

Volume 30 Spring 2012

THE FORUM

OFFICIAL PUBLICATION OF PHI SIGMA IOTA

The Forum

Official Publication of Phi Sigma Iota
International Foreign Language Honor Society

Volume 30 Spring 2012

In This Issue

FROM THE COMITIUM **page 4**

This column carries reports of the Executive Committee of Phi Sigma Iota. Please send comments to contact@phisigmaiota.org to the attention of Randall P. Donaldson, President.

ANNOUNCEMENTS AND REMINDERS **page 5**

FROM THE CURIA **page 8**

“The Real Language Crisis” by Russell A. Berman. Reprinted with permission from the September-October 2011 issue of *Academe*, the magazine of the American Association of University Professors.

FROM THE ROSTRUM **page 12**

Phi Sigma Iota exists to recognize students who excel in language learning. The experiences of learning a new language or of becoming better acquainted with a culture other than one’s own are unique to each student. *The Rostrum* offers student members of Phi Sigma Iota the opportunity to publish their original writing about these experiences.

LIFETIME MEMBER PROFILE **page 15**

Language learning still plays an important role in the lives of Lifetime members Rich Howett and Jason Neal.

WHAT’S YOUR STORY? **page 17**

Michael Pasquale, chapter advisor for Eta Mu #256 at Cornerstone University helps community organizations plan and establish TESOL programs. Lin Yang advocates the integration of Information and Communication Technology in the Chinese language classroom.

REPORTS FROM THE 2010-2011 SCHOLARSHIP RECIPIENTS **page 23**

IT’S ALL ABOUT US! **page 29**

In this section, we publish your chapter news and photographs. We also report new chapter charters. Let us hear from you! Send news and pictures to Administrative Director Roz Macken at contact@phisigmaiota.org.

2011-2012 SCHOLARSHIP APPLICATION FORMS **page 33**

LIST OF ACTIVE CHAPTERS **page 37**

Publication Committee Members:

Maj. Richard A. Howett, Lifetime Member, Xi Xi Chapter #96, University of Pittsburgh, 1990
Michael Pasquale, Ph. D., Faculty Advisor, Eta Mu Chapter #256, Cornerstone University
Roz Macken, Administrative Director

FROM THE COMITIUM: President's Letter

Each new year brings with it a sense of anticipation for what the future will bring. From my vantage point it seems that 2012 will be a year of both continuity and change for *Phi Sigma Iota*. In her letter a year ago, Susan Rosenstreich spoke of the many positive changes which have taken place in the structure and operation of *Phi Sigma Iota*. There are scholarship funds and funds for small projects which make a big difference. There are new faces among the ranks of the active membership and the executive committee, and there is a new sense of purpose and responsiveness emanating from the national office. As I assume the office of president, we continue to expand programs which serve the needs of the membership. The scholarship program is growing, as is the funding for small grants. Lapsed chapters continue to reactivate, and the number of applications for new charters continues to grow. There may be new faces and new officers, but they operate within a renewed tradition of excellence in foreign language education.

Susan also gave voice to the gratitude we all feel for the good work and dedication of Roz Macken, Cindy Halpern, Phillip Wolfe, Joan Marx, and yours truly. What she failed to mention was her own incredible contribution. Susan was and remains one of the most outspoken and effective spokespersons for the value of foreign language education. *Phi Sigma Iota* and the profession owe her our profound thanks.

As I write, the celebrations for the year 4710, the Year of the Dragon, are commencing. If my research is correct, the Dragon is a free spirit. Among the positive aspects of the Dragon personality are innovativeness, self-confidence, and passion. May those characteristics mark the endeavors of *Phi Sigma Iota* in the coming year.



Randall Donaldson, President



"Passing of the Gavel" ceremony at the annual meeting of the Executive Committee. Officers from left to right, Phillip Wolfe, Randall Donaldson, Susan Rosenstreich, Joan Marx, Cynthia Halpern.

ANNOUNCEMENTS AND REMINDERS

Small grants still available. Phi Sigma Iota is making small grants of up to \$150 available to members who are seeking funds to complete a project consistent with the goals of Phi Sigma Iota. Grants for the Academic Year 2011-2012 are available until the funds are exhausted. Students may apply directly for these grants. Application is by letter of request and should indicate the funding level requested and a description of the project and its goals. Upon completion of the project, recipients should send the organization a report of their activities and an explanation of their use of funds. Send inquiries, applications and project reports to contact@phisigmaiota.org, to the attention of Roz Macken.

