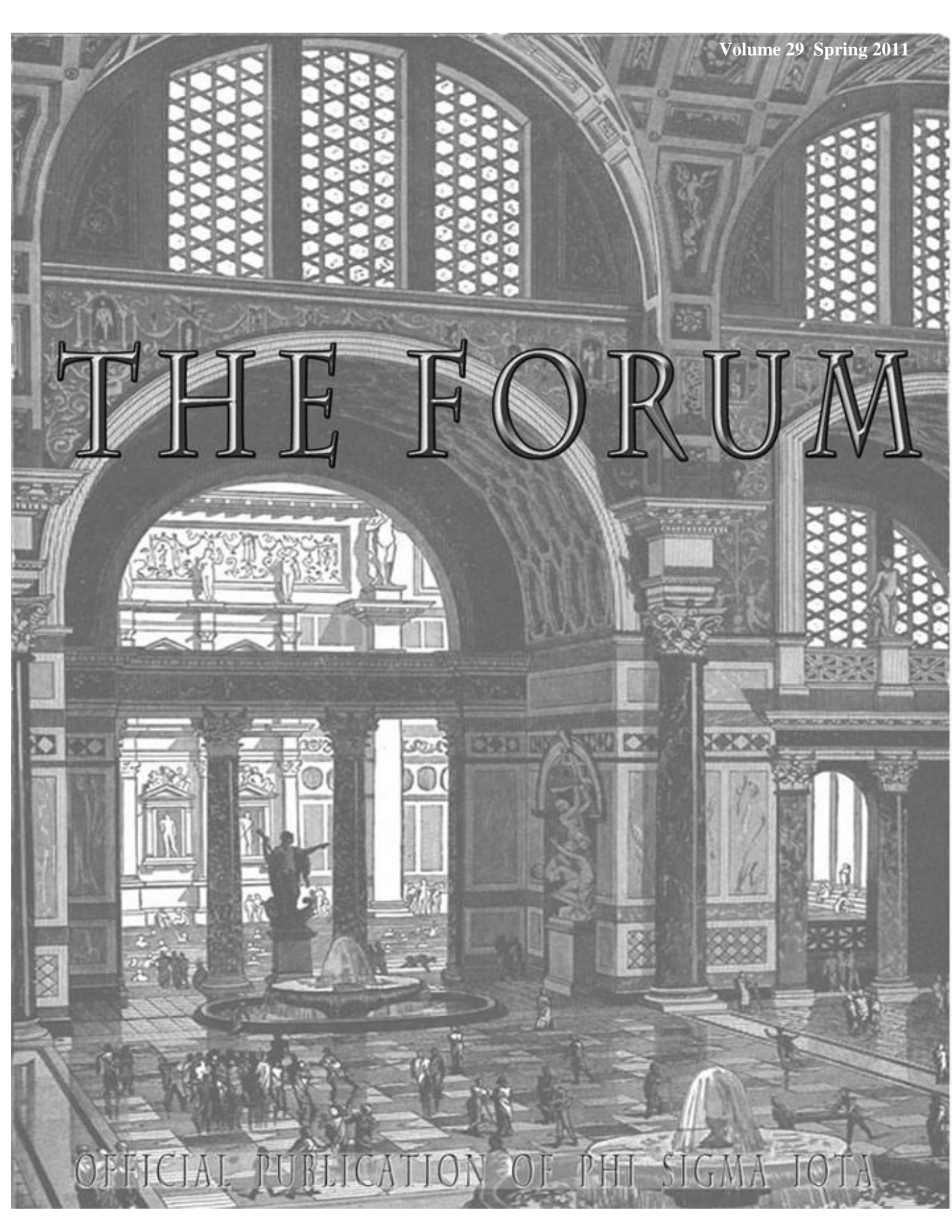


THE FORUM

OFFICIAL PUBLICATION OF PHI SIGMA TOTA



The Forum
Official Publication of Phi Sigma Iota
International Foreign Language Honor Society
Volume 29 Spring 2011

In This Issue

- FROM THE COMITIUM** **page 4**
This column carries reports of the Executive Committee of Phi Sigma Iota. Please send comments to contact@phisigmaiota.org to the attention of Susan L. Rosenstreich, President.
- ANNOUNCEMENTS AND REMINDERS** **page 5**
- FROM THE CURIA** **page 7**
“C’est la Vie” by John Churchill, Secretary of the Phi Beta Kappa Society. Reprinted with permission of the Society from Winter 2010 *Key Reporter*.
- BIG PROJECTS ON SMALL GRANTS** **page 8**
Phi Sigma Iota awards small grants up to \$150 for projects that are consistent with the mission of the organization. Three new foreign-language reading rooms have been established at William Jewell College with funds from their small grant.
- DID YOU KNOW? The 30 Most-Spoken Languages of The World** **page 9**
- FROM THE ROSTRUM** **page 10**
Phi Sigma Iota exists to recognize students who excel in language learning. The experiences of learning a new language, learning more of a language other than one’s mother tongue, or even of becoming better acquainted with a culture other than one’s own through language, literature and culture study, are unique to each student. *The Rostrum* offers student members of Phi Sigma Iota the opportunity to publish their original writing about these experiences.
- LIFETIME MEMBER PROFILE** **page 12**
Lifetime member Sarah Mae Harper uses her academic language training everyday as the Teen Services Librarian with the County of Los Angeles Public Library System.
- WHAT’S YOUR STORY?** **page 12**
How did you become interested in language learning? In this issue, Virginia Shen, Advisor for Iota Chi Chapter #258 at Chicago State University, asks. “Considering Learning a Foreign Language? Why Not Learn More Than One?”
- ALUMNI & PROFESSIONAL MEMBER SCHOLARSHIPS** **page 12**
An inquiry from Lifetime Member Tanya Knudsen led to the development of this program.
- REPORTS FROM THE 2009-2010 SCHOLARSHIP RECIPIENTS** **page 14**
- IT’S ALL ABOUT US!** **page 19**
In this section, we publish your chapter news and photographs. We also report new chapter charters. Let us hear from you! Send news and pictures to Administrative Director Roz Macken at contact@phisigmaiota.org.
- 2010-2011 SCHOLARSHIP APPLICATION FORMS** **page 23**
- LIST OF ACTIVE CHAPTERS** **page 27**

FROM THE COMITIUM: President's Letter

Dr. Susan Rosenstreich, Dowling College

The halfway mark in my two-year term as president of Phi Sigma Iota is a good point to pause for a look behind and ahead. In Fall 2008, you voted to restructure the organization, and the Executive Committee has run with that ball.

We began with financial reorganization. We might have ended right there had it not been for the new By-Laws, which allowed us to place finances in the charge of the current First Vice President, Dr. Phillip Wolfe of Allegheny College. Thanks to his stewardship of our assets, we have launched a Small Grants program, providing just the amount of financial support students need for service projects using knowledge of foreign languages and cultures. We also increased the pool of money set aside for the society's annual scholarships, making foreign language and culture study more affordable for more students. Second Vice President Cynthia Halpern of Cabrini College chairs the scholarship nominating committee, and if you have read current PSI newsletters and *The Forum*, you cannot but have been impressed by the high quality of students her committee has nominated for scholarship aid.

Your mandate for restructuring also entailed several organizational changes. Internally, the Executive Committee and the Administrative Director now meet four times a year. This gives the Board a clear process to establish annual and long-term goals, and to monitor in a consistent manner our progress toward meeting them. Credit for the effectiveness of this timetable goes to the secretary of Phi Sigma Iota, Dr. Randall Donaldson of Loyola University in Maryland.

