

The Forum

of Phi Sigma Iota
International Foreign Language Honor Society

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The President's Page



Dr. Jacob Cafilisch, III

We have managed to come through the year with some success and have expanded our Society a bit. There also are additional foreign friends. Currently I am working on a new, expanded *Member's Handbook*—including more modern idiom and expression. In this edition I've added some new scholarship offerings, targeted for the future.

The additional scholarships envisioned in the 2006 *Member's Handbook* are desired to widen the funds available to promising scholars in the ever expanding field of language study. There are additional languages that I would like to have us consider that up to now have not generally been recognized at PSI. I have in mind the all important groups of other IE types—Slavic and certain Indic languages. Moreover, the Semitic, Altaic, and Sino-Tibetan groups, gaining in popularity because of sheer politico-economic momentum are proving to be important in the contest to “win friends and influence people.” The Altaic Phylum alone, influenced historically by the massive Mongol invasions, embrace Turkish, Azerbaijani, Uzbek, Turkmen, Khazakh, Mongolian, Korean, and Japanese. Many of these are spoken in the majority of “stan” areas of the former Sovietized Empire. There also are mixed groups such as Dagheri, Kartvelian groups, and Ingushi along

with the Chechen—all vying for power. Today they are important as possible trade partners in very rapidly shifting but dangerous geo-political areas. (Tajik is an IE language related to Farsi). The major Hyperphylum of Sino-Tibetan includes the “Chineses”; yet Mandarin alone is spoken by over a billion people. It goes without saying that professors ought to consider linguistics or, at least, a field-methods style course in their academic backgrounds since, by so doing, they can “open up” their students’ discovery of hidden language structures, thereby giving them handy tools—“insights” into language mechanics and acquisition. As I have worked in both theoretical linguistics and Slavic languages and cultures, I hope that general expansions in our scholarships could someday be a reality for PSI. Of course, everything here depends on the interest we may hold for such an adventure as well as the all-important availability of funds.

A serious note. We at Headquarters are a small operation, both in personnel and physical office space. I want to suggest strongly that we receive purchase orders into the Secretariat in time so that we all can benefit to the fullest extent possible. I want to suggest that orders be sent to Ms. Sabrina Tyrrell one entire month before such items are needed. It is logical and prudent to support this practice. The one-month turn-around time is driven by these reasons: (1) schools have different dates for graduation and assemblies that recognize our best and brightest scholars and their attainments; thus all orders so treated most likely will arrive at PSI Headquarters on different dates. This is crucial; and (2), it makes sense that Sabrina will feel justly relieved of sudden cascades of orders that otherwise more likely as not would need to be sent out *en masse*. Over the last two years it was not unusual to have orders asking for return materials in one week's time, or sooner. This is by all fair measure not right. Since we are a small operation, we would deeply appreciate any accommodation toward the recognition of a fair time frame. Please take this request to heart so we all can gain the roadway to success as we, as earnestly as possible, seek to please everyone. We here will profit in the bargain.

Some sporadic queries have been received concerning junior/community academic institutions and ASL as a “language.” The jury—both professional and not so—in the latter case is still out. These schools are proscribed by our *Constitution*. ACHS appears to disallow them. Certainly secondary schools are not allowed. ASL is one type of communication system for American signing for English. It is not the system for other languages. In human languages (note: no attributive adjective), Mandarin has a system, but other “Chineses” have other systems. IT products are man-made and do not fall into the domain of human languages as considered by the majority of theoretical linguists.

A second serious issue has arisen for PSI and the solution is a strong message to our readership: those who are in arrears in paying dues to the Society have caused a depletion in the flow of funds with which to operate the Society and to cover the Society scholarships and other academic essentials. The staff here at the Secretariat joins me in making this most earnest appeal to all members who are not current in their dues profiles. Please consider the one-time payment of \$130 for a worry-free, lifetime membership. See our PSI Webpage over *Advanced Google*, type: PSI.

The PSI Staff joins me in hoping that all of you have a profitable new academic year of instruction, learning, and research efforts. Remember, 2005 was the Year of Foreign Languages. Let's keep up the momentum in the coming years!

Dr. Jacob Crawford Cafilisch III
Professor emeritus
Theoretical Linguistics, Slavic Linguistics
and Russo-Eurasian, and Altaic Cultural Hegemonies

THE FORUM

Spring, 2006

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ELENA PONIATOWSKA : ADVOCATE FOR THE WORKING CLASS

by Ninfa Nik, Ph.D. Texas Woman's University



Elena Poniatowska

“An inquisitor, a confessor, a psychiatrist, a torturer, and an adviser to the lovelorn, all in one.” These are the words used to describe Elena Poniatowska, the Mexican writer--the interviewer. In 1978 she won The National Journalism Award for best interviewer.

Elena Poniatowska has not only been praised for her abilities as a journalist but for her talent and her creativity as a novelist as well. In 1970 she won Mexico's most prestigious literary award. Poniatowska, however, rejected the award. In the rejection letter she wrote to the new Mexican president, she asked who was going to give prizes to the people killed by government soldiers in 1968. The new president had been Minister of Interior responsible for all internal security forces at the time of the student massacre.

Poniatowska's work is a collage of the interview, the chronicle, the diary, and the picaresque story. She was born to a Mexican mother and a Polish nobleman in Paris, France in 1933. Her grandfather, Andre Poniatowski, was a well-known writer, who, among the many interesting things he did, founded the Pacific Sierra Railways in San Francisco. Popjatowska's ancestors also include Stanislaw August, the last king of Poland, as well as Prince Poniatowski, who was the Marshall of France under Napoleon.

Elena was raised in France and moved with her mother and sister to Mexico in 1942. She studied in both Mexico and the United States. As a young girl, Poniatowska dreamed of being a singer in a cabaret in Paris, but instead she began writing in 1954 for Mexico City's daily, the "Excelsior." She says she did this, because she wanted to go to France and she thought that through her grandfather, Andre, she would be able to meet intellectuals and interview them for the paper. Instead of going to France as she had hoped, she remained in Mexico, where she grew well-known for her news reports, her articles and for her interviews of the great personalities in the art world and Mexico's intellectuals. Poniatowska still lives in Mexico and has three grown children, who also make Mexico their home.

Poniatowska's works are firmly rooted in Mexico's post revolutionary reality. Since she began her career she has written "to give voice to the silent or silenced." One can observe an increased politicization in her writings as she strives to perform the self-imposed task of a writer "to be the voice of all those who have no voice," to articulate the concern of those who cannot defend themselves. She has stated: "There are a great number of people in Mexico who cannot read the newspaper or get their voices heard. Giving voice to those who have none has always been one of my goals [..]"

When an interviewer asked her how she had become involved in the world of politics, in defending the missing, the marginals and other undocumented people, she answered: "The only posture that I have maintained through the years is my defense of the weak and the oppressed of this earth. I believe that everything is political, and as such it should concern all of us. Authors who claim they don't deal with politics in their work are being naive, because even that is a political stance."

The silent or silenced are the subject of Poniatowska's most celebrated works. In "Until I See You, My Jesus" ("Hasta no verte, Jesus mio"), 1969, she presents in first-person narration the story of a peasant woman, an "Adelita" or fighter in the Mexican Revolution with no resources, but herself. The protagonist of "Until I See You, My Jesus" comments on various aspects of Mexican society: the Catholic Church, the medical profession, education, the Mexican Revolution, and other social institutions. Thus, the reader gets a view of Mexico from the time of President Madero through the sixties.

Many believe that Poniatowska's politicization had its inception in 1968 when Massacre in Mexico (La Noche de Tlatelco) was published. The novel is a collage of interviews with participants of the 1968 student movement, and with witnesses to the massacre of students by government soldiers during a peaceful meeting in Mexico City.¹ The press' silence, its irresponsibility was supported by government silence as it refused to investigate the massacre.

In addition to Until I See You My Jesus and Massacre in Mexico, Poniatowska has written a variety of works--novels, biography, short stories. Among them are: Lilli Kikus (1954), her first novel; Meles and Teleo (1956), a play; Fuerte es el Silencio (Strong Is the Silence, 1980), a series of chronicles about the Mexican situation: the people who disappeared for political reasons and the hunger strikes of peasants; Domingo 7 (Sunday 7, 1982); Oh, Vida No Me Mereces (Oh, You Don't Deserve Me, 1985); Querido, Diego, te Abraza Quiela, (Dear Diego, 1986) about Angelina Beloff, a Russian painter and the famous Mexican painter Diego Rivera; Flor-de-Lis (Eleur-de- Lis, 1988); Nada Nadie (Nothing, No One, 1988) about the earthquake and Tina Modatti (1989).

At a conference at Wellesley College in 1980 Elena Poniatowska said:

"We write in Latin America to reclaim a space to discover ourselves in the presence of others, of human community--so that they may see us, so that they may love us--to form the vision of the world, to acquire some dimensions--so they cannot erase us so easily. We write so as not to disappear."

Thus Elena Poniatowska is determined to seek the silent and to give them a voice, so they will not disappear. ♥

¹ La noche de Tlatelolco: Testimonios de historia oral [Online] http://amolt.interfree.it/Messico/spagnolo_storia16_tlatelolco.htm

Nelly Sachs

a special tribute by Judy Cohen

Nelly Sachs: German poet, born December 10, 1891 in Berlin, Germany; died May 12, 1970.

First Jewish woman to win a Nobel prize, 1966.

Her best known poetry deals with the Holocaust.

Nelly, (she was called Leone at birth) Sachs was the only child of a wealthy Berlin industrialist. The family lived in the Tiergartenviertel, one of Berlin's better neighbourhoods. Because of her family's wealth, Nelly was educated by private tutors. She studied music and dancing. Her early love of literature came from home.

By the age of seventeen, Nelly began writing poems in traditional, rhymed forms. She also wrote plays for puppets that had a fairy-tale flavour. Although some of her early work appeared in newspapers. She wrote mainly for her own enjoyment.

In 1921, Nelly Sachs published her first full-length work, a volume entitled *Legenden und Erzählungen* (Legends and Stories). The stories in the book reflected the influence of Christian mysticism in both the world of German Romanticism and the Catholic Middle Ages. In the decade before Hitler came to power, Sachs had been renowned in Germany for her expressionist lyrics. With Hitler's rise, she rediscovered her Jewish heritage and began searching for mystical ideas in the *Zohar* (a mystical interpretation of the *Torah* written in Aramaic which she utilized in her poetry.)

Every member of her family, with the exception of her elderly mother was killed in the concentration camps of the Holocaust.

She, too, might have met such a fate and indeed, in 1940 Nelly Sachs herself was ordered to a "work camp."

