Prof. Teresa M Lubrano	Delta Rho	1988	175
	University Of Tulsa Tulsa, Ok Prof. Reginald Hyatte	Gamma Kappa	1995	211
<b>OREGON</b>				
	Williamette University Salem, Or Prof. Christin Gentzkow	Phi Upsilon	1955	38
	Portland State University Portland, Or Prof. Suwako Watanabe	Nu Nu	1979	95
	Southern Oregon State College Ashland, Or Prof. Priscilla Hunter	Delta Sigma	1983	136
	Western Oregon State Universit Mommouth, Or Prof. Ruth E. Thurston-Taylor	Eta Delta	1985	144
<b>PENNSYLVANIA</b>				
	Allegheny College Meadville, Pa Prof. Linda Demeritts	Alpha (Founder)	1922	0
	DeSales University Center Valley, Pa Prof. Maria Schantz	Kappa Beta	1925	147
	Pennsylvania State University University Park, Pa Prof. Beno Weiss	Beta	1925	4
	Muhlenberg College Allentown, Pa Prof. Patricia Debellis	Lambda	1928	11
	Gettysburg College Gettysburg, Pa Prof. Ronald D Burgess	Tau	1931	15
	Duquesne University Pittsburgh, Pa Prof. Don Kellander	Sigma Omega	1971	66
	Bloomsburg College Bloomsburg, Pa Prof. Patricia Dorame	Iota Theta	1976	74
	Saint Francis College Loretto, Pa Prof. Vincent Remillard	Iota Iota	1977	75
	Lincoln University Lincoln University, Pa Prof. Celia Esplugas	Nu	1978	86
	Eastern College Saint Davis, Pa Prof. Patricia Boehne	Iota Pi	1978	80
	University Of Pittsburgh Pittsburgh, Pa Prof. Pamela Bacarisse	Xi Xi	1979	96
	Lebanon Valley College Annville, Pa Prof. Diane Iglesias	Alpha Theta	1980	111
	Millersville University Millersville, Pa Prof. Ana Borger-Reese	Alpha Psi	1981	126
	Holy Family College Torresdale, Pa Prof. Marlene Smith	Delta Iota	1983	134
	Moravian College Bethlehem, Pa Prof. Astrid Kromayer	Delta Lambda	1983	135
	Ursinus College Collegeville, Pa Prof. Douglas Cameron	Delta Alpha	1983	131
	Lehigh University Bethlehem, Pa Prof. John Van Erle	Delta Phi	1984	141