Phi Sigma Iota Scholarships. Collegiate scholarships will continue to be awarded and a new scholarship program for Alumni & Professional Members has been established. Both application forms can be found on pages 33 - 35 of this magazine and are also available from the "Scholarships" link on the Society's website, <http://phisigmaiota.org>. The deadline for all applications is April 6, 2012.

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

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

Nominations for Phi Sigma Iota National Offices. Elections for the Executive Committee offices of President-Elect and Second Vice President will be conducted in the fall of 2012. Faculty members interested in serving on the Executive Committee in an official capacity should complete the nomination forms on pages 6-7, or send a letter of interest to the attention of Dr. Cynthia Halpern. In the letter, potential candidates for office should indicate the capacity in which they wish to serve. Dr. Halpern can be contacted via email to: contact@phisigmaiota.org.

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



The International Foreign Language Honor Society

Phi Sigma Iota

Member of the Association of College Honor Societies

<http://phisigmaiota.org>

Call for Nominations for President-Elect

The Executive Committee of Phi Sigma Iota encourages active participation in the leadership of the organization. To be eligible for nomination to any national office, a candidate shall have previous service as a Society officer, committee chair, committee member, or chapter advisor and shall have been an active member for a minimum of twelve months prior to nomination. Officers shall be elected by mail ballot. Each chapter of the Society shall have one vote. Please use this form to nominate your candidate - including yourself if you are interested.

**Election will be conducted by mail ballot in November.
The term of office begins officially on January 1 following the election.**

President-Elect

The President-Elect shall be elected biennially in even years to serve a one-year term as President-Elect followed by a two-year term as President. The President-Elect shall preside in the absence of the President and fill any vacancy in the office of President, recommend appointments for expiring committee memberships to the Executive Board, and shall have such other duties as may be determined by the Executive Board to accomplish Society priorities.

Nomination for the position of President-Elect Please Type or Print Clearly

Candidate Name: _____

Chapter Affiliation: _____

at _____
Institution

Nominated by: _____
(Name)

Chapter Affiliation: _____

at _____
Institution

Please return the completed form before September 1, 2012 to:

Roz Macken, Administrative Director

Phi Sigma Iota

Allegheny College

520 North Main St., Box 30

Meadville, PA 16335-3902



The International Foreign Language Honor Society

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Call for Nominations for Second Vice President

The Executive Committee of Phi Sigma Iota encourages active participation in the leadership of the organization. To be eligible for nomination to any national office, a candidate shall have previous service as a Society officer, committee chair, committee member, or chapter advisor and shall have been an active member for a minimum of twelve months prior to nomination. Officers shall be elected by mail ballot. Each chapter of the Society shall have one vote. Please use this form to nominate your candidate - including yourself if you are interested.

Election will be conducted by mail ballot in November.

The term of office begins officially on January 1 following the election.

Second Vice President

The Second Vice President shall serve a two-year term. The Second Vice President shall have such other duties as may be determined by the Executive Board to accomplish Society priorities.

Nomination for the position of Second Vice President

Please Type or Print Clearly

Candidate Name: _____

Chapter Affiliation: _____

at _____
Institution

Nominated by: _____
(Name)

Chapter Affiliation: _____

at _____
Institution

Please return the completed form before September 1, 2012 to:

Roz Macken, Administrative Director

Phi Sigma Iota

Allegheny College

520 North Main St., Box 30

Meadville, PA 16335-3902

FROM *THE CURIA*:

“The Real Language Crisis”

By Russell A. Berman

Reprinted with permission from the September-October 2011 issue of *Academe*, the magazine of the American Association of University Professors.

We in America are confronting a stark alternative: either open ourselves to an appreciation of human plurality and the diversity of cultures around the globe or limit ourselves to a narrowly normative culture. Will American schools and colleges provide students with opportunities to learn to understand other voices, or will our educational system succumb to the temptations of isolationism and xenophobia?

These stakes are high—too high, evidently, to be left to the faculty. As a sign of the times, it is not generally faculty members who are in charge but rather administrators, who are asking whether the university can afford to teach second languages. In fact, they don't ask, they just declare, “No, we can't.”

Some college and university leaders do not want to let this economic crisis go to waste, and, pleading resource constraints, they wield the ax. Wherever the ax falls, there is crisis, and it falls with uncanny regularity on the programs that convey cultural difference: languages.

Targeting Languages

At colleges and universities across the country, language programs have been eliminated, cut back, or threatened with reduction. On the list of the short-sighted decisions, the suspension of admission to all French degree programs at the University at Albany, a campus in the State University of New York system located just a few hours' drive from Québec, deserves pride of place. Yet while Albany has become emblematic of this new know-nothingism, it is by no means exceptional. It is just a notorious example of contemporary xenophobia.