Fortunately, a German friend of Sachs's, at great risk to herself, journeyed to Sweden and met with the great Swedish poet and 1909 Nobel-prize winner, Selma Lagerlof, then on her deathbed. Sachs and Lagerlof had corresponded with each other for many years. In one of Lagerlof's final acts, she made a special appeal on Sachs's behalf to Prince Eugene of the Swedish Royal

House. Though virtually no Jews were permitted to leave Germany, Prince Eugene arranged a visa for Nelly Sachs and her mother so that they could travel to Sweden. Sadly, Selma Lagerlof died before Nelly's arrival in Stockholm.

Many of Nelly Sachs's works, among them the writings for the puppet theatre, were lost after her flight to Sweden. Her early work is therefore largely unknown. Her reputation has been based on her creative output since the start of World War II. During the war years, Nelly Sachs wrote some of her most impressive poetry. At the center of her poetry is the motif of flight and pursuit, the symbol of the hunter and his quarry. Her poetry has been described as ecstatic, mystical and visionary.

She wrote her best known play, *Eli, A Mystery of the Sorrows of Israel*, in 1943. It was published eight years later. The play is made up of seventeen loosely connected scenes, which tell the tragic story of an eight year old Polish shepherd boy. The boy poignantly raises his flute heavenward in anguish when his parents are taken away and then murdered by a German soldier. A cobbler named Michael traces the culprit to the next village. Filled with remorse, the soldier collapses at Michael's feet. The play is interwoven with the themes from the Jewish legend of the *Lamed Vav Zaddikim* ("The 36 hidden Saints"). Nelly Sachs said she wrote *Eli*, later presented as a radio play and an opera, "Under the impression of the dreadful experience of the Hitler period while smoke was still commingled with fire."

Concentrating on the Holocaust, Nelly Sachs combined elements of Jewish mysticism with traditions of German Romanticism. She tried to convey the incomprehensible horror of the Holocaust, making constant use of two words: *Tod* and *Nacht*, German for death and night, respectively.

Although her adult poems were largely composed in free verse, Nelly Sachs wrote with careful craftsmanship and utilized a German that was influenced by the language of the Psalms and was full of mystical imagery of Hasidic origin.

"If I could not have written, I could not have survived," she wrote. "Death was my teacher....my metaphors are my sounds."

Nelly Sachs was almost fifty years old when she reached Sweden. She shared a two bedroom apartment on the third floor of a building with her mother. At the outset, living in exile in Sweden, Nelly Sachs made a modest living by translating Swedish poetry into German. She eventually published several successful volumes of her translations. Of her own poems, her best known one was *die Schornsteine* ("O the Chimneys") with its poignant lines:

O the chimneys, On the cleverly devised abodes of death, As Israel's body drew, dissolved in smoke, Through the air, As a chimney-sweep a star received it, Turning black, Or was it a sunbeam?

In that poem, the body of Israel is in the smoke emitted by the chimneys of the Nazi concentration camps. In her book *In den Wohnungen des Todes* (*In the Habitations of Death*), dedicated to "my dead brothers and sisters", Nelly Sachs included cycles entitled: "Prayers for the Dead Fiance," "Epitaphs Written On Air," and "Choruses After Midnight."

Sternverdunkelung (1949) contains poetry that expressed an unyielding faith in the survivability of the people of Israel and the importance of its mission. Sachs recognized the existence of evil and accepted the tragedy that flows from that evil. But she did not believe in being vindictive or plotting retaliation against evildoers. When Sachs was awarded the peace prize from the German Book Publishers

A Small Dissertation on *Phi Sigma Iota*

Jacob Caffisch III, Ph.D. (Professor *Emeritus*)

Ippokrátīs Kántzios, Ph.D. (Professor)*

The University of South Florida

When the Phi Sigma Iota headquarters moved to USF early summer 2000, some of us in the Executive became interested in and entered into discussions about the Greek terms that Dr. Henry Ward Church, founder of PSI, selected for the Society's name. Charles Eugene Scruggs, Ph.D. (Immediate Past President, French), Santiago Villas, Ph.D. (Past President, 1977–80, Romance), and I shared some friendly discussions about the issue. Of course, the consensus was to maintain the aphorism as established by Dr. Church. Sometime later that summer, Ippokrátīs Kántzios, professor of Greek language and culture at USF, joined us in the interesting suggestion to construct some additional ideas using the established trilateral root term PSI and suggested some phrases that have spawned additional appropriate thoughts about our Society and its goals.

The official names are three: *filótes* (fee.LOH.tees); *spoudé* (spoo.THEE); and *idiōma* (ee.THEE.oh.ma), where the upper-case syllables carry the word-stress. My good friend and colleague, Hip, ran with the idea. He examined the Society's terms and came up with seven alternate phrases. Each has a particular nuance, which seems to represent the Society's *raison d'être*. First, let us review the significant meanings behind the historical terms. These are representative of a more "classic" Greek style, and the pronunciations vary quite a bit from Modern Greek.

Filótēs (Φιλότης) would seem best to represent *affection* and *friendship*—a trait of personality—pertaining to families and friends. It can indicate members of groups and implies explicit or implicit expectations of friendly reciprocities within such groups. The root, (Φιλ-) is often used in English compounds as well for roughly the same purpose, e.g., (Φιλοσοφία) *filosofía* 'the love for/of wisdom/learning.' Such common compounding of roots in English actually are rare indeed in Greek—so that most of these in English, though composed of Greek roots—generally make little or no sense to today's native speaker of Greek. That is an interesting slice of irony, to say the least.

The second term, *Spoudē* (Σπουδή) suggests *earnestness* and a driving *diligence* toward achieving a goal—a striving after honor or a prize. Pressing intention or *haste* is the key, and the English word *speed* is very close to being the cognate root with Greek *spoud-* (σπουδ-).

The final term, *Idiōma* (Ιδίωμα) is roughly equivalent to *zeal* or *drive* toward individual language expression to mirror one's personality—to attain to one's personal *style*, especially in art and music, so important to the Classical Greek curriculum. This is a special expression peculiar to an individual or group. It may be remembered by its close association with the modern use of English *idiom*. The Greek root also is *idiom-*. One way to view the entire phrase might be: "A strong desire/drive to associate with those who apply diligence in order to achieve distinct contributory styles (in language)."

Now Hip has taken up the challenge of old and has come up with seven interesting Classical Greek phrases that could characterize PSI. Without question, we cherish Dr. Church's original concepts. We present the following—Hip's List—only so that the reader can come away with some additional interesting semantic associations.

1. ΦΙΛΟΓΛΩΣΣΙΑ <i>filoglōssía</i> ‘[The] love for languages [is the] mantle of	ΣΟΦΙΑΣ <i>sophías</i>	ΙΜΑΤΙΟΝ <i>himátion</i> wisdom’
2. ΦΙΛΟΓΛΩΣΣΙΑ <i>filoglōssía</i> ‘[The] love of languages [is the] remedy for	ΣΙΓΗΣ <i>sigés</i>	ΙΑΤΡΟΣ <i>iatrós</i> silence’
3. ΦΙΛΟΓΛΩΣΣΙΑ <i>filoglōssía</i> ‘[The] love of languages [is] equal to [that for]	ΣΙΤΗΣΕΩΣ <i>sitéseōs</i>	ΙΣΗ <i>íse</i> food’
4. ΦΙΛΟΓΛΩΣΣΙΑ <i>filoglōssía</i> ‘[The] love for languages [is a] tool [like]	ΣΚΕΥΟΣ <i>skeuos</i>	ΙΣΑΡΓΥΡΟΝ <i>isárguron</i> silver’
5. ΦΙΛΟΓΛΩΣΣΟΣ <i>filoglōssos</i> ‘[He who] loves languages [has]	ΣΟΦΙΑΣ <i>sofías</i>	ΙΣΤΩΡ <i>hístōr</i> wisdom’
6. ΦΙΛΟΓΛΩΣΣΙΑ <i>filoglōssía</i> ‘[The] love for languages is] the remedy for	ΣΤΕΝΟΧΩΡΙΑΣ <i>stenoxōrias</i>	ΙΑΤΡΟΣ <i>iatrós</i> confinement’
7. ΦΙΛΟΓΛΩΣΣΙΑ <i>filoglōssía</i> ‘[The love for languages [is] the pursuit of [the] crown’	ΣΤΕΦΑΝΟΥ <i>stefánu</i>	ΙΟΧΜΟΣ <i>ioxmós</i>



These seven examples that Dr. Kántzios provided are representative of the superlative feelings that we all feel when we achieve an important goal. Joy and elation fill us because of our positive accomplishments. The above aphorisms speak directly to such feelings, and I am sure that most of us would quickly identify with them. I am not sure that the feeling of pride is necessarily involved. It, of course, may be that a measure of pride can develop from it. The important properties are those three that have been presented and examined. I want to offer my thanks to Hip for his great examples and his careful editing of these examples to make sure that they are as accurate as possible. (I remain responsible for errors, if any). These sentences add a measure of insight to the beacon of light that our Society hopes to present to students as they seek to add their valuable contributions to our most complex world.

We sincerely hope that you have enjoyed this little dissertation on additional concepts underlying our letters, *PSI*. If you're so inspired, please send us your favorite expression of the seven, along with perhaps a possible ranking—first, second, and third choices. Better yet, add your own idea to the seven and we'll publish the results in *The Forum of Phi Sigma Iota*.

In this article, we have used the computer font *WP Century Greek*. Feel free to submit your own suggestions using other fonts, provided you are able to supply the font file name. Unfortunately, there are apparently no symbol font charts available carrying, for example, the “pre-fabricated” Greek “hard-breathing” mark such as needed for the representation of the initial *h* before *iota* in a word such as Hippokrátis, *hístōr*, (JCC III). We have therefore opted to type the Greek fonts in capitals as if chiseled on stone, for example, in ancient times before orthographic breath marks were in common use.

Dr. Jacob Crawford Caffisch III (Theoretical linguistics, Slavic linguistics)
Dr. Ippokrátis Kántzios (Greek language, history, and culture)
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*Dr. Ippokrátis Kántzios (Ph.D. Classics, Bryn Mawr), is Peter and Sophia Kourmolis Professor of Greek Language and Literature at USF. Among his other accolades, Hip is our Academic Advisor and key executive to our new Hellenic Society at USF—The American Foundation for Greek Language and Culture (AFGLC) at USF, Tampa. Our websites are: <http://www.afglc.org>
<http://www.cas.usf.edu/languages/caflisch/>

Languages are the Golden Key

DR. EVE REMSEN SACHS

This speech was presented at the Fall 2002 initiation of Sigma Sigma Chapter at Rutgers, the State University of New Jersey.

Good evening and welcome to all of our students, their faculty, families, friends, supporters. Congratulations! Felicitations! Buena suerte! Buona fortuna! Mabrouk! and Shalom! This is a very, very special moment in your lives. In being inducted into **Phi Sigma Iota**, the Foreign Language Honor Society, you are seeing once again the recognition and distinctions that come from serious and focused academic efforts. Also, this evening, you are being invited to join a private club, an elite circle, going back hundreds of years to those special explorers and travelers who left their linguistic comfort zones and ventured into the frontiers of another language. In so doing, you penetrate the boundaries of another culture, and enter a parallel universe, the hearts, minds and souls of strangers who then become friends. You who have traveled here from other countries or traveled to other countries know exactly what I mean. Speaking another's language, traveling to another country really does make of the world a village on a global scale.