Of course, none of this would have been possible without the support of Administrative Director Roz Macken. She is the voice that has improved communications amongst all of us, from the solitary student to the largest chapters of the society. She is the face of the new Editorial Committee, working with *Forum* editor Dr. Michael Wilson of Catawba College to make that publication into the quintessential symbol of Phi Sigma Iota. She is the motor driving our increase in membership and our rate of chapter reactivation. She is the center of gravity as the organization juggles the many projects we have undertaken to realize Phi Sigma Iota's ambitious mission. I take this opportunity to thank the Administrative Director publicly for her dedication and her professional management of an enormous task.

And now, what lies ahead? The Board met in October to set annual goals for the coming year. Among these are to continue expanding membership and to work with chapters to strengthen their presence on college campuses. Enhancing the value of membership remains an important goal. This year, we expanded the eligibility for scholarship awards to include alumni and lifetime members, as well as collegiate members. This modest change makes lifetime membership an invaluable resource. Alumni and Lifetime members, no matter where they find themselves professionally or academically, may now apply for Scholarships to carry out service projects. For members who work in companies, agencies or schools, these funds have enormous potential. But the greatest potential for Phi Sigma Iota is the opportunity to promote members' lifelong commitment to foreign language and culture study and service.

By any benchmark, Phi Sigma Iota has made extraordinary progress over the past year, and we can all look forward with confidence to a year of further growth. On behalf of the Executive Committee, I thank you for your support of Phi Sigma Iota, and for your ongoing commitment to its mission of recognizing achievement in fields that require knowledge of foreign languages and cultures.



ANNOUNCEMENTS AND REMINDERS

Introducing the Benjamin A. Gilman International Scholarship Program

from Cathleen Cuppett, Associate Professor, Coker College

As language educators and students know, study abroad is essential for developing language skills and deepening cultural understanding. For many students, however, study abroad is difficult due to a lack of financial resources. In order to assist needy students, the U.S. government established the Benjamin A. Gilman International Scholarship Program. The program offers study abroad scholarships up to \$5000 (or up to \$8000 in critical languages). In order to apply, a student must:

- be a U.S. citizen undergraduate in good academic standing;
- be a Pell Grant recipient;
- be accepted into a study abroad program;
- remain in one country for 28 days;
- must earn academic credit while on study abroad;
- not study in Cuba or any country on the U.S. Department of State's Travel Warning List.

The Gilman Scholarship Program also seeks to encourage students from underrepresented groups and majors to study abroad. Complete information on the scholarship can be found at: <http://www.iie.org/en/Programs/Gilman-Scholarship-Program>. In addition, the Gilman Scholarship has a Facebook page (<http://www.facebook.com/group.php?gid=91231974309>) and a YouTube channel (<http://www.youtube.com/user/gilmanscholarship>) with links to video interviews with former Gilman Scholars.

This past year, I was thrilled when a Coker College student received a Gilman Scholarship. She is the first person from our college to receive one. She has given me permission to tell you her story.

Eryka is the child of a single mother and a first-generation college student. In addition to studying, she has worked one or two part-time jobs to meet her financial obligations. In her Gilman application essay, she wrote: "When I first came to college I never dreamed of studying abroad, partly because I did not have any financial help and I never knew the opportunities and life changing experiences I could gain from it." Eryka is now spending a year in Guayaquil, Ecuador. She writes a blog (www.erykasblog.blogspot.com), and the excerpts below came from a recent posting:

"When I first got here I must admit that I wanted so bad to go home. I felt like this was not for me [...] Sometimes I wanted to stay in bed and just wait for night fall. I, however, found ambition to get up every day and work at not only the language but getting to know people and this culture which was my goal also. Now I am at a level in Spanish where I can hold a conversation, and with four more months to go I hope to be fluent."

"This experience will follow me throughout my life. It has transformed me into a totally different person. I want more for myself than I ever wanted because I know it is possible to obtain. I know that at the age of twenty-one, if I could go to another country for the first time for an entire academic school year, that anything else that comes my way is just simply a little road block or stepping stone to get me to the next level."

I hope other students will be inspired by Eryka's story. I encourage eligible students to apply for this wonderful scholarship.

ANNOUNCEMENTS AND REMINDERS

Small grants still available. Phi Sigma Iota is making small grants of up to \$150 available to members who are seeking funds to complete a project consistent with the goals of Phi Sigma Iota. Grants for the Academic Year 2010-2011 are available until the funds are exhausted. Students may apply directly for these grants. Application is by letter of request and should indicate the funding level requested and a description of the project and its goals. Upon completion of the project, recipients should send the organization a report of their activities and an explanation of their use of funds. Send inquiries, applications and project reports to contact@phisigmaiota.org, to the attention of Roz Macken.

Phi Sigma Iota Scholarships. Collegiate scholarships will continue to be awarded and a new scholarship program for Alumni & Professional Members has been established. Both application forms can be found on pages 24 and 26 of this magazine and are also available from the "Scholarships" link on the Society's website, <http://phisigmaiota.org>. The deadline for all applications is April 1, 2011.

Scholarships and Awards for Members of Honor Societies. Phi Sigma Iota's Member Resources page also has information on scholarships and awards available to members of any honor society belonging to the Association of College of Honor Societies (ACHS), a coordinating organization that maintains high standards, monitors, advises, and certifies the quality of member honor societies.

Submissions to *The Forum*. Members who would like to submit material for publication in *The Forum* should send an electronic copy of the material to the attention of Roz Macken at contact@phisigmaiota.org.

Nominations for Phi Sigma Iota National Offices. Faculty members interested in serving on the Executive Board of Phi Sigma Iota in an official capacity should send a letter of interest to the attention of Dr. Cynthia Halpern. In the letter, potential candidates for office should indicate the capacity in which they wish to serve. Dr. Halpern can be contacted at the Phi Sigma Iota electronic address: contact@phisigmaiota.org.

"English is not enough!" This was the theme of Dr. Catherine Porter's 2009 presidential address to the Modern Language Association. Readers may hear an audio recording of Dr. Porter's address by going to the MLA's homepage at <http://www.mla.org> and clicking on "Presidential Address 2009."

Reminder to Chapter Advisors. Chapter advisors must file an annual financial report at the end of each academic year, giving the chapter's income and expenses. Administrative Director Roz Macken will file the appropriate IRS form for you based on your chapter report. Instructions for compiling the report can be found at the bottom of the Advisors' Resources page of Phi Sigma Iota's website. If you have any questions, contact Roz Macken at contact@phisigmaiota.org.

FROM THE CURIA:

“C’est la Vie”

By John Churchill, Secretary of the Phi Beta Kappa Society
(Reprinted with permission of the Society from Winter 2010 *Key Reporter*)

Belt-tightening at colleges and universities across the country has put a big squeeze on the teaching of languages. Programs and positions are being cut in institutions large and small. This is not simple philistinism. Good people have been placed in excruciating situations, with the survival of their institutions in the balance, and the regret they express is sincere. So we need to ask what irresistible forces, in institutions under duress, are squeezing out the study of languages other than English and Spanish.

America has been predominantly a monoglot country. Spanish is changing that fact, if unevenly. But English is global, and most Americans sit tight with English because we can, at home or abroad. So language study seems optional - decorative, but not practical.