The year 2010 witnessed the termination of graduate study in French at Rice University, as well as the end of the French BA at South Carolina State University and Nicholls State University in Louisiana. Alfred University in New York, Bethel College in Indiana, and the University of Maine closed down German, while Washington State University began to phase it out.

In 2011, the foreign language BA ended at Tennessee State University, French was eliminated at Foothill College in California, and a master's program in French is under threat of closure at the University of Nevada, Reno. Howard University is closing its classics department. Extensive cuts to public higher education in Louisiana have resulted in the release of fourteen foreign language instructors and the elimination of degree programs in Latin and German at Louisiana State University, as well as French and Spanish degree programs at Southern University.

These language programs, targeted for cuts, are the ones that enable students to encounter another culture through that profound identification afforded only by language acquisition. Learning another culture's language allows students to experience that culture from the inside; yet these programs are anathema to those educational leaders who navigate by the North Star of

one-dimensionality. One nation, one language, one profound misunderstanding of the linguistic diversity that surrounds us.

Living in language necessarily involves the recognition of other languages. Humans may well be the only animals with speech—language makes us human—but no one speaks a universal Ur-language. Instead, we all speak our own particular language or languages. This means that there are always languages that are not our own, that other people speak, and that we can try to learn as a first step toward understanding others. Can we afford to teach languages? We can't afford not to.

Second-Language Illiteracy

There is a language crisis in the United States, and we should take a close look and be frank about it. Our language crisis is not the rich diversity of languages spoken in some schools (even if a wide range of languages in a single classroom may in fact pose real challenges to K–12 educators). The language crisis does not reside in the reality of the many languages spoken in homes and at work across the United States. (To get a sense of this linguistic range, take a look at the Language Map of the Modern Language Association at www.mla.org.) Nor is the language crisis the vigorous stream of other languages that new Americans bring into the country through immigration.

On the contrary, the real language crisis is the exceptionally low level of second-language skills that Americans display. The sad truth is that anyone born into an English-speaking family in the United States will have a difficult time finding a path to fluency in another language. Despite the pressures and opportunities of globalization, we are becoming a nation of second-language illiterates.

It doesn't have to be this way. Much of the rest of the world cultivates plural language skills. Several languages may coexist in the same territory, or the educational system may guarantee students the opportunity to learn other languages. It is only in America (or nearly exclusively so) that language-learning opportunities are so constrained. According to the National Foreign Language Center, "Eighty-two percent of US residents are monolingual, and the United States is the only industrialized country where language study is, for the most part, optional rather than mandatory and where second-language study begins, in most cases, at age fourteen." In fact, even that assessment underestimates the scope of the problem, because plenty of US students can leave high school without second-language study. In 2008–09, only eleven states required any language study at all as part of K–12 education.

This abysmal situation looks even worse when we compare the United States with other developed countries. Canada, of course, pursues language learning in English and in French as part of its national self-understanding. In Europe, some 50 percent of the population over the age of fifteen report being able to carry on a conversation in a second language, and the European Union has set a goal of equipping all citizens with proficiency in two non-native languages. This level of language ability will obviously represent an enormous human resource in the global economy, which is to say that the American model of education for monolingualism deprives our students of the skills they will need in tomorrow's economy. The endemic hostility to language learning is a war against our next generation.

Yet the argument for language learning is not only about specific skills for economic competitiveness. More important, it is about the enhanced intellectual and cognitive capacities that come with language learning. Studying another language strengthens the ability to understand cultural difference. Moreover, studying another language simultaneously contributes to one's understanding of one's own language by amplifying metacognitive awareness of linguistic issues. Studying a second language does not undermine one's native language; on the contrary, second-language study allows students to use their first language with greater intentionality.

The unfortunate corollary, however, is that the degradation of second-language study contributes to declining literacy in the United States, a decline that is evidenced by the poor performance of US students in the 2009 study of the Program for International Student Assessment (http://www.oecd.org/document/13/0,3746,en_2649_35845621_46538637_1_1_1_1,00.html). Sponsored by the Organization for Economic Cooperation and Development, the program tracks the achievements of fifteen-year-old students in several skills. As far as reading ability goes, the United States—whose educational system was once the envy of the world—ranks only fourteenth, far behind the schools in parts of China, South Korea, Finland, Singapore, and Canada.