My belief then is that mastering another language gives you the golden key, indeed, the passport, that opens a magical door and, in my case, gave me every meaningful opportunity that I have enjoyed in my life. One of my former students at Rutgers College, Arrigo Rogers, said something that has stayed with me. "Find a job you love and you will never work a day in your life." Based on that, I have never worked a day in my life. Haven't I been blessed? It is through my foreign language training and the necessary concomitant of foreign travel that I have been fortunate enough to have found a career that I was passionate about and that I would have pursued whether I was paid or not. In terms of travel outside of the United States, my experiences have been rich and fruitful.

My college, Elmira College, once a college for women but now co-ed, had a great Junior Year Abroad program. I wanted to study abroad initially in England but my Papa said that he would support my study abroad only if I was going to learn a foreign language. Although I was far from fluent, my six years of French qualified me to apply for the program in Paris, France. And best of all my dear friend and roommate, Joanne Piazza, was going to spend her Junior Year in Florence, Italy, so, we promised to hook up and go visit her relatives in Sicily. But, I really didn't want to go to Paris, I thought it would be a large, dirty city -- see how ignorant you are when you don't travel! You can imagine my delighted reaction when I was first dazzled by the "City of Lights." So, in August, my Papa and Nana and my college friends all came to see me off on the student ship the S.S. Seven Seas leaving from New York City to make its five day transatlantic crossing.

What a great voyage that was in spite of a hurricane, which had everyone flat on their backs in their cabin bunks except me. As luck would have it, there was a group of French students returning from their year of study in America. They were from Lyon and became my friends inviting me to stay with their families in Lyon and travel to the Haute Savoie to ski in Megeve at Christmas. That of course is the best way to learn the language.

The Elmira program was excellent in that one spent six weeks building up language skills and cultural savvy in the town of Montpellier at the University before going up to Paris. The first six weeks were so tough and lonely. I was overwhelmed with frustration at my limited ability to both understand the rapidly spoken French and to verbally respond. I felt like a fourth grader! Many of you know what I mean, especially if you entered America with limited language skills. I remember sitting on a park bench in Montpellier surrounded by happy French families and I couldn't understand a word. It was one of the lowest points in my life up to that time.

After the six weeks in Montpellier, I went up to Paris to live with my French host family, the Couzineau's, in their beautiful pension on the Champs des Mars. I could see the Eiffel Tower from the salon window. And miracle of miracles, after a while of living with my family, taking classes at the Sorbonne and the Political Science Institute, I had the joy and pride of actually being taken for French in interactions with Parisians. My Papa was so proud of me when he came over at Christmas and took me to dinner at La Perousse for my 20th birthday.

For the first time in my life, I came dangerously close to political realities while living in Paris as the French Algerian war raged and plastic bombs went off mere blocks from our pension and the Political Science' Institute where I studied. We students engaged in heated debates and noisy demonstrations. Paris and the French transformed me not only politically, intellectually and emotionally, but, on a more frivolous note, physically as well. At the cosmetic counter in the department store Au Bon Marché, the saleslady, deploring my lack of makeup, whipped out her eyeliner and brush, and outlined my eyes with lovely dark lines. There was a new me in the mirror and I liked it. To this day, I never feel fully dressed without my eyeliner. The makeup and my newly blonde hair and high heels meant that when I made the return voyage at the end of my junior year and got off the boat my Papa walked right by me not recognizing his chic Parisian daughter. Ooh la la!

My next great foreign travel experience, which significantly shaped the course of my subsequent life, came as a result of total admiration for our beautiful, young President Kennedy and his call to the youth of America to ask not what your country can do for you but what you can do for your country and by extension, the less fortunate world-wide.



On October 14, 1960, at 2:00 a.m., Presidential Candidate John F. Kennedy stands on the steps of the Michigan Union at the University of Michigan at Ann Arbor. In an impromptu speech, he challenges them to give two years of their lives to help people in countries of the developing world.

(Peace Corp Photo Archive.)

So, during my senior year of college I applied to the United States volunteer Peace Corps, took their barrage of tests and was accepted. But I also wanted to pursue my graduate studies in Philosophy at the New School for Social Research immediately after college. So initially, I turned down the Peace Corps' invitation to serve in Turkey as a teacher of English, and their second invitation to serve as a Community Developer in North Borneo. Then, after two years of graduate study, their third invitation came to serve as an elementary school teacher in Liberia, West Africa.

After soul searching and digging deep to find the courage to overcome my trepidation and with the concerned blessing of my Papa, I accepted their offer. I received a plane ticket to fly to San Francisco where I and my fellow recruits went through the tough de-selection process. We lived in army barracks, getting up at 6:00 A.M. to start our physical training and then go to San Francisco State Teachers College to take intensive courses in cultural sensitivity and teacher training. After six weeks, we were sent to St. Croix in the Virgin Islands for our supervised teacher training. I taught four classes in a one room school by the edge of the ocean with goats sticking their heads in the windows. I made it successfully through the de-selection process -- not all of my group did -- and was sent, ultimately, to Liberia where I was assigned to a little village called Klay with the Gola people.

I spent two wonderful hard years teaching 4th, 5th and 6th grade students. No, I didn't have running water, an indoor toilet or electric appliances or TV or telephone but, yes, I was accepted and loved by warm, dignified, caring people. Our job was to teach English, so we really only had to learn a smattering of the Gola language. But oh, the effect those few words had in creating rapport. We would meet a Gola villager walking on an isolated path through the bush, usually balancing a bucket of water or bundle of wood on his head. We would shout out, "Makea! Kim Ya Eee Ne?" and watch their shocked delight at this white stranger greeting them in their own language. Instant connection on a warm, human level. When, at the end of my two year tour of duty, I tearfully parted from my village and the people I had grown to love and who loved me in return, I am proud to say that I was made an honorary member of the women's secret society.

It was through the experience of watching the blossoming effect of education, seeing Africans in their own homeland, and connecting in spite of the barriers of culture, language and skin color, that I formed the lifelong dedication to advancing educational opportunity with a particular concern for minorities in America.

Upon my return, America was deeply engaged in the civil rights movement and my background enabled me to be hired to work with high school dropouts in New York City teaching them to get their GED diploma and then later to be hired in Jamesburg, New Jersey to teach basic literacy skills to migrant workers. About that time, programs were being developed in colleges to admit and give financial aid to minority students from disadvantaged backgrounds. That epitomized what I believed in. So, I went for a job interview at Rutgers College, was hired as a tutor and counselor mainly because of my Peace Corps experience and then, after two years, was asked to be the Director of the Educational Opportunity Program and an Assistant Dean of Rutgers College. I happen to be here today speaking to you because of my friendship and admiration for the only other woman on the Dean's staff, Dr. Phyllis Zatlin, then the Dean for Affirmative Action. Ladies, you need to know what a courageous, staunch champion you had in Dean Zatlin because Rutgers College had just admitted its first class of female students in 1972. But you see we were also very lucky to serve on the staff of the father of our newly appointed President of Rutgers University, Richard L. McCormick. Dean Richard P. McCormick was the hero of the minority students at Rutgers having actively worked to support the black student movement back in the late 60's.

So, for the next twenty five years, until I took early retirement, I had the challenge and joy of directing the E.O.F. Program: admitting and graduating dozens of New Jersey students and recent immigrants and seeing their life-styles burst out of the shackles of generations of poverty, and watching them assume leadership roles. The seed for this wonderful career was planted when I went off to Africa as a Peace Corps worker -like they say, it is the toughest job you'll ever love. Are you aware that The Peace Corps is actively recruiting students? Just contact their national office for information.

So, I was enjoying my retirement wondering what to do with the rest of my life when this special phone call came to my house. The past President of Middle States Association, which accredits schools and colleges both here and abroad, asked me if I wanted to go start up an American school with American teachers, curriculum and standards in Cairo, Egypt. I said I'd think about it and when I hung up the phone, I let out a whoop. I had always wanted to go to Egypt! Those pyramids and the desert just beckoned to me. I went off to Cairo where I ended up spending two years getting a kindergarten through twelfth grade school of about 360 Egyptian students established and accredited.

Now you can imagine how much Arabic I spoke prior to going over but I set my mind to at least learn the courtesies. Again, the magic power of speaking another's language.

Peace Corps

I loved to see the transformation when I would walk into a dark little store surrounded by a group of men in their long galabayas and their otherwise stern expressions and then watching their smiles when I would say "peace be with you" in Arabic. And it worked everywhere: especially with that irate parent who would come into my office wanting to know why his or her child had gotten an "A-" instead of an "A." (Egyptians will do anything for their children). My limited Arabic charmed taciturn taxi drivers, little fearful children on the street and hard bitten merchants. But, of course, they all spoke English because they were taught it in their schools. Typical taxi conversation: "Where are you from?" "America." "Ame-e-r-ica! Ooh, welcome in Egypt!"

While the two years were stress inducing, they were also marvelous, giving me the chance to cruise up the Nile to the Valley of the Kings and the temple at Abu Simbel, to climb Mount Moses in the Sinai desert to see the sun rise, to snorkel in the Red Sea at Ras Mohammed, to pop over over to Ireland and rent a car and tour bed and breakfasts, to sit with tears streaming down my face in front of the Parthenon in Greece, and, wonder of all, to spend Easter in the Holy Land, in Jerusalem, to visit the tomb of the Holy Sepulcher, the Wailing Wall, the Mosque of the Dome of the Rock, to go to Massada with a Palestinian driver, to bob like a cork in the Dead Sea and see the ancient wall of Jericho.

Egypt was an exotic dream come true. Most of all, I enjoyed the love and gratitude of beloved children, Farah, Sherif and Amina, and their families. I wear today the cartouche given to me from my school, The Futures American School. It says, "We love you, Dr. Sachs."

With the success of the Futures American School, I was then asked to go back to Cairo for one month by the prominent EI Rashidy family to help start another beautiful American school. So there I was in Cairo, Egypt on 9/11, 2001. I saw the disaster on Nile TV, and saw the horrific pictures of the devastation against the twin towers in New York City on the front page of the leading Arabic newspaper. I also saw, however, the sad expressions on the faces of my Egyptian colleagues and felt the deep concern of the school Director who called all of the American staff in the middle of the night to see if our families were okay. Of course, you know what has happened since? It is hard to recruit American teachers to go to those fine new schools, hotels in Cairo are empty with half the staff laid off, only a few cruise ships now go up the Nile, the bazaars are quiet, taxi drivers wait fruitlessly for tourists and their tips. Such is the effect of international prejudice and blind acts of vengeance on victim and perpetrator alike.