Words like “practical” reveal a conception of the purpose served by higher education: It trains students for jobs, benefiting them and the economic interest of society as a whole. An invisible hand coordinates the private and public goods, justifying public support for the process. In this picture, everything else is incidental, except for the very few students whose aspirations lead them off along less-traveled, unremunerative routes.

The trouble with this picture is well known. Dickens nailed it in *Hard Times*, where Mr. Gradgrind and Mr. M’Choakumchild stultify their students by treating them as units of industrial production in a school modeled on gritty mills. Mark Taylor, in *Crisis on Campus*, explains the industrial conception of the modern university. On YouTube, Ken Robinson demonstrates how modern education is organized to accept a standardized input, manipulate it through linear processes and spit out a measurable product. Robinson shows why such a process will never achieve its own ends, let alone serve any other human purpose. The fatal flaw here is an incomplete vision of human well-being; there is more to life than the first job.

Dozens of books and articles, and dozens of theorists of education, from Rousseau to Montessori to Pestalozzi to Dewey, tell us that you can’t get good results treating humans like widgets. Yet we continue to organize institutions and to fund education as if it were a manufacturing process.

Higher education must serve the economy and the vocational, professional aspirations of students. But must it be organized around a conception of those ends that is such a narrow, truncated product of the industrial age? Wouldn’t it serve those ends more adequately if it were organized to aim at nourishment of curiosity, wonder, divergent thought, creativity, intellectual energy, and a taste for novelty and delight? Wouldn’t that make it better at enlarging and enriching students’ capabilities, opening them toward unpredictable futures, rather than inculcating the techniques for solving this year’s puzzles?

Everyone knows that it would. These values are praised in theory even as they are trounced in policy. The fault lies not in the sentiments, but in the big picture that sketches in the humanities - language studies among them - as decorative blossoms, lovely but dispensable. In fact, they are more like the compost heap, easy to scorn, but necessary to the productivity of the whole garden. Where can we find the will to affirm, politically, that the humanities, including the study of languages, are not decorative but deeply practical?

Language studies deal with meaning, with value and with their collisions. They deal with how to understand other people, other cultures and how to understand ourselves. They are fields of exploration and contention; they unsettle, invite novelty and make things new. They embody the dynamism of life itself. We need education that celebrates this liveliness, rather than shunting it aside. Otherwise, even the purposes we intend to serve will die away for lack of nourishment.

BIG PROJECTS ON SMALL GRANTS

Dr. Jennifer Colón, Advisor, Phi Theta Chapter #26, William Jewell College

New to William Jewell College and Phi Sigma Iota sponsorship, I applied for a PSI Chapter Grant of \$150 to create a “Foreign Language Reading Room established by a PSI grant to Phi Theta, the WJC Chapter of Phi Sigma Iota, International Foreign Language Honor Society.” I was unable to acquire magazine racks in-house, so I had to change the implementation of my proposal to include money for magazine rack(s). By buying second hand, I was not only able to buy a magazine rack and establish one reading room, but I was able to buy three magazine racks and establish three reading areas on floors 2 and 2.5 (stair landings) with PSI prominently mentioned in the areas. I also bought magazines second hand and wrote to personal friends of mine to acquire their contemporary second-hand foreign language magazines. I affixed labels to each magazine saying “This magazine is provided in the Foreign Language Reading Room in Jewell Hall courtesy of Phi Theta Chapter, Phi Sigma Iota, International Foreign Language Society. Please do not remove from Jewell Hall.” The reading areas have been established and are fully functional, both providing a gathering area for students with foreign language reading materials of interest and advertising the presence of PSI on our campus. We feel that we have met our proposed goals:

- 1) It exposes students to foreign language outside of the classroom in real-world publications which are short enough and visual enough to entice further reading.
- 2) It fosters a feeling of success in the language if students are able to read real-world information in it. This may persuade WJC language students to pursue upper level language study or PSI membership.
- 3) It accelerates student proficiency in the language since they will be reading in it.
- 4) It increases the visibility of Phi Sigma Iota in that students will recognize that it both exists and that it is an option for them as current WJC and potentially as foreign language students.
- 5) It will be publicized in on-campus venues as a PSI benefit to the WJC community.

As for the last goal, it has been written to be included in our department blog, and we are advocating for its inclusion in the school newspaper. We are delighted to inform you of the results of this chapter grant and thank PSI once more for this wonderful opportunity for our students, our chapter, and our campus.



DID YOU KNOW?

The Thirty Most-Spoken Languages of the World

(Source: <http://www.krystal.com/spoken.html>)

Pos	Language	Family	Script(s) Used	Speakers (Millions)	Where Spoken (Major)
1	Mandarin	Sino-Tibetan	Chinese Characters	1151	China, Malaysia, Taiwan
2	English	Indo-European	Latin	1000	USA, UK, Australia, Canada, New Zealand
3	Spanish	Indo-European	Latin	500	Mexico, Central and South America, Spain
4	Hindi	Indo-European	Devanagari	490	North and Central India
5	Russian	Indo-European	Cyrillic	277	Russia, Central Asia
6	Arabic	Afro-Asiatic	Arabic	255	Middle East, Arabia, North Africa
7	Portuguese	Indo-European	Latin	240	Brazil, Portugal, Southern Africa
8	Bengali	Indo-European	Bengali	215	Bangladesh, Eastern India
9	French	Indo-European	Latin	200	France, Canada, West Africa, Central Africa
10	Malay, Indonesian	Malayo-Polynesian	Latin	175	Indonesia, Malaysia, Singapore
11	German	Indo-European	Latin	166	Germany, Austria, Central Europe
12	Japanese	Altaic	Chinese Characters and 2 Japanese Alphabets	132	Japan
13	Farsi (Persian)	Indo-European	Nastaliq	110	Iran, Afghanistan, Central Asia
14	Urdu	Indo-European	Nastaliq	104	Pakistan, India
15	Punjabi	Indo-European	Gurumukhi	103	Pakistan, India
16	Wu	Sino-Tibetan	Chinese Characters	90	China
17	Vietnamese	Austroasiatic	Based on Latin	86	Vietnam, China
18	Javanese	Malayo-Polynesian	Javanese	85	Indonesia
19	Tamil	Dravidian	Tamil	78	Southern India, Sri Lanka, Malaysia
20	Korean	Altaic	Hangul	78	Korean Peninsula
21	Turkish	Altaic	Latin	75	Turkey, Central Asia
22	Telugu	Dravidian	Telugu	74	Southern India
23	Marathi	Indo-European	Devanagari	72	Western India
24	Italian	Indo-European	Latin	62	Italy, Central Europe
25	Thai	Sino-Tibetan	Thai	60	Thailand, Laos
26	Burmese	Sino-Tibetan	Burmese	56	Myanmar
27	Cantonese	Sino-Tibetan	Chinese Characters	55	Southern China
28	Kannada	Dravidian	Kannada	47	Southern India
29	Gujarati	Indo-European	Gujarati	46	Western India, Kenya
30	Polish	Indo-European	Latin	46	Poland, Central Europe

FROM THE ROSTRUM:

Our Study Abroad in Barcelona

Jessica Shanks & Desiree Marmon, William Jewell College



Nearly four months ago, we started on our study abroad journey to Barcelona, Spain. We knew that this experience was going to be very different than anything we had encountered in the classroom, because we were going to be surrounded by not only native Spanish speakers, but also the Catalan language. As we were leaving St. Louis, our minds were filled with hopes and expectations about the upcoming semester, yet we were also experiencing a great deal of anxiety. The stress was forgotten the moment we first saw the lights of Barcelona through the window - a sight that we will never forget. The first week was filled with unforgettable events such as lost baggage at the airport and going to the Spanish ER. The latter, however, served as a bonding experience with our host mother. Only after these very unexpected and unforgettable experiences did classes actually start. Through our program we took four classes: an advanced Spanish grammar class and 3 other classes regarding Barcelona's and/or Spain's history and culture. While we expected these classes to challenge us, they differed from our expectations. In each class, we were expected to write a seven-page research paper (entirely in Spanish), and upon hearing this on the first day of classes we were a bit intimidated. While we believed that our Spanish was proficient enough for us to successfully communicate, we did not feel as though a paper of this length and detail was within our grasp. Throughout the semester, however, our Spanish continued to be challenged and tested by the program's teachers, our host family, and the everyday life of Barcelona. With this, our Spanish became more natural and fluent, and when the time came to write our papers, we were amazed at how easy and natural it was for us. Our study abroad experience was simply amazing. Not only were we able to improve our Spanish, but we were also able to learn about Spanish culture through a first-hand experience by living with our host family. We are going to miss Barcelona very much, and if given the chance, we would definitely return in a heartbeat.

A Connection Established Between Cabrini College and Students from the Norristown Area High School

Lisa Gomez, Cabrini College

A well-known person by the name of Tarkan once said, "We need to know ourselves better so that we can realize what we really want in our life."

My name is Lisa Gomez and I am the intern of the Mentoring Program, El Programa de Respaldo Educativo, in the Norristown Area High School (NAHS). This program is an integral aspect of a series of Engagement seminars focused around issues of social justice through community-based learning at Cabrini College in Radnor, Pennsylvania. As the intern, I work together with a group of Cabrini students with high school freshman who may be struggling in school, need help with their homework, or need a person to talk to about any problems they may have. The Cabrini students are all minoring in Spanish, or are able to fluently speak Spanish. In addition to helping the students academically, we are there to build relationships. This program is beneficial to both groups of students because as we help them with English they, in turn, help us with Spanish. The Mentoring Program is a reciprocal program, which means that we are not only helping the NAHS students but they are helping us as well. Our plan is to continue this relationship on a sustained level each semester for three academic years. These high school students will then be upperclassmen and their educational outlook may be more optimistic.

We encourage and motivate the NAHS students to think about their futures, such as graduating from high school, going to college or trade school, and living to their fullest potential. Although they are "too cool" for us sometimes, I know that deep down inside they are also thinking more about their futures and hope to succeed in life. I sometimes find myself thinking like an older sister, or even a parent, because I want them to understand how much we care about them and how important it is to graduate from high school and find success. My hopes and dreams for the NAHS students are to find a dream, chase it, and never give up.

This Mentoring Program is held on Mondays, Wednesdays and Thursdays after school from 2:30-4:00 p.m. If anyone has any comments or questions regarding the Mentoring Program/ El Programa Respaldo Educativo, please feel free to contact either myself at lmg72@cabrini.edu or Dr. Halpern at cynthia.halpern@cabrini.edu.



LIFETIME MEMBER PROFILE

Sarah Mae Harper

I completed my BA in Spanish at Western Maryland (now McDaniel) College with Dr. Thomas Deveny as my advisor. As I started my sophomore year, I began to think about how I wanted to use my degree. Did I want to be a teacher, a translator or something else entirely? I realized I wanted to work with young people but not as a teacher. There were some Library Science classes being offered to undergraduate students and I decided to sign up for one. After speaking with the head of the School Library Media program, we created a self-designed minor in Library Science. I was able to take 5 graduate-level classes as an undergraduate and complete an internship at the staff library of the National Aquarium in Baltimore. These experiences made me surer that I wanted to work in public libraries.

After graduating with my BA in 2001, I headed out to Los Angeles to pursue a Masters Degree in Library and Information Science at UCLA. I didn't pursue graduate-level language classes, but keeping up my Spanish skills was always a priority. During my undergraduate degree I studied in Spain for 4 months. That experience rejuvenated my interest in learning and enabled me to get practical experience with the language. I tried to continue that by seeking out Spanish media and practical opportunities to use the language. This was not difficult in Los Angeles.

When I finished my degree, I was hired by the County of Los Angeles Public Library as a Reference Librarian. The first community I worked in was in South East Los Angeles County where the population was over 60% Hispanic (according to the 2000 Census) and many spoke Spanish as their primary language. I was the only full-time staff member who spoke Spanish and frequently helped customers with every aspect of library services.

Currently I work at a medium-sized library in unincorporated South Los Angeles as a Teen Services Librarian. I am actually in charge of all services to children aged 0 to 17. This includes managing the collections and providing programming. There are some part-time staff members who are fluent in Spanish, but I am the only full-time staff member who is. Historically this neighborhood was predominantly African-American, but over the last ten years the Hispanic population has been growing, especially young immigrant families. Customers are frequently and pleasantly surprised to learn that I speak Spanish. I have been able to assist them in filing for unemployment, job searching and children's homework assignments in addition to general collection questions and requests for materials.

WHAT'S YOUR STORY?

Considering Learning a Foreign Language? Why Not Learn More Than One?

Virginia Shen, Advisor, Iota Chi Chapter #258, Chicago State University

I grew up speaking Mandarin Chinese and Taiwanese bilingually. Although people believe that after learning Chinese, other languages seem like a breeze, coming from a non-alphabetic language system, the first foreign language I learned in middle school – English - was a bit difficult for me. Thanks to the songs of the Beatles, Rolling Stones, and other bands in the seventies, I came to discover a fascinating new world of foreign languages! My studies in Spanish were purely accidental, as the score I received on the college entrance exam corresponded to the Spanish Department at Fu Jen Catholic University, renowned for foreign

language studies. In a rigorous educational system such as ours, years back, switching majors was not an easy option. It only seemed logical for me to study Spanish as dictated by my test score. My realization (or perhaps initial resignation) led me to the joy of understanding new cultures, perspectives, and ways of living in the Hispanic world. Furthermore, I was fortunate to have been awarded a scholarship by the government of Colombia to study at Instituto Caro y Cuervo in Bogotá for my master's degree in Latin American literature, and I obtained my doctoral degree in Spanish from Arizona State University. During my graduate studies I had the opportunity of studying French and Latin as part of my academic requirements, and Japanese as per my own interests. My studies and living experiences in Asia and North and South America have enriched my life both professionally and culturally.

Through the study of languages, I am able to see my own growth in understanding, possibilities for travel, career enrichment, and increased opportunities in life. I found Spanish - the language that I have been teaching for over twenty years and have come to love - to be intuitive, logical, and useful. I enjoy teaching Spanish at all levels, and love to decipher the deep, hidden meanings of Spanish American literature and culture which have, without fail, kept me mesmerized all along.

Often people show their amazement when they find out that I, of Asian descent, teach Spanish at an American college. I always respond: "If many of the world's most famous sinologists are Americans, British, and Dutch, why can't I be a Spanish scholar?" Professors can open the door to a world of great wonders, but one has to step forward to explore it oneself. If you are to understand the workings of the world, by all means, study a language and immerse yourself in the culture of a target language. If you are considering learning a foreign language, why not learn more than one?