State	University	Chapter	Year	No.
<b>PENNSYLVANIA cont.</b>				
	La Salle University Philadelphia, Pa Prof. Glenn A. Morocco	Kappa Iota	1986	153
	Susquehanna University Selinsgrove, Pa Prof. Wanda L. Cordero-Ponce	Kappa Omicron	1987	158
	Rosemont College Bryn Mawr, Pa Prof. Marilyn Conwell	Kappa Xi	1987	157
	Saint Joseph University Philadelphia, Pa Prof. Richard Kipphorn, Jr.	Kappa Phi	1987	163
	Kutztown University Kutztown, Pa Prof. Michael Paulson	Kappa Upsilon	1987	164
	Gannon University Erie, Pa Prof. Berta M. Weber	Delta Omicron	1988	174
	Lycoming College Williamsport, Pa Prof. Paul A. Mackenzie	Delta Chi	1989	178
	University Of Pennsylvania Edinboro, Pa Prof. Judith Gromley	Beta Pi	1992	196
	Marywood College Scranton, Pa Prof. Victoria Jean	Gamma Alpha	1994	203
	Chatham College Pittsburgh, Pa Prof. Janet Walker	Gamma Lambda	1995	212
	University Of Pennsylvania East Stroudsburg, Pa Prof. Ralph Vitello	Gamma Eta	1995	208
	Cabrini College Radnor, Pa Prof. Cynthia Halpern	Gamma Xi	1995	215
	Mercyhurst College Erie, Pa Prof. Alice Edwards	Gamma	1996	219
	Carnegie Mellon University Pittsburgh, Pa Prof. Susan Polansky	Epsilon Epsilon	1999	230
<b>RHODE ISLAND</b>				
	University Of Rhode Island Kingston, Ri Prof. Kenneth Rodgers	Chi Chi	1979	102
	Rhode Island College Providence, Ri Prof. Calvin Tillotson	Beta Gamma	1982	128
	Providence College Providence, Ri Prof. Raymond Lavallo	Delta Beta	1983	132
<b>SOUTH CAROLINA</b>				
	Furman University Greenville, Sc Prof. C Maurice Cherry	Sigma Gamma	1958	45
	University Of South Carolina Columbia, Sc Prof. T. Bruce Fryer	Iota Gamma	1974	69
	Converse College Spartanburg, Sc Prof. B. Brant Bynum	Alpha Rho	1981	120
<b>SOUTH DAKOTA</b>				
	University Of South Dakota Vermillion, Sd Prof. Gervais Hittle	Xi	1929	13
<b>TENNESSEE</b>				
	Vanderbilt University Nashville, Tn Prof. Patricia Ward	Phi Gamma	1938	22
	Union University Jackson, Tn Prof. Cynthia Jayne	Omicron	1978	81
	Middle Tennessee State University Murfreesboro, Tn Prof. Nancy Goldberg	Kappa Zeta	1986	151
	Belmont University Nashville, Tn Prof. Kim Jackson	Gamma Nu	1995	214
<b>TEXAS</b>				
	Sul Ross State University Alpine, Tx Prof. Jesus Tafoya	Epsilon Iota	2001	234
	Texas Christian University Fort Worth, Tx Prof. Lee A. Daniel	Delta Delta	1927	9

State	University	Chapter	Year	No.
<b>TEXAS cont.</b>				
	Texas Women's University Denton, Tx Prof. Ninfa Nik	Phi Phi	1955	39
	University Of Texas-Arlington Arlington, Tx Prof. Kimberly Van Noort	Iota Mu	1977	76
	Southwest Texas State University San Marcos, Tx	Eta	1978	84
	Austin College Sherman, Tx Prof. Cynthia Manley	Upsilon Upsilon	1979	101
	University Of North Texas Denton, Tx Prof. Pierina Beckman	Psi Psi	1979	103
	West Texas State University Canyon, Tx Prof. Courtney Harrison	Alpha Chi	1981	125
	Texas Southern University Houston, Tx Prof. Faride Reyes	Eta Epsilon	1985	145
	St. Mary's University San Antonio, Tx Prof. Gabriela Eckart	Kappa Theta	1987	167
	University Of Texas-El Paso El Paso, Tx Prof. Joan Manley	Beta Iota	1990	187
	University-Texas San Antonio San Antonio, Tx Prof. Christoph Er J. Wickham	Gamma Mu	1995	213
	Abilene Christian University Abilene, Tx Prof. Mark Jones	Epsilon Gamma	1998	228
<b>UTAH</b>				
	University Of Utah Salt Lake City, Ut Prof. Eduardo Elias	Sigma Rho	1967	59
	Weber State College Ogden, Ut Prof. Gary M. Godfrey	Kappa Epsilon	1986	150
	Southern Utah University Cedar City, Ut Prof. Dick Carlson	Gamma Zeta	1994	207
	Utah State University Logan, Ut Prof. Alfred N. Smith	Epsilon Xi	2001	239
<b>VIRGINIA</b>				
	Mary Washington College Fredericksburg, Va Prof. Sammy Merrill	Phi Omicron	1950	31
	James Madison University Harrisonburg, Va Prof. Virginia Aliotti	Sigma Eta	1964	49
	Virginia Polytech Inst & State Blacksburg, Va Prof. Fabrice Tuelon	Iota Alpha	1972	67
	University Of Richmond Richmond, Va Prof. J.C. Troncale	Iota Epsilon	1975	70
	Hampden-Sydney College Hampden-Sydney, Va Prof. Jorge A. Silveira	Kappa Kappa	1979	93
	University Of Virginia Charlottesville, Va Prof. Elisabeth Ladenson	Alpha Zeta	1980	109
	Radford University Radford, Va Prof. Janet Walker	Alpha Delta	1980	107
	Lynchburg College Lynchburg, Va Prof. Kern L. Lunsford	Kappa Tau	1987	162
	Emory & Henry College Emory, Va Prof. Helen Miseuheimer	Delta Xi	1988	173
<b>VIRGIN ISLANDS</b>				
	University Of The Virgin Islands Saint Thomas, Vi Prof. Gilbert Sprauve	Delta Tau	1988	176
<b>WASHINGTON</b>				
	University Of Washington Seattle, Wa Prof. Farris Anderson	Phi Zeta	1939	24
	University Of Washington Seattle, Wa Prof. John Keeler	Phi Zeta	1939	24