Again, congratulations to all you new inductees into Phi Sigma Iota for your mastery of another language and your willingness to embrace the culture, history, and values of the speakers of that language both here and in their own countries. In so doing, you are changing the world for the better -- one person at a time. As you embark on your life's journey, with these golden keys in hand, I hope you all have fun, satisfaction and meaningful careers without working one day in your life and, most of all, a Bon Voyage!

Dr. Eve Remsen Sachs, Coordinator Global Village Douglass College Rutgers, The State University of New Jersey.

<http://www.peacecorps.gov/>

When the Gerber Food Company started selling baby food in Africa, they used the same packaging as in the US, with the smiling baby on the label. Later they learned that, since many local people in Africa can't read, companies routinely put pictures on the labels depicting the contents inside.



RUTGERS UNIVERSITY INDUCTION CEREMONY



*Professor Margo Persin, Rutgers University
Initiation Ceremony, November 18, 2004.*

I would like to thank the officers of the Rutgers Chapter of Phi Sigma Iota and their faculty advisor, Professor Phyllis Zatlin, for having invited me to participate in the initiation gathering for 2004. It is my own feeling that ceremonies of this type are so very important in life, for they mark our passages from one stage to another, give us the opportunity to see where we are on our particular journey, and connect us to those who have gone before, as well as those whose lives are entwined with our own at this important juncture. This ceremony is meant to honor all of you here, your accomplishments and your promise for the future. This is a commencement of sorts, a place to finish, but also a place to begin. But before I talk about beginnings for all of you, I would like to tell you a bit of my own journey in regard to so-called 'foreign' languages, what it means to me to speak another language -- Spanish -- fluently, and to be on a first-name basis with several more, and be acquainted with still more languages...

I come from a family of immigrants, on both sides of the family tree. Neither of my parents spoke English in their respective homes as children, and neither of them really learned it until they went to elementary school. My mother's family emigrated to this country from Lithuania, and my father's family from Slovenia. Thus, for my parents, they each spoke a different first language, and only learned English as a second language. In spite of that seeming obstacle, they met, fell in love, and married. As the saying goes - love conquers all - including linguistic as well as cultural hurdles and barriers. As for my two sets of grandparents, they learned very little English, but were able

to live out their years quite well here in the United States, and depended on their respective ethnic communities to provide the support and sense of community that were necessary to raise their families, earn a living and have a sense of belonging. My grandparents' children - that is to say, my parents, aunts and uncles - were all perfectly bilingual, but always used either Lithuanian or Slovenian with their parents.

My own experience as a child at times was a bit confusing. Because English was the language that my parents had in common, that was the language of our little household, for my parents, my older sister and me. But my parents were mutually supportive of one another in maintaining contact with their respective communities and families. Therefore I was raised in a totally multi-lingual environment, with English, Lithuanian and Slovenian spoken around me in a constant swirl of relatives, friends, visitors, radio programs, and other cultural activities, but I always had the feeling that I was missing something, that something was definitely off. There was something that I just wasn't getting... In point of fact, I have a distinct remembrance of my first self-aware feeling, and that was of feeling perplexed. Granted, as a very young child, I was not able to name that feeling, but as an adult I can remember how I felt, and under what circumstances. Take for example visits to my grandparents's house. When I was very young, my Dad worked very long hours, and so just about every day, my Mom would pack me and my sister up, and the three of us would go to her parents' house for part or all of the day. And while we were there, things would just 'happen', and I had no idea why! For example, my mother would say something to my grandmother, my grandmother would reply, and ... lunch would appear on the table. Funny, but I had not heard even a hint of a mention of a bologna sandwich or peanut butter and jelly, and there it was, lunch! Hmmmmm..... Or, my grandfather would say something to my mother, she would put on her coat and disappear for a while, and then return with his Lithuanian newspaper in hand. Hmmmmm.... How did she know to do that??? When was that arranged??? It was all very perplexing to me, and there was definitely something very strange going on that I could not figure out. It was all very odd. Very odd indeed.

One day, when once again I was at my grandparents' house, I was full of energy and driving to distraction all of the adults, as is the wont of a normal three-year-old, and my mother inquired whether my Grandad would be willing to take me to the local park, in order to get me tired so that I would sleep that night. He agreed, so he and I headed out the front door, but instead of turning toward the park, we went off in the opposite direction, and landed up at his favorite local tavern! We entered, he picked me up and plopped me on a bar stool, then turned to the young man behind the counter and said to him, "Doc mon alose", which in Lithuanian means "Give me a beer". Feeling that I was being ignored, I tugged on my grandfather's sleeve. He turned and looked down on me, and I solemnly declared, "Grandpa, doc mon alose!" A flicker of recognition washed over his face, he burst out laughing, and roared with delight! Suddenly, in my three-year-old brain, there was a moment of buddhistic illumination! At that instant, it dawned on me what language was all about, and the fog of continual perplexity lifted! I had cracked the code, I had figured it out! The fires of Prometheus had been passed to me, I now held in my possession the family secret, the keys to the kingdom, the power of the universe, and they would be mine forever! So, my beloved grandfather had shared the code with me, and my life would never be the same ever again...

We did make it to the park that day, but I was too excited to be able to concentrate very much on the swings and merry-go-round. Upon our return to my grandparents' house, being full of myself as only a three-year-old can be, I wanted to share my newly discovered knowledge, to 'spread the word,' as it were. So, I excitedly pulled myself up the front steps and went running into the house to find my grandmother and mother. My grandmother was at work in the kitchen, and I planted my sturdy little body in front of her, proudly proclaiming, "Grandma, doc mon alose!..." Well. My prim and proper grandmother took one look down at me, another look at my grandfather, and all hell broke loose... In Lithuanian. Now, I had no idea what she was saying, but I knew exactly what was going on. My poor grandfather was being read the riot act because he obviously had shared the secret with me, and my grandmother did

not approve. Meanwhile, my mother had heard all the commotion, came flying into the kitchen, and quickly figured out what had occurred. She pulled me aside, dropped to one knee, took my chubby little face in her two hands and said, "Margo, look at me", and I quickly obeyed, since the environment was too emotionally charged not to obey. This was really serious business! She then continued. "You didn't do anything wrong, but I don't think that it would be a good idea to say that to Grandma anymore. Not a good idea. Not good. Not good. OK?" I silently nodded my head in agreement. Meanwhile, things were settling down between my grandparents, and my grandfather was aiming to make a hasty retreat from the kitchen. But in order to do so, he had to pass behind my mother and me. As he did so, he looked down and, smiling slyly, ... he winked at me! In that moment I knew for certain that my beloved grandfather had sacrificed all to initiate me into the secret society, and the power of the universe would be mine forever. Thus was my induction to the world of so-called foreign languages, which in reality were not so foreign to me at all...

Now let's 'fast forward' a few years, to when I was in grade school. At that time, there were Saturday schools at local parishes for the learning of both Lithuanian and Slovenian. By this time, I was well-aware of what it meant to speak more than one language, and I was very interested in learning at least one of the other languages spoken by my parents and their respective families. When I asked my parents about it, the response was instant and emphatically negative. My Dad's reaction was totally unexpected, because I knew that he was very proud of his abilities and his connection with the Slovenian community, as was my Mom with her Lithuanian roots. But my father explained it in the following way: "Your sister and you were born here in this country, we want you to be totally American, and we don't want you to have to suffer the way that we did, and be marked as 'different'. We want you to speak only English." So, my brilliant idea of learning another language had to be put away on a shelf, but only for the time being.

During my high school years, I studied Latin, but it did not fulfill me in the way that I had been hoping, to be bilingual like my parents. Reading

and translating were useful, but only to a point: I wanted to have the experience of living another language, laughing and joking as my parents did, sharing family experiences, secrets and adventures, but Latin didn't do it for me. However, a seed was planted in me during those high school years. One day, I was in the attic, and came across a textbook in another language. Bringing it down to the kitchen, I asked my mother what it was, and more importantly, whose it was. She took it from me, and a soft smile stole across her face. She then revealed to me that she had studied Spanish in high school, and not only that, she had been inducted into the National Honor Society in her senior year, and had won the Spanish medal in her 1938 graduating class as well. She then opened her old high school Spanish textbook at random, read a few sentences to me, translated to English what she had read, then calmly handed the book back to me and walked away. I was stunned! Good old Mom knew not just two languages, but three????!!! Amazing! Truly amazing!

So, when I got to college, with its university language requirement, I was finally in a position to begin to study another language, perhaps to become proficient enough to satisfy my longing, and to gain a facet of identity that I had always felt was my birthright, to be bilingual. Given that neither Slovenian or Lithuanian was offered in the curriculum, I chose Spanish, which was as close as I could get to the concept of 'the mother tongue.' Mom had studied Spanish, and I felt that it would honor both of my parents by identifying with their proudly hyphenated identities from immigrant families. Thus, my academic career in languages had officially begun. Since that time, I have earned a doctorate in Spanish literature and culture, and have studied numerous other languages as well. As a post-script to the concept of 'the mother tongue,' I wanted to share with you the following anecdote. My mother is now in her 80s, still very active, alert, and connected to the world. A few years ago, when I was home for a visit, she gave me her high school Spanish medal, which I am wearing tonight, as a sign of my complicated journey toward living a wonderful life in and with many languages. She wanted me to have it as a symbol of both her and my journey, and of our shared accomplishments in Spanish. But I am wearing it for yet another reason, for this medal, first awarded in 1938 at East High School in Cleveland, Ohio, also connects me and my personal story to all of you, who will be initiated tonight, and will receive a similar sign of being members of a select intellectual community. Thus, this token connects you to all those scholars who have come before you, and all those who will follow. I hope that you will be as proud of your

medal as I am of this one, as a sign of community, intellectual accomplishment, and a means of cross-cultural understanding.

Now, what does this journey have to do with all of you? Specifically, your choice to study and become proficient in another language bequeaths to you many, many opportunities to expand your horizons as interfaces to other cultures, not only here in the United States but abroad as well. By way of example, in this country, Spanish is no longer a 'foreign' language. Heritage speakers of Spanish are becoming the largest minority in this country, and new immigration continues to increase our Spanish-speaking population. Because of this large Hispanic presence within our borders, there are tremendous job and career opportunities in many areas of employment. Speakers of other languages - and not only Spanish - are needed in the areas of marketing, social services, medicine, law, financial services, translation and interpretation, sales, law enforcement, museum work, import/export, government at all levels, national intelligence, the travel industry, and public health administration, to name only a few. Perhaps you may wonder, now that you are finishing up your undergraduate careers, how you may continue to work on your language skills. Opportunities abound for that, too. Take a cooking class in the cuisine and culture of your choice. Volunteer to trade English conversation in the language of your choice with a speaker of your target language. Keep reading in your second language, in order to learn different dialects and contemporary slang. Watch foreign language films without looking at the subtitles. Join cultural groups whose focus is the language and culture of your choice.