Scholarship Funds For Alumni & Professional Members

Tanya Knudsen, a Phi Sigma Iota member since the first induction ceremony conducted at SUNY New Paltz in 1988, is now in foreign language education. But she is not just your average foreign language teacher. Founder of Polly-Glot Tots, Ms. Knudsen developed a multilingual foreign language enrichment program for children as young as one and as advanced as five-year-olds. She launched the program in 2007 and has now expanded it to elementary school level. Polly-Glot Tots involves parents as well as children, and provides kits, curriculum and training for native-level speakers. The programs are mobile, ready to be used in day care centers, community centers, malls, and of course, in schools. The Polly-Glot Tots website, www.pollyglottots.com, offers course information, instruction hints, and a history of the project.

Ms. Knudsen, who will launch her new CD-based program in French and Spanish on March 24th, recently approached Phi Sigma Iota for publicity support. But the Executive Committee wanted to offer more than words. At the 2010 Annual Retreat, the Committee voted to add an Alumni/Professional Member category to the Phi Sigma Iota Scholarship Program, making it possible for Phi Sigma Iota members whose work involves foreign languages to apply for funding that would support foreign language learning. Ms. Knudsen is currently writing an application to enhance awareness of her program, and if all goes well, hers will be one of the first Professional Scholarship Awards. If you have a project that involves foreign language learning in a professional setting, consider applying for an Alumni & Professional Member Scholarship. Who knows how far it could take you? See the details and application on pages 25 and 26 of this publication.

2009-2010 SCHOLARSHIP AWARD WINNERS

The Founder Dr. Henry W. Church Scholarship

Jordan Scot Flynn Hollander
Delta Chi Chapter #178, Lycoming College, Williamsport, PA

The Dr. Cleon W. Capsas Memorial Scholarship

Danielle Lindquist-Kleissler
Delta Delta Chapter #9, Texas Christian University, Fort Worth TX

The Dr. Santiago Vilas Scholarship

Lucas Glenn Pattison
Phi Nu Chapter #30, Muskingum University, New Concord, OH

The Dr. Marie-France Hilgar Scholarship

Amelia T. Simonson
Beta Omega Chapter #202, Binghamton University, Binghamton, NY

The Phi Sigma Iota Scholarship

Kimberly Versaw
Alpha Chapter #0, Allegheny College, Meadville PA

The President's Scholarship

Lulu Fayet Skinner
Delta Rho Chapter #175, Cameron University, Lawton OK

Reports From The 2009-2010 Phi Sigma Iota Scholarship Recipients

Dr. Henry Ward Church Scholarship

Jordan Scot Flynn Hollander-Delta Chi Chapter #178, Lycoming College

I am writing to update my fellow members of Phi Sigma Iota Foreign Language Honor Society about my graduate studies. I was fortunate to receive the Dr. Henry Ward Church Scholarship in 2010. I studied French, International Studies, and Political Science at Lycoming College in Williamsport, PA. Studying foreign languages has been part of my academic career since the third grade, and continued throughout my college career. To learn a new language is to experience a new culture, and in our ever-globalizing world, knowledge of our neighbors - near and far - will only become more important.

Since graduating from Lycoming College, I have been studying in Ireland, a country that is truly the land of *céad mile fáilte*, one hundred thousand welcomes. I used the Phi Sigma Iota scholarship towards tuition at Trinity College, Dublin, where I am pursuing a Master's of Science degree in Comparative European Politics. This has enabled me to reduce the amount of debt that I would otherwise incur, and I am grateful for that.

While I am not currently taking any formal language courses, I have opportunities to use language skills that I have acquired in my dissertation research. My dissertation, which will be completed by the end of summer (2011), is a case study of the 2009 referendum in Switzerland that banned the construction of minarets on mosques in that country. The paper will place a micro-level focus on a much larger issue that many countries in Europe are facing; a growing Muslim population and public policies aimed at that group. I hope to get this research published when I am finished with it. My fluency in French has greatly helped me over the course of my research, and I know that I will continue to capitalize on it in the future.

One of the best aspects of study abroad is the opportunity to meet and study with students from all over the world. I am fortunate to have a great group in my particular program and we often approach our group discussions in a number of languages - the bridge to understanding each others' particular cultures and backgrounds.

I would like to again thank Phi Sigma Iota for this scholarship, and all my foreign language professors who have challenged me to learn and helped me to further my academic career and foreign study.

The Dr. Cleon W. Capsas Memorial Scholarship

Danielle Lindquist-Kleissler, Delta Delta Chapter #9, Texas Christian University

Before leaving the country for any prolonged journey, you are warned and cautioned repeatedly about the challenges of culture shock, but what everyone forgets to mention is the reverse culture shock upon return. This seems to be somewhat of an afterthought - yet, for me, this was the greater challenge.

By opening myself fully to the Spanish culture, it was easy to become accustomed to the lifestyle and culture. Although I noted every difference, I welcomed each of them with an open mind, which allowed me to enjoy everything and learn what life is like for the Spanish. My house mother, in addition to all the Spaniards I met there, impacted me in numerous ways. It was fascinating to discuss the stereotypes both of our countries have of the other one, as well as the basic philosophies of life. I spoke as much Spanish as I could and tried to absorb everything I

heard and saw. Everywhere we went I was the nerd who sat on the bus reading her Spanish dictionary as though it were a novel. As ridiculous as it was, I think it made a difference in my abilities because I also tried to think in Spanish as well.

Throughout the trip I pushed myself outside of my comfort zone and actively searched for opportunities to gain more from the trip. For instance, although I am generally a rather reserved person who doesn't speak up much, I nearly dominated the conversations in the Spanish classroom, picking the professor's brain and mentioning my own observations and curiosities. One night a group of us met some local Spaniards with whom we ended up talking for hours because they were just as curious about the U.S. as we were about Spain. Some of the conversation related to absurd topics like if life in the U.S. was really straight out of the movie *American Pie* or if Americans thought they were in Mexico when visiting Spain, but other parts were incredibly deep and enlightening. That single conversation taught me more and pushed me to examine my life and my country from angles that would never have occurred to me more than any other conversation I've had.

By the end of the trip, it was clear that my Spanish had improved exponentially, and the language came very naturally, showing just how much I had learned. More than just my language skills though, I gained a different perspective on life and new insights that I can now use to shape my own life and decide what I want from it. Spain is an amazing country and I know that I would be incredibly lucky if I ever have the opportunity to return in the future. Not a day goes by that I don't think about my experiences there and how absolutely wonderful it was. I have grown both as a student and a person, and I could not ask for anything more from my study abroad experience.

I am constantly remembering my time in Spain and the people there. I love Spanish culture and their attitude toward life. Coming back was a hard adjustment especially because I had enjoyed my time abroad so much. To begin with, it was challenging to remember that people will not understand me if I speak Spanish to them. I had forgotten just how fast everything moves in the U.S. and how little time we spend simply enjoying life as the Spaniards do. I started a full-time internship the day after I returned so I certainly missed my daily *siestas*. Even readjusting to American food took some time. Instead of coming back with the attitude of "ah yes this is the way it's supposed to be done," I questioned everything and kept reverting back to the Spanish way of thinking. It's hard to live like a Spaniard in a country that lives to work, but I try to remind myself that it's possible to enjoy the basic things in life and that being late or relaxing just a bit on things isn't the end of the world.