State	University	Chapter	Year	No.
	Washington State University Pullman, Wa Prof. Ana Maria Rodriguez-Vival	Beta Omicron	1992	194
<b>WASHINGTON, D.C.</b>				
	Gallaudet University Washington, Dc	Alpha Eta	1980	110
<b>WEST VIRGINIA</b>				
	Muskingum College Prof. Russ Brown	Phi Nu	1948	
<b>WISCONSIN</b>				
	Beloit College Beloit, Wi Prof. Donna Oliver	Theta	1926	8
	Lawrence College Appleton, Wi Prof. Judith Sarnecki	Iota-I	1927	304
	Ripon College Ripon, Wi Prof. Michelle French	Sigma Alpha	1957	43
	St. Norbert College De Pere, Wi Prof. Ikuko Torimoto	Psi	1979	88
<b>WYOMING</b>				
	University Of Wyoming Laramie, Wy Prof. Martha Hanscum	Theta Theta	1928	10
<b>MEXICO</b>				
	Universidad Regiomontana Monterrey, Mx	Alpha Tau	1981	122
<b>FRANCE</b>				
	The American University In Paris Paris, Fr Prof. Roy Rosenstein	Kappa 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 Lambda	Wingate College	190
Beta Theta	Capital University	188
Beta Kappa	Marietta College	189
Beta Mu	Thunderbird American Grad School Of International Management	191

### Happy 20<sup>th</sup> Anniversary

Alpha Mu	University of New Hampshire	115
Alpha Pi	Plymouth State College	119
Alpha Rho	Converse College	120
Alpha Sigma	Kentucky Christian College	121
Alpha Tau	Universidad Regiomontana	122
Alpha Upsilon	Niagara University	123
Alpha Pi	State University NY at Geneseo	124
Alpha Chi	West Texas State University	125
Alpha Psi	Millersville University	126

### Happy 30<sup>th</sup> Anniversary

Sigma Psi	College of the Holy Cross	65
Sigma Omega	Duquesne University	66

### Happy 40<sup>th</sup> Anniversary

Sigma Epsilon	Rollins College	47
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### Happy 70<sup>th</sup> Anniversary

Tau	Gettysburg College	15
Upsilon	Birmingham Southern College	16
Kappa Pi	Northern Arizona University	159