Lastly, consider teaching your second language as a career. It has been both my privilege and my honor to work with young people, to 'spread the word' about the value of speaking more than one language, and living multiculturally. Teaching opportunities exist in all the states of our beautiful nation, and it is a wonderful way to become acquainted with our country, but also to give back in a vital way to a sense of community, a means of bringing people of different cultural backgrounds together through the power of language.

In closing, I would like to tell you how very proud I am of each and every one of you, all of your accomplishments to date. The future holds great promise for all of you. Now, just keep going! You are the best that Rutgers University, our great state of New Jersey, and our great nation have to offer to the world. Our future is in your capable hands, and for this I am grateful, very grateful indeed. You will do honor to us all.

PSI Scholarships

Announcing – The New “Winter Break 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 per term. 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: Phi Sigma Iota will grant several Scholarship Awards based on availability of funding. Scholarships in the amounts of \$500, and \$1000 will be awarded throughout the year. 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 Memorial scholarship for study in Spain or Portugal; The President’s scholarship; The Santiago Vilas Memorial scholarship; and The Marie-France Hilgar scholarship. Phi Sigma Iota also offers additional Study-Abroad scholarships as the need arises and funding allows.

*DEADLINE FOR SUBMISSION OF NOMINATIONS: **April 1st of each year.***

Incomplete submissions will not be considered. Please apply early.

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

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

PSI Scholarship Nomination Form

1. GENERAL INFORMATION ON NOMINEE

Name in full _____

Student Birth Date _____ Social Security Number _____

Date of Initiation into PSI: _____ Chapter and Institution _____

Phone _____ E-mail _____ Social Security Number _____

Permanent Address _____

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 _____

Introducing

The 2005 Phi Sigma Delta Scholarship Recipients

The PSI Founder: Dr. Henry W. Church Scholarship (\$1000) Caitlin E. Lewis (Phi Nu) Muskingum College, French and Spanish. Caitlin graduated first in her class at Oak Glen High School, in New Cumberland, West Virginia. She earned a BA in French from Muskingum College in New Concord, OH, where she won the Delta Scholarship, the President's Scholarship, and the Huff Scholarship from Westminster Presbyterian Church. She holds the Morehead Award in French and is a member of the Lambda Sigma and the Omicron Delta Kappa Honor Societies. Caitlin studied abroad at the Université du Toulon et du Var.



Caitlin E. Lewis

The Dr. Jacob C. Caflisch III (President's) Scholarship (\$1000) Viktoriya V. Gavrichkova (Iota Xi) Ohio Wesleyan University, Economics and French. Christopher Kamm Scholarship for Community Service, Phi Beta Kappa. Viktoria grew up in Kazakhstan when it was still part of the Soviet Union. She won a highly competitive scholarship to the United World College (UWC) in India, where she began to study French, which she put to use in community service, interacting with children over a summer in France. She came to the US on a Ohio Wesleyan Scholarship. Viktoriya continued to use her French skills in the community as an Intern at the United Nations Environment Programme in New York and she was able to study French art and history in Paris. Eager to explore the world, Viktoriya hopes to work and study in Africa, Asia, and the Middle East.



Viktoriya V. Gavrichkova

The Dr. Christine Probes (Vice President's) Scholarship (\$1000) Silvia Baage (Beta Alpha) McDaniel College, Spanish and French. Silvia has mastered English as a second language and is fluent in German, her native language. Besides PSI, she is member of the Spanish, French and International clubs. Silvia is dedicated to immersive language learning. She has lived in her school's French house, and intends to spend a year in the Spanish house. She has begun teaching Spanish in an elementary after-school program, and she is involved in the preparation of scholarly work by her professors in Spanish literature.



Sylvia Baage

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



Nahal Zamani

Nahal Zamani (Sigma Sigma) Rutgers - State University of New Jersey, French and Women's Studies. Nahal is a powerhouse of energy and leadership. She has found numerous ways to serve the community and to work toward helping, teaching and inspiring others. Ms. Zamani is a top scholar in French, who also studies Persian, with a minor in Middle-Eastern Studies. She was awarded the Phi Beta Kappa Sophomore prize for academic excellence, and was a member of the Douglass College Scholars Program and the Institute for Women's Leadership. Nahal is interested in the fusion of social activism, art therapy and education on a global basis.

The Dr. C.E. Scruggs Scholarship (\$1000) Nyanda Redwood (Sigma Omicron) Wesleyan College, Spanish/Mathematics. Nyanda graduated in the top 3% of her class at Ardenne High in Kingston, Jamaica West Indies. Due to her involvement in Lazos Comunitarios, an outreach project to the Hispanic community in Macon, Georgia, she was selected to be a Wesleyan delegate to El Salvador. In addition to Spanish, Nyanda also studies French and she is involved with her Phi Sigma Iota chapter. Her contributions include creating the Sigma Omicron PSI website. She is a Wesleyan Presidential Scholar and a recipient of the Stella Baker Hill Scholarship, as well as a recognized Phi Kappa Phi Honor Society Scholar.



Nyanda Redwood

The VISA Scholarship (\$1000) Zoe Anna Bailey Plaughter (Theta) Beloit College (B.A. 2005) French and Journalism. Zoe has used her French skills in community service as a tutor at Beloit College, where she served as president of the French House. She also worked for Beloit's Office of International Education. Zoe has studied abroad at the Université Rennes, France and at the Centre Baobab, Dakar, Senegal.



Zoe Anna Bailey Plaughter



Paul Smith Shupe

The Editor's Scholarship (\$500) Paul Smith Shupe (Kappa Epsilon) Weber State University. After Paul graduated in the top 15% of his class at Weber High School in Ogden, Utah, he won a Presidential Scholarship for Weber State University. Paul also earned the German Merit Scholarship. Under his leadership as the president of Weber State University's PSI chapter, Kappa Epsilon, the chapter activities multiplied, other members attendance increased, and their involvement in PSI activities increased. Paul has studied Portuguese, during a two-year stay in São Paulo, as well as German, during a four-month study and family-stay in Bayreuth, Germany. Paul majors in German and Economics and hopes to use his foreign language abilities in the field of International Business.

Support Our Scholarship and Sponsored Programs!

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

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

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

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

The deadline for application is a bit earlier. The new deadline is April 1, which should allow new members the chance to apply for Summer study-abroad scholarships.

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

APPLY FOR A SCHOLARSHIP

EDINBORO UNIVERSITY OF PENNSYLVANIA INDUCTION CEREMONY

The **Beta Pi** Chapter of **Edinboro University of Pennsylvania** welcomed eleven students and three honorary inductees into Phi Sigma Iota at the chapter's twelfth ceremony and banquet on April 17, 2005.



After welcoming remarks by outgoing Beta Pi president **Sarah Loper**, the ceremony was conducted by the 2004 vice president **Leann Russell** and Edinboro University faculty members **Dr. Janusz Czejdo**, **Dr. Ivan Chompalov**, **Dr. Leo Gruber**, **Dr. Robert Holderer**, **Dr. John Cussen**, **Prof. Margot Koczan**, and **Dr. Judith Gramley**, faculty advisor.

Faculty Presenters:

L-R: Dr. John Cussen, Prof. Leo Gruber, Dr. Robert Holderer, Dr. Ivan Chompalov, Dr. Margot Koczan, Dr. Janusz Czejdo

The languages represented among the student inductees were French, German, Russian, and Spanish. The three honorary inductees – **Dr. Xin Zhu Chen**, **Haiyan Chen Richter**, and **Yi Cai** – were honored for their respective roles in raising awareness of the Chinese language and culture on the Edinboro campus. **Dr. Chen**, of Edinboro's Department of History, established an English-teaching program for Edinboro graduates at the University of Zibo in China; **Haiyan Chen Richter** and **Yi Cai** have conducted the university's non-credit Mandarin Chinese Workshop.

The evening's keynote speaker was **Dr. Deborah DuBartell**, a member of the **University of Rochester's** Rho Chapter of Phi Sigma Iota and of the Edinboro Department of English and Theatre Arts. Dr. DuBartell's topic, "*Foreign Language Influences on Old English*," was very well received by the audience of inductees, family members, friends, and faculty members. **Dr. DuBartell** was featured in the Spring 1995 issue of *The Forum* ("*Crossing Borders through Language*." *The Forum* 17.1 (1995): 14.) where she was acknowledged for her multilingualism and her expertise in the use of electronic media in the field of linguistics.

Dr. Leo Gruber, assistant professor of German, announced the 2005-2006 officers: president-elect, **Koraun Gates**; vice president-elect, **Laura Miller**; secretary-elect, **Kathryn Lantzy**; and treasurer-elect **Jennifer Hubert**.

Dr. Janusz Czejdo, professor of Russian and department chair, presented honor cords to thirteen graduating Beta Pi members: **Daniela Babán**, **Trisha Eller**, **Julie Flagella**, **Hye-suk Kim**, **Sarah Loper**, **Rebecca Maloney**, **Stacie Potter**, **Phillip Powell**, **Leann Russell**, **Penni Schaefer**, **Jeffrey Steggert**, **Elizabeth Strosser**, and **Rachel Weiner**.



(inductees)

*Pictured are: Row 1, L-R: Dr. Xin Zhu Chen, Damaris Henry, Laura Miller, Yi Cai, Daniela Babán, Sherry Cooke, Jennifer Hubert
Row 2, L-R: Haiyan Chen Richter, Hye-suk Kim, Amelia Robinson, Kathryn Lantzy, Rachel Weiner, Susan Komaromy, Stacie Potter*



L-R: Thereza Moura Wright; Koraun Gates, president-elect; Dr. Judith Gramley

On behalf of the Department of Foreign Languages, **Dr. Judith Gramley**, associate professor of Spanish, presented congratulatory plaques to **Sarah Loper** as Outstanding Graduating Senior and **Penni Schaefer**, winner of the Foreign Language Achievement Award. **Prof. Margot Koczan**, assistant professor of French, congratulated **Susan Komaromy** for being named the awardee of the department's Foreign Language Studies Scholarship, and **Dr. Gramley** announced that **Erin Bullock**, recipient of the 2004 Phi Sigma Iota Editor's Scholarship, is using her expertise in Spanish in her employment in the intelligence sector.

At the close of the ceremony, **Prof. Koczan** acknowledged **Dr. Gramley's** imminent retirement and read a tribute to her and her service to the chapter and to the Department of Foreign Languages.

Mr. Ed Schmitt, Jr., a 1994 Beta Pi inductee, provided music for the event for the ninth year.

Dr. Judith D. Gramley, Associate Professor of Spanish and faculty advisor to the **Beta Pi** Chapter of Phi Sigma Iota at Edinboro University of Pennsylvania, announced her retirement to the new inductees, their friends and families during the 2005 spring induction ceremony on the Edinboro campus.

Dr. Gramley taught Spanish for thirty-eight years on both the high-school and university levels and taught English for one year at Anhui University in The People's Republic of China.