I'm excited at the prospect of searching for opportunities to use and improve my Spanish once I begin a career. I realize that these opportunities are ones that I will have to actively search for, but I am willing to put in the effort for a language I've come to love. In Spain the students were paired with Spaniards who were learning English, and mine was, coincidentally, a programmer and business analyst, which is essentially what I am studying. Speaking with him made me realize that there might even be an opportunity for me to work in Spain for several years after graduating. This would be an amazing opportunity both career-wise and culturally. Another opportunity I came across once home is the chance to teach overseas. This wasn't something I had considered before, but after realizing how much I miss Spain I'm starting to consider it more. As far as using my experience to further my education, I am still planning on relating my Honors Project to a comparison between information system usage and methods in the U.S. and Spain. The ability to accurately compare and utilize sources from both languages will certainly add an extra element to my project.

I have learned more and changed more as a result of my study abroad experience than I ever expected to. My view of myself and the world has been broadened and enhanced, and my Spanish has dramatically improved. The only thing I regret from the trip is that I could not stay longer because it was such an amazing experience.

The Dr. Marie-France Hilgar Scholarship
Amelia Simonson, Beta Omega Chapter #202, Binghamton University

Thanks to the Dr. Marie-France Hilgar Scholarship, I have been able to continue my foreign language education. This past fall, I started graduate school at the University at Albany to pursue a Master's degree in French. I applied the scholarship directly to my tuition fees. My first semester went very well, and I really enjoyed all of my classes. I believe that my time at Binghamton University and my experience in Phi Sigma Iota prepared me very well for graduate school. By switching universities, I became exposed to different faculty and therefore new areas of expertise from which I could expand my knowledge. As an undergraduate student, I had never taken any film courses or studied cinema in France. This past semester I learned not only about French cinema, but about the technical aspects of film as well. Additionally, I studied new French philosophers such as Pierre Bourdieu, Roland Barthes, and Michel Foucault, to whom I had not been exposed as an undergraduate student. Their ideas influenced me greatly, and I applied their ideas to the current budget crisis of New York State as a final paper topic. I also studied the history of the French language and its evolution from Latin to the French we know today. I really enjoyed this class, which exposed me to the French language as well as some Latin and the influence of other romance languages on the French lexicon.

I just started my second semester, and I am very excited about the courses I am taking. As an undergraduate student, schedule conflicts and degree requirements from the university did not allow me to take certain classes. At UAlbany, the Master's degree in French requires students to take at least two classes outside of the French department. As a result, I am very excited about taking my first linguistics class this semester, a subject I had wanted to take in college but could not fit into my schedule. UAlbany encourages students in my program to explore areas related to language study through this requirement. Having experience in linguistics and other areas related to language will help me later in life, as I hope to become a French teacher.

I hope to finish my Master's degree by December 2011. Thanks to the Dr. Marie-France Hilgar Scholarship, I am able to attend UAlbany for graduate school. I couldn't be more thankful for the opportunity that this scholarship has given me. Not only will my Master's degree help me professionally, but studying these new areas of French language and culture has increased my love for the French language. I look forward to every day that I have class, because I always learn something new and my thirst for knowledge grows every day. My experience in Phi Sigma Iota really shaped who I am today. I went into college being very quiet and especially nervous about public speaking. Through my position as Co-President, I developed leadership qualities and became more confident in myself as a student and as a leader. Phi Sigma Iota has helped me in many aspects of my life, and I am very thankful for the opportunity to have been involved in this organization.

The Phi Sigma Iota Scholarship
Kimberly Versaw, Alpha Chapter #0, Allegheny College

After receiving the Phi Sigma Iota Scholarship, I started my graduate school career at the Simon Graduate School of Business at the University of Rochester. I am studying marketing and will be receiving my M.S.B.A. in June 2011. The scholarship has helped me in my job search and professional networking opportunities. I took a trip to New York City in December with the marketing club from school and I put my scholarship money towards my networking opportunities with employers who have connections to Latin America and other Spanish-speaking countries. I have made great networking connections with potential employers, alumni and classmates. Having the opportunity to connect with those who have the same passion as I do is an amazing experience and this scholarship has helped me achieve many goals in so little time. This scholarship is helping me reach my desired career as a Project Manager for the Hispanic market in advertising and marketing. I really appreciate the opportunity that Phi Sigma Iota has given me and the benefits are immeasurable. ¡Muchas gracias por todo!

The President's Scholarship
Lulu Fayet Skinner, Delta Rho Chapter #175, Cameron University

I would like to express my eternal gratitude for your helping my family and me accomplish my educational endeavor to become a Spanish teacher. Your financial and caring support made this semester manageable. The money provided helped ease the burden of transportation expenses and school materials and supplied some income for my family during my student teaching.

Transportation costs were a main concern due to the one hour commute back and forth from Frederick to Lawton. The fluctuating gas prices really caused me concern as to whether I was going to be able to afford the last semester without being employed.

Furthermore, my family struggled economically due to my unemployment status. The income provided by my husband mainly went to household expenses and basic family needs. The assistance given by PHI SIGMA IOTA truly helped lessen the worry of being able to have the needed materials for the courses taken.

Moreover, the scholarship provided funds for other educational resources to help facilitate my student teaching. I had to purchase some Spanish-language resources that encompassed a wide variety of learning styles to help me become more effective in the classroom setting.

In conclusion, my family and I will forever be grateful for your decision to award me a thousand dollar scholarship. Your financial assistance provided me a wonderful opportunity to accomplish my dream of becoming a Spanish teacher.

***IT'S ALL ABOUT US!:* CHAPTER REPORTS**

Please welcome these new chapters awarded since the last issue:

Georgia State University, Atlanta, GA - Omicron Alpha #261
Hartwick College, Oneonta, NY - Mu Alpha #249
Chestnut Hill College, Philadelphia, PA - Mu Beta #250



Mercyhurst College's Gamma Sigma Chapter #219 inducted 14 new members on Thursday, May 13, 2010 (ten are pictured). The evening included a dinner and a presentation by Phi Sigma Iota member and Mercyhurst alum Sara Jaecks '05, who is now an auditor for Bayer AG, living in Germany and traveling throughout the world for her work.



On April 21, 2010, the Department of Foreign Languages and Literatures celebrated its annual induction ceremony of 21 new members to Zeta Alpha Chapter at Southeastern Louisiana University. This was a group of our most outstanding students, majors/minors in Spanish, French, German, and Italian. Congratulations to all of them!

Beta Tau Chapter #197 at California State University at Chico continues to make educational and cultural contributions to campus life. They publish *Multicultural Echoes*, a literary magazine, and sponsor a creative reading event where CSUC students and faculty read published works for an audience. The chapter organized a talk called “The Mexican Revolution 1910-1920. A Centenary Celebration” in April 2010. With grants from the Committee on Arts and Lectures, they were able to host a talk by Dr. Pablo del Barco called “The Imagined Word: Transatlantic Dialogues through Discursive and Visual Poetry” in April 2009 and another by visiting scholar Dr. Angel Delgado entitled “Baptizing the New World: Toponymy, Names of Places and Peoples in Americas” in April 2010.



On April 30, 2010 the Iota Chi Chapter #258 at Chicago State University celebrated its first induction of 15 new members, including eight Spanish majors, two Spanish minors, four Bilingual Education majors, and one graduate student of the Master of Art of Teaching. The memorable ceremony started with a brief history of the Society by the Chapter Advisor, Dr. Virginia Shen, followed by the presentation of charter certificate by the Dean of the College of Arts and Sciences, Dr. Rachel Lindsey. After words of encouragement from Dean Lindsey and Dr. Evelyne Delgado-Norris, Acting-Chair of the Department of Foreign Languages and Literatures where the chapter is housed, membership certificates were presented to the students. The ceremony was concluded with the lighting of students’ candles by faculty of Foreign Languages and Bilingual Education to symbolize the continuation of academic tradition, scholarship, and excellence. A reception, well attended by faculty, students, family, and friends, was held immediately following the ceremony.