# PUZZLE ANSWERS

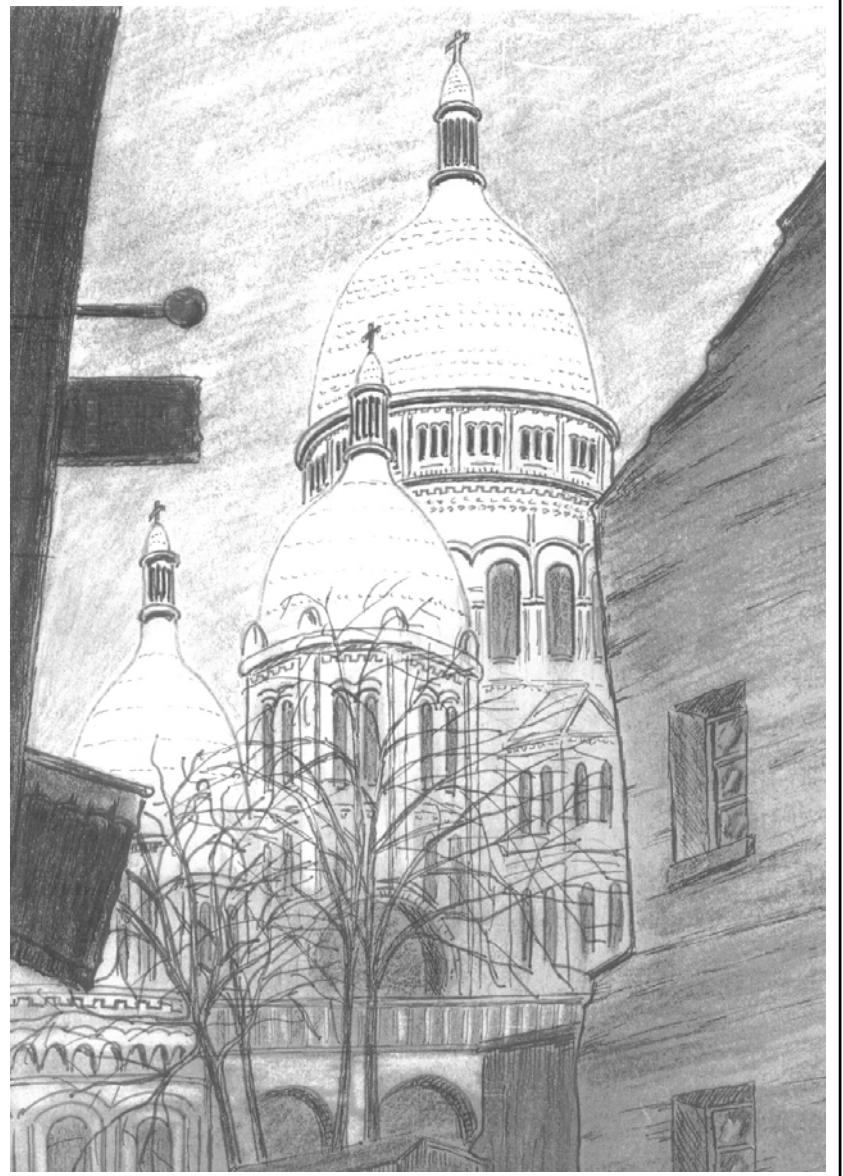
## They've got their act together



Answers to scrambled words p. 24

Shakespeare  
 Goethe  
 Schiller  
 Brecht  
 Miller  
 Albee  
 Moliere  
 Pirandello  
 Chekhov  
 Euripedes  
 Cervantes  
 Racine  
 Sheridan  
 Wilde  
 Schnitzler  
 Sartre  
 Beckett

If all the world's a stage, and  
 all of us are players, then  
 who's watching the play?



*Sacre Coeur*, watercolor by Dr. C. Eugene Scruggs

# Φ Σ Ι Phi Sigma Iota

## That's you all over

Answers to crosswords p. 18

	Spanish	Portuguese	Italian	French	Japanese	Slovak	Polish	Russian	Hebrew
FOOT	pie	pé	piede	pied	ashi	noha	noga	noga	regel
HAND	mano	mão	mano	man	te	ruka	ruka	ruka	yad
EYE	ojo	olho	occhio	oeil	me	oko	oko	oko	ain
EAR	oido	orelha	orecchio	oreille	mimi	ucho	ucho	ucho	ozen
HEAD	pista	cebeça	testa	tête	atama	hlava	gtowa	golova	rosh
HEART	corazón	coração	cuore	coeur	sing	serdce	serdce	serdce	lev
MOUTH	boca	boca	bocca	bouche	kuchi	ústa	usta	usta	peh
LEG	pierna	pé	piede	jambe	ashi	noha	noga	noga	regel

# 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

### PLATINUM PLUS Credit Card



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