*She established the **Delta Omicron** Chapter of Phi Sigma Iota at **Gannon University** in Erie, Pennsylvania, and later **Edinboro University's Beta Pi** Chapter. Dr. Gramley was the driving force behind Beta Pi. She encouraged students in their fund-raising efforts for the induction ceremony and to purchase academic cords for the members at graduation. Dr. Gramley greatly fostered faculty participation, recruiting bilingual scholars and staff as new members and as speakers for induction ceremonies. Under Dr. Gramley's leadership, the number of new inductees grew yearly, as did faculty and parental support at the annual dinner. During her fifteen years as a faculty advisor, she supported eight recipients of Phi Sigma Iota scholarship awards and announced those awards in campus and community publications, enhancing not only student participation but the reputation of Beta Pi on campus.*

In order to further raise awareness of both Phi Sigma Iota and the study of foreign languages and cultures, she, along with the chapter officers, organized cultural excursions to Toronto, Canada, Washington, D.C., and several cities in Ohio and Pennsylvania. Although the trips were sponsored by the Beta Pi chapter, they were open to participation by the general student body, the faculty, the staff, and the community.

Those present acknowledged Dr. Gramley's longstanding efforts on behalf of Phi Sigma Iota with gratitude. Her enthusiastic leadership, enthusiasm and cheerfulness will be sorely missed.

Chapter Roster

State	University	Chapter	Year	No.
ALABAMA				
	Birmingham Southern College Birmingham, Al Prof. Judy Cox	Upsilon	1931	16
	University Of Alabama Birmingham, Al Prof. Catherine Danielou	Beta Sigma	1992	195
	University Of Alabama In Huntsville Huntsville, Al Prof. Sharron Abernethy	Gamma Gamma	1979	91
	University Of North Alabama Florence, Al Dr. Claudia Polo Vance	Delta Theta	1987	169
ALASKA				
	University Of Alaska Fairbanks, Ak Prof. Daniel Villa	Delta Gamma	1983	137
ARKANSAS				
	University Of Central Arkansas Conway, Ar Prof. Nicole Hatfield	Alpha Omicron	1981	118
ARIZONA				
	Northern Arizona University Flagstaff, Az Prof. Patricia Frederick	Kappa Pi	1931	159
	Thunderbird American Graduate 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
CALIFORNIA				
	Ca. State University At Fresno Fresno, Ca Prof. Jacinta Amaral	Eta Gamma	1984	143
	California State University, Chico Chico, Ca Prof. Rory Garido	Beta Tau	1992	197
	San Francisco State University San Francisco, Ca Prof. Ilona Vandergriff and Dr. Wen-Chao Li	Eta Alpha	1984	142
	San Jose State University San Jose, Ca Prof. Jean Luc Desalvo	Kappa Mu	1986	155
	Santa Clara University Santa Clara, Ca Dr. Rose Marie Beebe	Beta Delta	1982	129
	Defense Language Institute Monterey, Ca Prof. Mohsen Fahmy	Epsilon Omicron	2003	243
	University Of California Riverside, Ca	Tau Tau	1979	100
COLORADO				
	Adams State College Alamosa, Co Prof. Luis M. Trujillo	Iota Omicron	1978	78
	Colorado College Colorado Springs, Co Prof. Allistaire Tallent	Sigma Pi	1967	57
	Colorado State University Fort Collins, Co	Sigma Theta	1965	52

State	University	Chapter	Year	No.
COLORADO cont.				
	Fort Lewis College Durango, Co Dr. Isabelle Pertant	Chi	1978	89
	Metropolitan State College Of Denver Denver, Co Prof. Alain Ranwez	Iota Kappa	1989	181
	University Of Colorado Boulder, Co Dr. Mildred Mortimer	Epsilon Epsilon-I	1928	305
	University Of Colorado At Colorado Springs Colorado Springs, Co Prof. Robert Von Dassanowsky	Epsilon Theta	2001	233
	University Of Denver Denver, Co Dr. Terri Jo Woellner	Alpha Alpha	1917	1
	University Of Northern Colorado Greely, Co Dr. Marie- Laure Marecaux	Zeta Zeta	1928	3
CONNECTICUT				
	Albertus Magnus College New Haven, Ct Prof. Sharon Magnarelli	Pi Pi	1979	98
	Sacred Heart University Fairfield, Ct Prof. Claire Marrone	Delta Kappa	1983	133
	University Of Bridgeport Bridgeport, Ct Prof. Wilfred Garcia	Alpha Epsilon	1980	108
	University Of Hartford West Hartford, Ct Prof. Yvonne Jehenson	Sigma Phi	1969	63
DISTRICT OF COLUMBIA				
	Gallaudet University Washington, Dc Prof. Constantina Mitchell	Alpha Eta	1980	110
FLORIDA				
	Florida State University Tallahassee, Fl Prof. Reinier Leushuis	Epsilon Alpha	1998	226
	Jacksonville University Jacksonville, Fl Prof. Thérèse Vitrant-O'connell	Kappa Delta	1986	149
	Rollins College Winter Park, Fl Prof. Nancy Decker	Sigma Epsilon	1961	47
	University Of Florida Gainesville, Fl Prof. Judith Shoaf	Beta Tau	1992	199
	University Of South Florida Tampa, Fl Prof. Christine Probes	Beta Zeta	1990	186
GEORGIA				
	Agnes Scott College Decatur, Ga Prof. Rafael Ocasio	Kappa Alpha	1925	146
	Emory University Atlanta, Ga Prof. Leslie Hartness	Sigma	1930	14
	Mercer University Macon, Ga Prof. Jerry Winfield	Eta Eta	1979	92

State	University	Chapter	Year	No.
GEORGIA cont.				
Morris Brown College Atlanta, Ga	Alpha Nu	1980	116	
State University Ofwest Georgia Carrollton, Ga Dr. John Blair	Alpha Omega	1982	127	
Wesleyan College Macon, Ga Dr. Saralynn Desmet	Sigma Omicron	1966	54	
ILLINOIS				
Benedictine University Lisle, Il Prof Beth Joan Vinkler	Delta Nu	1989	179	
Bradley University Peoria, Il Dr. William Walker	Kappa Rho	1987	161	
Illinois College Jacksonville, Il Prof. Jose Arce	Alpha Kappa	1987	113	
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	
Millikin University Decatur, Il Dr. Cheryl Toman	Alpha Beta	1980	106	
North Central College Naperville, Il Prof. B.P. Lebeau	Phi Chi	1955	40	
Northern Illinois University De Kalb, Il Prof. Carl Atlee	Delta	1978	82	
Northwestern University Evanston, Il Prof. Rainer Rumold	Phi Epsilon	1936	20	
Rockford College Rockford, Il Dr. Joseph Kobylas	Beta Epsilon	1990	185	
INDIANA				
Butler University Indianapolis, In Prof. Sylvie Vanbaelen	Kappa Lambda	1986	154	
Depauw University Greencastle, In Dr. James Rambo	Pi	1939	308	
Hanover College Hanover, In Prof. Ann S. Kirkland	Epsilon Delta	1999	229	
Indiana State University Terre Haute, In Dr. Angelo J. Disalvo	Phi Tau	1955	37	
Indiana University Bloomington, In Prof. Luis Beltran	Phi Rho	1952	35	
University Of Evansville Evansville, In Prof. Ann Baker	Epsilon Beta	1998	227	
University Of Indianapolis Indianapolis, In Prof. Daniel Briere	Iota Omega	1990	183	
Wabash College Crawfordsville, In Prof. Thomas Stokes	Iota	1978	85	
IOWA				
Central College Pella, Ia Prof. Patricia Westphal	Epsilon Lambda	2001	236	

State	University	Chapter	Year	No.
IOWA cont.				
Coe College Cedar Rapids, Ia Prof. Edmund Burke	Zeta I	1926	303	
Drake University Des Moines, Ia Prof. Virginia Lewis	Epsilon	1926	6	
Iowa State University Ames, Ia Prof. James Dow	Sigma Zeta	1963	48	
Morningside College Sioux City, Ia University Of Iowa Iowa City, Ia Prof. John T. Nothnagle	Nu I Delta	1929 1926	306 302	
KANSAS				
Fort Hays State University Hays, Ks Prof. Ernst R Hintz	Sigma Nu	1988	172	
Washburn University Of Topeka Topeka, Ks Dr Marie-Luce Parker	Kappa Psi	1987	166	
KENTUCKY				
Centre College Danville, Ky Prof. Ian Wilson	Iota Eta	1976	73	
Kentucky Christian College Grayson, Ky Prof. Donald A Nash	Alpha Sigma	1981	121	
Northern Kentucky University Highland Heights, Ky Prof. Hilary Landwehr	Gamma Phi	1997	222	
University Of Kentucky Lexington, Ky Prof. Roger Anderson	Phi Lambda	1950	33	
LOUISIANA				
Centenary College Shreveport, La Prof. Arnold M Penuel	Phi Pi	1950	32	
Louisiana St. Univ. In Shrevep Shreveport, La Prof. Megan Conway	Delta Pi	1984	140	
Louisiana State University Baton Rouge, La Prof. Margaret Parker	Phi Alpha	1936	19	
Mcneese State University Lake Charles, La Prof. Scott Goins	Gamma Upsilon	1997	221	
Southern University Baton Rouge, La Southern University- N.O. New Orleans, La Prof. Linda Lasseter	Beta Xi Pi	1992 1978	193 87	
Southeastern Louisiana University Hammond, La Prof. Agnieszka Gutthy	Zeta Alpha	2004	241	
Tulane University New Orleans, La Prof. Elizabeth Poe	Phi Kappa	1947	28	
MASSACHUSETTS				
Boston University Boston, Ma Prof. Hallie White	Phi Omega	1956	42	
College Of The Holy Cross Worcester, Ma Prof. C. Fulginit	Sigma Psi	1971	65	
Gordon College Wenham, Ma Prof. Leasa Lutes	Zeta	1978	83	