Catawba College’s Gamma Beta Chapter #204 inducted four new members at its annual initiation banquet on May 3, 2010. Graduating seniors Kyle Ganow and Leslie Denton made presentations on their travel and internship experiences.



The Epsilon Beta Chapter at the University of Evansville in Evansville, Indiana held its annual initiation ceremony on Sunday afternoon, November 22, 2009. Eleven students representing six languages were inducted into membership. Faculty advisor Ann Baker gave the opening remarks and welcomed the new members. The 2009-2010 officers, President Ian Stamps, Vice-president Anthony Pyanoe, Secretary Marissa Mitchell, Treasurer Rochelle Healy and Social Director Jessica Ray conducted the ceremony, assisted by member Bryce Mitchell. Hang Li, University of Evansville Visiting Professor of Chinese, delivered the keynote address. A dessert reception for members, initiates and their families and friends followed the ceremony. The Epsilon Beta chapter has initiated 123 members since it was installed on April 8, 2000.



Induction ceremony presenters at Beta Omega Chapter #202, Binghamton University
November, 2010



Iota Xi Chapter at Ohio Wesleyan University conducted its annual induction of new members on April 1, 2010. After welcomes by Dr. Darrell Albon, Director of International and Off-Campus Programs and faculty chapter advisor, Professor Susanna Bellocq, chapter officers Katy Schlaudt, Sam Chesser and Jenna Teeters conducted the ceremony. Dr. Erin Flynn of the Philosophy Department at Ohio Wesleyan University offered his congratulations to the new members. His comments stressed his own appreciation of foreign language usage and importance in his research and teaching. He noted both errors in translation from German in texts and understanding the multiple usage of expressions which also alter meaning. Mr. Albon, Mr. Flynn and members of the Classical and Modern Foreign Language faculty joined friends and families of the new members at the reception that followed.

“Things are going well for our chapter,” reports Sigma Upsilon #62 at East Carolina University in Greenville, North Carolina. “We expect to have a speaker on Creole spoken in Haiti and organize an educational trip with funds that we have received from the S.G.A. We meet every two to three weeks. We have also organized a fundraiser Mardi Gras dinner for Haiti and have volunteers work in the language lab.



On Friday evening March 12, 2010, the Gamma Xi Chapter at Cabrini College inducted fourteen new members into the honor society. Student officers and members prepared and directed the initiation ceremony replete with candlelight and roses in the lovely Mansion foyer. The evening

concluded with a beautifully prepared array of international *hors d'oeuvres* in the Mansion dining room, while students and family enjoyed a slide show of the recent Engagements of the Common Good trip to Guatemala in January 2010 and accompanying audio of Catherine Porter's inaugural presidential address that she presented at the 125th MLA Annual Convention in Philadelphia in December 2009.

Collegiate Member Scholarship Application

ELIGIBILITY: Only active members of *Phi Sigma Iota* 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 academic reference, to be sent directly to the Faculty Advisor.
- An official transcript addressed directly to the Faculty Advisor.

AWARDS: Phi Sigma Iota will grant Scholarship Awards based on availability of funding.

DEADLINE FOR SUBMISSION OF NOMINATIONS: Postmarked no later than April 1, 2011. The deadline will be strictly observed. Incomplete submissions will not be considered.

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

Phi Sigma Iota
Roz Macken, Administrative Director
Allegheny College
520 North Main St., Box 30
Meadville, PA 16335-3902



The International Foreign Language Honor Society

Phi Sigma Iota

Member of the Association of College Honor Societies

Collegiate Member Scholarship Application 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. STATEMENT by FACULTY ADVISOR: Attach

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

Name and Address _____

7. FACULTY ADVISOR SPONSORING THIS NOMINATION

Name and Address _____ Title _____

Application for Alumni & Professional Member Scholarships

Candidates for consideration of the PSI award must provide the following information as part of the nomination process:

- The official PSI application form on the following page;
- A signed endorsement of a department chairperson, academic dean, chief academic officer, supervisor, chief and/or other supervisory position including a statement outlining the candidate's service and dedication to the study of foreign languages and specific commitment to pursue such dedication;
- 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;
- An official transcript (undergraduate and/or graduate as appropriate) addressed directly to the Scholarship Committee of PSI;
- A description of the purpose and significance of the proposed project and how it will enhance the candidate's professional vitality with regard to the study or application of foreign languages;
- An itemized list of expenditures associated with the project, including the rationale for each item listed;
- An explanation whether or not funding has been provided in the past for the project. If so, from which sources and in what amount. Describe rationale for seeking new funding for the same project;
- An explanation whether in the future the nominee is planning to submit another proposal for funding for the project through other funding sources and if so, which source, and in what amount.

*Candidate may also submit one **optional** academic reference in addition to the required endorsement by the department chairperson, academic dean, chief academic officer, supervisor, chief and/or other supervisory position as described above. This additional academic reference must address the candidate's proposed professional project according to its merit within the field of foreign language study and/or application of foreign language.



The International Foreign Language Honor Society

Phi Sigma Iota

Member of the Association of College Honor Societies

Professional Member Scholarship Application Form

1. GENERAL INFORMATION OF NOMINEE

Name in full _____

Chapter and Institution _____

Permanent Address _____

Social Security Number _____ Phone _____ E-mail _____

Present Local Address if different than above _____

2. EDUCATION RECORD OF NOMINEE

High School (Name and Location) _____

Graduation Date _____ Class Rank _____

Undergraduate College/University (Location, Dates, Degree and Date of Degree) _____

Fields of Concentration at College/University _____

Undergraduate Grade Average: Cumulative _____ Foreign Languages _____

Scholarships, Honors Received _____

Graduate College/University (Location, Dates, Degree and Date of Degree) _____

Graduate School Program Name _____

Graduate School Grade Average: Cumulative _____ Foreign Languages _____

Scholarships, Honors Received _____

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

4. STATEMENT by DEPARTMENT CHAIRPERSON, ACADEMIC DEAN, CHIEF ACADEMIC OFFICER, SUPERVISOR, CHIEF AND/OR OTHER SUPERVISORY POSITION: Name and Address: _____

OTHER ACADEMIC REFERENCE: (optional) Name and Address: _____

Active Chapter List

Location	Chapter Name	Chapter #
International		
American University In Paris, France	Kappa Sigma	160
Alaska		
University Of Alaska - Fairbanks	Delta Gamma	137
Alabama		
Birmingham Southern College	Upsilon	16
University Of Alabama At Birmingham	* Beta Sigma	195
University Of Alabama In Huntsville	Gamma Gamma	91
University Of North Alabama	Delta Theta	169
Spring Hill College	Zeta Epsilon	248
Arkansas		
University of Central Arkansas	* Alpha Omicron	118
Arizona		
Thunderbird School Of Global Management	Beta Mu	191
California		
California State University, Chico	Beta Tau	197
San Francisco State University	Eta Alpha	142
San Jose State University	Kappa Mu	155
Santa Clara University	Beta Delta	129
University Of California Riverside	Tau Tau	100
Colorado		
Colorado College	Sigma Pi	57
Fort Lewis College	Chi	89
Metropolitan State College Of Denver	Iota Kappa	181
University Of Colorado At Boulder	Epsilon Epsilon-I	305
University Of Denver	Alpha Alpha	1
Connecticut		
Sacred Heart University	Delta Kappa	133
University Of Bridgeport	* Alpha Epsilon	108
University Of Hartford	* Sigma Phi	63
District of Columbia		
Gallaudet University	Alpha Eta	110
Florida		
Jacksonville University	Kappa Delta	149
University Of South Florida	Beta Zeta	186
Georgia		
Emory University	Sigma	14
Georgia State University	Omicron Alpha	261
Mercer University	Eta Eta	92
Piedmont College	Omega Beta	259
University Of West Georgia	Alpha Omega	127
Wesleyan College	Sigma Omicron	54
Iowa		
Central College	Epsilon Lambda	236
Illinois		
Benedictine University	Delta Nu	179
Bradley University	Kappa Rho	161
Chicago State University	Iota Chi	258