State	University	Chapter	Year	No.
MASSACHUSETTS cont.				
	Northeastern University Boston, Ma Prof. Holbrook Robinson	Iota Zeta	1976	72
MARYLAND				
	College Of Notre Dame Of Maryland Baltimore, Md Prof. Ann Hughs	Epsilon Zeta	2001	232
	Loyola College In Maryland Baltimore, Md Prof. Leslie Z. Morgan	Gamma Iota	1995	210
	Mcdaniel College Westminster, Md Dr. Mohamed Esa	Beta Alpha	1990	184
	United States Naval Academy Annapolis, Md Prof. Robert Stone	Delta Eta	1988	170
	University Of Maryland College Park, Md Dr. Brett Wells	Alpha Xi	1980	117
MAINE				
	Bates College Lewiston, Me Prof. Richard Williamson	Kappa	1928	7
	Colby College Waterville, Me Prof. Adriana Paliyenko	Omicron	1929	307
	University Of Maine Orono, Me Dr. James Troiano	Iota Delta	1975	71
	University Of Southern Maine Portland, Me Prof. Mara Ubans	Kappa Nu	1987	156
MICHIGAN				
	Michigan State University East Lansing, Mi Prof. Michael Koppisch	Sigma Kappa	1964	51
	Northern Michigan University Marquette, Mi Prof. George Jover	Mu Mu	1979	94
	University Of Michigan Ann Arbor, Mi Prof. Frank Casa	Sigma Iota	1964	50
	University Of Michigan-Dearborn Dearborn, Mi Prof. Cathy Collins	Gamma Delta	1993	205
	University Of Michigan-Flint Flint, Mi Prof. Jamiel Lawand	Rho Rho	1979	99
MISSOURI				
	Missouri Southern State College Joplin, Mo Dr. Sabine Cramer	Beta Rho	1993	198
	Northwest Missouri State Univ. Maryville, Mo Dr. Louise Horner	Gamma Omicron	1996	216
	Saint Louis University Saint Louis, Mo Prof. Robert D Herron	Phi Xi	1950	34
	University Of Missouri- Columbia Kansas City, Mo Prof. Rafael E Saavedra	Beta Beta	1922	2
	University Of Missouri- Kansas City Columbia, Mo Prof. Margaret Sommers	Beta Phi	1993	200
	Washington University St. Louis, Mo	Gamma Gamma-I	1925	300
	William Jewell College Liberty, Mo Prof. Ruth Kauffmann	Phi Theta	1945	26

State	University	Chapter	Year	No.
MONTANA				
	Carroll College Helena, Mt Prof. Valerie Gager	Gamma Rho	1996	218
NORTH CAROLINA				
	Catawba College Salisbury, Nc Prof. Andrew Vance, Jr.	Gamma Beta	1993	204
	East Carolina University Greenville, Nc Prof. Brian L. Harris	Sigma Upsilon	1969	62
	High Point University High Point, Nc Prof. Carole A Head	Delta Zeta	1984	139
	Methodist College Fayetteville, Nc Prof. J. Elain Porter	Kappa Gamma	1985	148
	North Carolina State University Raleigh, Nc Profs. Wright And Lioret	Alpha Lambda	1980	114
	Salem College Winston-Salem, Nc Prof. Gary R. Ljungquist	Delta Psi	1989	180
	Wake Forest University Winston-Salem, Nc Prof. Byron Wells	Sigma Delta	1958	46
	Western Carolina University Cullowhee, Nc Prof. Suzanne Moore	Gamma Theta	1995	209
	Wingate College Wingate, Nc Prof. Carmen Rivera and Prof. Mark Schuhl	Beta Lambda	1991	190
NORTH DAKOTA				
	Valley City State College Valley City, Nd Prof. Kay K. Smith	Iota Lambda	1989	182
NEBRASKA				
	Hastings College Hastings, Ne Prof. Michael Johnson	Delta Upsilon	1989	177
	University Of Nebraska Lincoln, Ne Prof. Jorge E. Porras	Phi Delta	1938	23
NEW HAMPSHIRE				
	Keene State College Keene, Nh Prof. Lourdes Mallis	Beta Chi	1993	201
	Plymouth State College Plymouth, Nh Prof. Barbara Lopez-Mayhew	Alpha Pi	1981	119
	University Of New Hampshire Durham, Nh Prof. Grover E Marshall	Alpha Mu	1981	115
NEW JERSEY				
	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
	Rutgers University New Brunswick, Nj Prof. Phyllis Zatlin, Prof. Alvarez-Hesse, and Prof. Derek Schilling	Sigma Sigma	1969	60
	Saint Peter's College Jersey City, Nj Prof. Patricia Santoro	Gamma Psi	1997	223

State	University	Chapter	Year	No.
NEW MEXICO				
	New Mexico Highlands Univ. Las Vegas, Nm Prof. Jose P. Garcia	Lambda	1933	17
	University Of New Mexico Albuquerque, Nm Prof. Carolyn Simmons	Phi Mu	1948	29
NEVADA				
	University Of Nevada-Las Vegas Las Vegas, Nv Prof. Alicia Rico	Omega	1979	90
NEW YORK				
	Alfred University Alfred, Ny Prof. Zakia Robana	Sigma Tau	1969	61
	Binghamton University Binghamton, Ny Prof. Dora Polachek	Beta Omega	1993	202
	C.W.Post Campus Of Long Island University Brookville, Ny Prof. Richard Auletta	Epsilon Kappa	2001	235
	College Of New Rochelle New Rochelle, Ny Prof. Joan C. Diaferia	Omega Omega	1980	105
	Dowling College Oakdale, Ny Prof. Susan Rosenstreich	Beta Upsilon	1993	199
	Hamilton College Clinton, Ny Prof Roberta Krueger	Iota Nu	1977	77
	Hobart & William Smith College Geneva, Ny Prof. George Joseph	Phi Eta	1940	25
	Mercy College Dobbs Ferry, Ny Prof. Maria Enrico	Iota Beta	1974	68
	Niagara University Niagara University, Ny Prof. Henrik Borgstrom	Alpha Upsilon	1981	123
	Pace University New York, Ny Prof. Iride Lamartina-Lens	Sigma Chi	1970	64
	Pace University- Pleasantville Pleasantville, Ny Prof. Andres Villagra	Delta Epsilon	1984	138
	Saint Thomas Aquinas College Sparkhill, Ny Sr. Perpetua Deane	Delta Mu	1988	171
	Skidmore College Saratoga Springs, Ny Prof. Grace Burton	Omicron Omicron	1979	97
	State University Of Ny-Buffalo Buffalo, Ny Prof. Jeannette Ludwig	Alpha Iota	1980	112
	State University Of Ny-Geneseo Geneseo, Ny Prof. Gerard M Gouvernet and Prof. Rose McEwen	Alpha Phi	1981	124
	State University Of Ny-New Paltz New Paltz, Ny Prof. Louis Saraceno	Kappa Omega	1987	168

State	University	Chapter	Year	No.
NEW YORK cont.				
	State University Of Ny-Oneonta Oneonta, Ny Prof. Karin De Waal & Prof. Janice Kaufman	Beta Epsilon	1982	130
	State University Of Ny-Oswego Oswego, Ny Prof. Virginia Fichera	Kappa Eta	1986	152
	State University Of Ny-Stony Brook Stony Brook, Ny Dr. Izabela Kalinowski	Sigma Mu	1967	56
	Syracuse University Syracuse, Ny Prof. Gail A. Bulman	Phi Iota	1946	27
	Union College Schenectady, Ny Prof. Anton Warde	Gamma Chi	1997	224
	United States Military Academy West Point, Ny Prof. Lawrence Mansour	Beta Nu	1992	192
	University Of Rochester Rochester, Ny Prof. David Pollack	Rho	1930	58
OHIO				
	Ashland University Ashland, Oh Prof. William Cummins	Gamma Tau	1997	220
	Capital University Columbus, Oh Prof. Maria Jose Delgado	Beta Theta	1991	188
	Case Western Reserve Universit Cleveland, Oh Dr. Jacqueline Nanfito	Phi Psi	1956	41
	Central State University Wilberforce, Oh Prof. William Felker	Alpha Gamma	1979	104
	Cleveland State University Of Ohio Cleveland, Oh Prof. Antonio Medina Rivera	Epsilon Eta	2001	231
	Heidelberg College Tiffin, Oh	Sigma Lambda	1965	53
	Hiram College Hiram, Oh Prof. Ella Kirk	Phi Sigma	1954	36
	Kent State University Kent, Oh Dr. Hildegard Rossoll	Gamma Pi	1996	217
	Marietta College Marietta, Oh Prof. Leo Daniels	Beta Kappa	1991	189
	Muskingum College New Concord, Oh Prof. Russell Brown	Phi Nu	1948	30
	Ohio University Athens, Oh Prof. Christopher Coski	Sigma Xi	1966	55
	Ohio Wesleyan University Delaware, Oh Prof. Susanne Bellocq	Iota Xi	1978	79
	Otterbein College Westerville, Oh Dr. Marjorie Cornell	Phi	1933	18
	The College Of Wooster Wooster, Oh Prof Sharon Shelly	Gamma		5

State	University	Chapter	Year	No.
OHIO cont.				
	Wittenberg University Springfield, Oh Prof. Eric M. Steinle	Phi Beta	1936	21
OKLAHOMA				
	Cameron University Lawton, Ok Prof. Teresa M Lubrano	Delta Rho	1988	175
	University Of Tulsa Tulsa, Ok Prof. Reginald Hyatte	Gamma Kappa	1995	211
OREGON				
	Portland State University Portland, Or Prof. Suwako Watanabe	Nu Nu	1979	95
	Southern Oregon State College Ashland, Or Prof. Dan Morris	Delta Sigma	1983	136
	Western Oregon State University Monmouth, Or Prof. Ruth E. Thurston-Taylor	Eta Delta	1985	144
	Williamette University Salem, Or Prof. Christin Gentzkow	Phi Upsilon	1955	38
PENNSYLVANIA				
	Allegheny College Meadville, Pa Prof. Laura Reeck	Alpha	1922	0
	Bloomsburg University Bloomsburg, Pa Prof. Patricia Dorame	Iota Theta	1976	74
	Cabrini College Radnor, Pa Prof. Cynthia Halpern	Gamma Xi	1995	215
	Carnegie Mellon University Pittsburgh, Pa Prof. Terese Tardio	Epsilon Epsilon	1999	230
	Chatham College Pittsburgh, Pa Prof. Janet Walker	Gamma Lambda	1995	212
	Desales University Center Valley, Pa Prof. Joseph Brown	Kappa Beta	1925	147
	Duquesne University Pittsburgh, Pa Prof. Carla E. Lucente	Sigma Omega	1971	66
	East Stroudsburg University East Stroudsburg, Pa Prof. Ralph Vitello	Gamma Eta	1995	208
	Eastern University Saint Davids, Pa Prof. Elvira Ramirez and Prof. Anne François	Iota Pi	1978	80
	Edinboro University Of Pennsylvania Edinboro, Pa Prof. Judith Gramley	Beta Pi	1992	196
	Gannon University Erie, Pa Prof. Kathleen M. Olson	Delta Omicron	1988	174
	Gettysburg College Gettysburg, Pa Prof. Ronald D Burgess	Tau	1931	15
	Holy Family College Torresdale, Pa Sister Doloretta Dawid	Delta Iota	1983	134

State	University	Chapter	Year	No.
PENNSYLVANIA cont.				
	Kutztown University Kutztown, Pa Prof. Michael Paulson	Kappa Upsilon	1987	164
	La Salle University Philadelphia, Pa Prof. Susann Maegerle	Kappa Iota	1986	153
	Lebanon Valley College Annville, Pa Prof. Rosa Tezanos-Pinto	Alpha Theta	1980	111
	Lehigh University Bethlehem, Pa Prof. John Van Erle	Delta Phi	1984	141
	Lincoln University Lincoln University, Pa Prof. Celia Esplugas	Nu	1978	86
	Lycoming College Williamsport, Pa Dr. Brenda Watts	Delta Chi	1989	178
	Marywood College Scranton, Pa Dr. Jose Reyes	Gamma Alpha	1994	203
	Mercyhurst College Erie, Pa Prof. Alice Edwards	Gamma Sigma	1996	219
	Millersville University Millersville, Pa Prof. Ana Börger-Greco	Alpha Psi	1981	126
	Moravian College Bethlehem, Pa Dr. Joanne Dangelmajer	Delta Lambda	1983	135
	Muhlenberg College Allentown, Pa Prof. Barbara Gorka	Lambda	1928	11
	Pennsylvania State University University Park, Pa	Beta	1925	4
	Rosemont College Rosemont, Pa Prof. Marilyn Conwell	Kappa Ksi	1987	157
	Saint Francis University Loretto, Pa Prof. Vincent Remillard	Iota Iota	1977	75
	Saint Joseph University Philadelphia, Pa Prof. Richard Kipporn, Jr.	Kappa Phi	1987	163
	Susquehanna University Selinsgrove, Pa Prof. Wanda L. Cordero-Ponce	Kappa Omicron	1987	158
	University Of Pittsburgh Pittsburgh, Pa Prof. Pamela Bacarisse	Xi Xi	1979	96
	Ursinus College Collegeville, Pa Prof. Douglas Cameron	Delta Alpha	1983	131
RHODE ISLAND				
	Providence College Providence, Ri Prof. Raymond Lavalley	Delta Beta	1983	132
	Rhode Island College Providence, Ri Prof. Calvin Tillotson	Beta Gamma	1982	128

State	University	Chapter	Year	No.
RHODE ISLAND cont.				
	University Of Rhode Island Kingston, Ri Prof. Kenneth Rodgers	Chi Chi	1979	102
SOUTH CAROLINA				
	Converse College Spartanburg, Sc Prof. B. Brant Bynum	Alpha Rho	1981	120
	Furman University Greenville, Sc Prof. C Maurice Cherry	Sigma Gamma	1958	45
	Coker College Hartsville, Sc Prof. Cathleen Cuppett	Epsilon Pi	2003	240
	University Of South Carolina Columbia, Sc Prof. T. Bruce Fryer	Iota Gamma	1974	69
SOUTH DAKOTA				
	University Of South Dakota Vermillion, Sd Prof. Gervais Hittle	Xi	1929	13
TENNESSEE				
	Belmont University Nashville, Tn Prof. Kim Jackson	Gamma Nu	1995	214
	Middle Tennessee State University Murfreesboro, Tn Prof. Oscar Diaz	Kappa Zeta	1986	151
	Union University Jackson, Tn Prof. Cynthia Jayne	Omicron	1978	81
	Vanderbilt University Nashville, Tn Prof. Patricia Ward	Phi Gamma	1938	22
TEXAS				
	Abilene Christian University Abilene, Tx Prof. Mark Jones	Epsilon Gamma	1998	228
	Austin College Sherman, Tx Prof. Cynthia Manley	Upsilon Upsilon	1979	101
	Southwest Texas State University San Marcos, Tx	Eta	1978	84
	St. Mary's University San Antonio, Tx Brother Terrence O'Connor	Kappa Theta	1987	167
	Sul Ross State University Alpine, Tx Prof. Jesus Tafoya	Epsilon Iota	2001	234
	Texas Christian University Fort Worth, Tx	Delta Delta	1927	9
	Texas Southern University Houston, Tx Prof. Faride Reyes	Eta Epsilon	1985	145
	Texas Women's University Denton, Tx Prof. Ninfa Nik	Phi Phi	1955	39
	University Of North Texas Denton, Tx Prof. Pierina Beckman	Psi Psi	1979	103

State	University	Chapter	Year	No.
TEXAS cont.				
	University Of Texas-Arlington Arlington, Tx Prof. Kimberly Van Noort	Iota Mu	1977	76
	University Of Texas-El Paso El Paso, Tx Prof. Joan Manley	Beta Iota	1990	187
	University-Texas San Antonio San Antonio, Tx Prof. Christopher Wickham	Gamma Mu	1995	213
	West Texas A&M University Canyon, Tx Prof. Courtney Harrison	Alpha Chi	1981	125
UTAH				
	Southern Utah University Cedar City, Ut Prof. Dick Carlson	Gamma Zeta	1994	207
	University Of Utah Salt Lake City, Ut Prof. Eduardo Elias	Sigma Rho	1967	59
	Utah State University Logan, Ut Prof. Alfred N. Smith	Epsilon Xi	2001	239
	Weber State College Ogden, Ut Prof. Alicia Giral	Kappa Epsilon	1986	150
VIRGINIA				
	Emory & Henry College Emory, Va Prof. Helen Miseuheimer	Delta Xi	1988	173
	Hampden-Sydney College Hampden-Sydney, Va Prof. Renée Severin	Kappa Kappa	1979	93
	James Madison University Harrisonburg, Va Prof. Virginia Aliotti	Sigma Eta	1964	49
	Lynchburg College Lynchburg, Va Prof. Kern L. Lunsford	Kappa Tau	1987	162
	University Of Mary Washington Fredericksburg, Va Prof. Scott Powers	Phi Omicron	1950	31
	Radford University Radford, Va Prof. Janet Walker	Alpha Delta	1980	107
	University Of Richmond Richmond, Va Prof. Kapanga Kasongo	Iota Epsilon	1975	70
	University Of Virginia Charlottesville, Va Prof. Elisabeth Ladenson	Alpha Zeta	1980	109
	Virginia Military Institute Lexington, Va Col. Michael Harris	Lambda Xi	2004	244
	Virginia Polytech Inst & State Blacksburg, Va Prof. Fabrice Tuelon	Iota Alpha	1972	67
VIRGIN ISLANDS				
	University Of The Virgin Islands Saint Thomas, Vi Prof. Gilbert Sprauve	Delta Tau	1988	176

State	University	Chapter	Year	No.
WASHINGTON				
	University Of Washington Seattle, Wa Prof. John Keeler	Phi Zeta	1939	24
	Washington State University Pullman, Wa Prof. Ana Maria Rodriguez-Vivaldi	Beta Omicron	1992	194
WISCONSIN				
	Beloit College Beloit, Wi Prof. Scott Lyngaas	Theta	1926	8
	Lawrence College Appleton, Wi Prof. Judith Sarnecki	Iota	1927	304
	Ripon College Ripon, Wi Prof. Michelle Fuerch	Sigma Alpha	1957	43
	St. Norbert College De Pere, Wi Prof. Rosemary Sands and Prof. Shalisa Collins	Psi	1979	88
WYOMING				
	The University Of Wyoming Laramie, Wy Prof. Martha Hanscum	Theta Theta	1928	10
MEXICO				
	Universidad Regiomontana Monterrey, Mx	Alpha Tau	1981	122
FRANCE				
	The American University in Paris Paris, Fr	Kappa Sigma	1987	160

MTV to Launch Three Foreign Language Channels

MTV will showcase three new foreign language channels starting next year. The U.S.-based cable broadcaster announced it plans to feature a customized music channel in Hindi early next year followed by Korean and Chinese-language channels later in the year.

The channels will broadcast programs originally produced for the American audience translated into these languages. It will also air international shows including MTV Korea that was made for local viewers here in the country.

MTV Networks said that it will launch more channels in different languages in the near future to attract the growing number of ethnic minorities in the United States.

English Fun

(email circular)

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) He could lead if he would get the lead out.
- 6) The soldier decided to desert his dessert in the desert.
- 7) Since there is no time like the present, he thought it was time to present the present.
- 8) A bass was painted on the head of the bass drum
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the oarsmen about how to row.
- 13) They were too close to the door to close it.
- 14) The buck does funny things when the does are present.
- 15) A seamstress and a sewer fell down into a sewer line.
- 16) To help with planting, the farmer taught his sow to sow.
- 17) The wind was too strong to wind the sail.
- 18) After a number of injections my jaw got number.
- 19) Upon seeing the tear in the painting I shed a tear.
- 20) I had to subject the subject to a series of tests.
- 21) How can I intimate this to my most intimate friend?
- 22) I want to project a good impression of my project.
- 23) We should record this conversation for the record.

Immigrant Children Misdiagnosed as Language-impaired

Immigrant children still mastering the English language risk being shuffled into special education services they don't need, because of errors in assessment for speech problems, according to a new University of Alberta study.

The study showed that the expressive language characteristics of typically developing children learning English as a second language are similar to the English spoken by monolingual children who have specific language impairment. "The errors they make when they speak English are nearly identical to the errors children make when they are language-impaired," said Dr. Johanne Paradis, a linguistics professor at the University of Alberta. The study appears in the July, 2005 edition of *Language, Speech & Hearing Services in Schools*.

In studying 24 children aged four to seven who have been learning English as a second language for an average of 9.5 months, Dr. Paradis discovered that their accuracy rates and error patterns were similar to those reported in monolingual children who had been diagnosed with speech language impairment. The children were tested in their usage of verbs, prepositions and determiner words like 'a' and 'the'.

"The existing similarities, along with large individual differences in how quickly children learn English, could result in misdiagnosis and therefore be a cause of unnecessary referrals to speech therapy services," Dr. Paradis said. This phenomenon could be part of a larger problem that has been widely acknowledged in the United States that linguistic minority children are statistically over-represented in all areas of special education," said Dr. Paradis. This overlap in linguistic characteristics between English second language children and language-impaired children is an issue for many countries: Canada, the U.S.A., the United Kingdom and Australia."

And while it may appear

beneficial to have immigrant children enrolled for focused linguistic attention by receiving therapy services, the youngsters may suffer stigmatization, Paradis said. "Their parents may believe there is something wrong with the child. And receiving special education services can color a child's education, future, and self-esteem."

Nor is it a good use of scarce resources for special education, Dr. Paradis noted. "The services need to be there for the children who really need them."

The method of language testing for immigrant children must be changed, Dr. Paradis added. "The use of English standardized tests with non-native English-speakers is not a good practice. You can't uncritically use tests developed for native speakers with kids who have been exposed to English for just one year." As part of the study, the children were administered a standardized test for language development, and nearly all of them scored as if they were language-impaired.

Young children learning English can be expected to make grammatical errors, well into the second year of their experience speaking the language, and more appropriate expectations need to be set when assessing the youngsters, Paradis said. She suggested that instead of comparing their skills to those of monolingual English-speaking children, they be compared to the skills of their peers; other youngsters who are also learning English as a second language.

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*Paradis' study was funded by the Alberta Heritage Foundation for Medical Research and by the Social Sciences and Humanities Research Council of Canada.*

*For more information, contact: Bev Betkowski  
Media relations  
University of Alberta  
beverly.betkowski@ualberta.ca*

# 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.

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*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

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

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

## PHI SIGMA IOTA Introduces the

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