Location	Chapter Name	Chapter #
Illinois College	Alpha Kappa	113
Lake Forest College	Mu	12
North Central College	* Phi Chi	40
Northern Illinois University	Delta	82
Rockford College	Beta Epsilon	185
Indiana		
Butler University	Kappa Lambda	154
Depauw University	* Pi I	308
Hanover College	Epsilon Delta	229
Indiana State University	Phi Tau	37
University Of Evansville	Epsilon Beta	227
University Of Indianapolis	Iota Omega	183
Wabash College	Iota	85
Kansas		
McPherson College	Zeta Delta	246
Washburn University Of Topeka	Kappa Psi	166
Kentucky		
Centre College	Iota Eta	73
Northern Kentucky University	Gamma Phi	222
University Of Kentucky	* Phi Lambda	33
Louisiana		
Louisiana St. Univ. In Shreveport	Delta Pi	140
Louisiana State University	Phi Alpha	19
McNeese State University	Gamma Upsilon	221
Southeastern Louisiana University	Zeta Alpha	241
Massachusetts		
Bentley College	Zeta Beta	245
Salem State College	Omega Alpha	260
Maryland		
College Of Notre Dame Of Maryland	Epsilon Zeta	232
Loyola College In Maryland	Gamma Iota	210
McDaniel College	Beta Alpha	184
United States Naval Academy	Delta Eta	170
Maine		
Bates College	Kappa	7
University of Southern Maine	Kappa Nu	156
Michigan		
Cornerstone University	Eta Mu	256
Michigan State University	* Sigma Kappa	51
University Of Michigan-Dearborn	Gamma Delta	205
University Of Michigan-Flint	Rho Rho	99
Missouri		
Missouri Southern State University	* Beta Rho	198
University of Missouri - Kansas City	* Beta Phi	200
William Jewell College	Phi Theta	26
Montana		
Carroll College	Gamma Rho	218
Nebraska		
Hastings College	* Delta Upsilon	177

Location	Chapter Name	Chapter #
New Hampshire		
Plymouth State University	Alpha Pi	119
New Jersey		
Caldwell College	Kappa Chi	165
College Of Saint Elizabeth	Gamma Omega	225
Rutgers University	Sigma Sigma	60
Saint Peter's College	Gamma Psi	223
New Mexico		
University of New Mexico	* Phi Mu	29
New York		
Alfred Univeristy	Sigma Tau	61
Binghamton University	Beta Omega	202
Dowling College	Beta Upsilon	199
Hamilton College	Iota Nu	77
Hartwick College	Mu Alpha	249
Hobart & William Smith College	* Phi Eta	25
Long Island Univ./ C. W. Post	Epsilon Kappa	235
Mercy College	* Iota Beta	68
Niagara University	Alpha Upsilon	123
Pace University	Sigma Chi	64
Pace University- Pleasantville	Delta Epsilon	138
St Thomas Aquinas College	Delta Mu	171
State University Of Ny-Buffalo	Alpha Iota	112
State University Of Ny-Geneseo	Alpha Phi	124
State University Of Ny-Oneonta	Beta Epsilon	130
State University Of Ny-Oswego	* Kappa Eta	152
State University Of Ny-Stony Brook	* Sigma Mu	56
United States Military Academy	Beta Nu	192
North Carolina		
Catawba College	Gamma Beta	204
East Carolina University	Sigma Upsilon	62
High Point University	Delta Zeta	139
Methodist University	Kappa Gamma	148
North Carolina State University	* Alpha Lambda	114
Salem College	Delta Psi	180
Wingate College	Beta Lambda	190
North Dakota		
Valley City State University	* Iota Lambda	182
Ohio		
Ashland University	Gamma Tau	220
Capital University	Beta Theta	188
Case Western Reserve Universit	Phi Psi	41
Cleveland State University Of Ohio	Epsilon Eta	231
College Of Wooster	Gamma	5
Kent State University	Gamma Pi	217
Muskingum University	Phi Nu	30
Ohio State University	Omicron Gamma	257
Ohio University	Sigma Xi	55
Ohio Wesleyan University	Iota Xi	79
Otterbein College	Phi	18

Location	Chapter Name	Chapter #
Oklahoma		
Cameron University	Delta Rho	175
University Of Tulsa	Gamma Kappa	211
Oregon		
Portland State University	Nu Nu	95
Southern Oregon University	* Delta Sigma I	36
Western Oregon University	* Eta Delta	144
Pennsylvania		
Allegheny College	Alpha (Founder)	0
Bloomsburg University	Iota Theta	74
Cabrini College	Gamma Xi	215
Carnegie Mellon University	Epsilon Epsilon	230
Chatham University	Gamma Lambda	212
Chestnut Hill College	Mu Beta	250
Desales University	* Kappa Beta	147
Duquesne University	Sigma Omega	66
East Stroudsburg University	Gamma Eta	208
Edinboro University Of Pennsylvania	Beta Pi	196
Gannon University	* Delta Omicron	174
Holy Family University	* Delta Iota	134
Lincoln University Of The Commonwealth Of Pennsylvania	Nu	86
Lycoming College	Delta Chi	178
Marywood University	Gamma Alpha	203
Mercyhurst College	Gamma Sigma	219
Millersville University	Alpha Psi	126
Moravian College	Delta Lambda	135
Muhlenberg College	Lambda	11
Rosemont College	Kappa Xi	157
Saint Francis University	Iota Iota	75
Saint Vincent College	Zeta Chi	247
Susquehanna University	Kappa Omicron	158
Rhode Island		
Providence College	Delta Beta	132
Rhode Island College	* Beta Gamma	128
University Of Rhode Island	Chi Chi	102
South Carolina		
Coker College	Epsilon Pi	240
Converse College	Alpha Rho	120
Furman University	Sigma Gamma	45
South Dakota		
University Of South Dakota	* Xi	13
Tennessee		
Belmont University	Gamma Mu	214
Middle Tennessee State University	Kappa Zeta	151
Union University	* Omicron	81
Texas		
Sul Ross State University	Iota	234
Texas Christian University	Delta	9
University Of Texas-Arlington	Mu	76

Location	Chapter Name	Chapter #
University of Texas - El Paso	* Beta Iota	187
Utah		
Southern Utah University	* Gamma Zeta	207
Utah State University	* Xi	239
Weber State College	Epsilon	150
Virginia		
Hampden-Sydney College	Kappa	93
Lynchburg College	Tau	162
University Of Mary Washington	Omicron	31
University Of Richmond	Epsilon	70
Virginia Military Institute	Xi	244
Wisconsin		
Beloit College	Theta	8
Lawrence University	* Iota I	304
Ripon College	Sigma Alpha	43
St. Norbert College	Psi	88

* Denotes chapters reactivating 2010-2011