Yes, we have a language crisis in the United States, and the lack of second-language learning is now spilling over into first-language literacy deficiencies. For all of our monolingualism, we don't even learn our one privileged language well.

Confronting the Crisis

To begin to solve our literacy problems, we need to address the language crisis—the insufficient access to second-language learning. To become competitive with educational systems in Canada and Europe, the United States needs to commit to building language programs that start at an early age, continue through K–12, and lead into advanced study opportunities at the college level. To provide our citizenry with full access to literacy, we need to set a goal of equipping every student with strong skills in a second language. We cannot reach this goal with just a year or two of instruction. It will require a comprehensive and articulated instructional program that can convey advanced language abilities coupled with significant cultural knowledge: universal bilingualism.

That is an ambitious goal, and it appears as elusive as ever. While only a few years ago the media were replete with reports of globalization, today we face a rollback of language learning. In the budget battles in Washington, the Department of Education has shown no hesitation in offering up its few language programs for sacrifice: the venerable Title VI/Fulbright-Hays Program faces a 40 percent cut. This hostility to language learning should come as no surprise. The key federal funding program to schools, Secretary of Education Arne Duncan's much-touted Race to the Top initiative, failed to pay any significant attention to second languages.

The predisposition to cut language programs flies in the face of evidence of public interest. Where school systems offer bilingual immersion programs, they are in high demand. Parents evidently recognize the value of language learning for their children. Moreover, college students continue to enroll in language classes. The Modern Language Association recently released its triennial report of language enrollments in colleges and universities, showing a 6.6 percent

growth rate in the period 2006–09, part of a long-term trend. What’s more, enrollment in all of the top ten studied languages has increased during this period, in some cases moderately (German is up 2.2 percent) and in some cases dramatically (Arabic is up 46.3 percent). It is clear that even without requirements and despite the prejudices of a monolingual culture, college students want the chance to learn other languages.

We should challenge the argument that language enrollments are too small and that programs therefore need to be cut. Our challenge need not be based only on the pedagogical grounds that certain language classes need to be small to facilitate student learning. If our critics want to apply an enrollment metric to language classes, we should insist that the same metric be applied equitably and across the board to all fields and all classes. At public institutions, we should insist on seeing all the data and, where open-records laws or freedom of information legislation is applicable, we should insist on transparency and request all relevant communications. Administrators’ claims that particular language program enrollments are too low may be inaccurate or overstated, and if budgets must be cut, we have every right to ask whether reductions might not target areas less relevant to the academic mission of an institution—for example, administrative growth. This means that the faculty should try to recapture the initiative in academic planning. This also means that we faculty members in the languages will have to reach out more effectively to colleagues in other fields to convince them of the importance of second-language study.

Even though the United States needs more second-language acquisition opportunities, powerful forces in politics and higher education seem dead set on denying students the chance to learn. Since we know that enrollments are generally growing, the attack on language cannot be explained simply as a matter of declining demand (which is not to say that particular programs may not be performing as well as they could). What, then, could explain the impulse to cut languages? In the context of a monolingual cultural predisposition, learning another language seems incomprehensible to some, even to some education leaders. We must do a better job of explaining the importance of languages. In particular, we have to underscore again and again that globalization is not an “English-only” process. To equip today’s students for their futures, we have to start building more language programs now. That agenda also implies the urgency of training a new generation of language faculty.

Furthermore, in the context of a general casualization of the academic workforce, reliance on non-tenure-track faculty members is particularly high in second-language instruction. Higher education administrations target the languages because, in terms of employment status, many language instructors are among the most vulnerable. It cannot be repeated often enough that this shift to a contingent faculty has a deleterious impact on the quality of student learning because it degrades the working conditions of instructors. The conclusion to draw is this: to be serious about the labor question in the humanities, we also have to be serious about the language question. The threats to language programs are another face of the attacks on the status of all faculty members. The efforts to reduce or eliminate language study are a particularly worrisome aspect of the current assault on American higher education. The fight for the languages is everyone’s fight.

Russell A. Berman is the Walter A. Haas Professor in the Humanities at Stanford University, with appointments in comparative literature and German studies. He has written widely on modern literature and cultural theory, and he is the 2011 president of the Modern Language Association. His e-mail address is rberman@mla.org.

FROM THE ROSTRUM:

Recalculating Route...

Jason Rosenfeld, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

In my first year at Binghamton University, I was one of 378 naïve pre-med hopefuls pursuing a misguided major in biology. Like the rest of my peers, I had one goal in mind: Medical School. As I stocked up my schedule with various science classes, I considered the notion of adding a Spanish class. Even though I had struggled with Spanish in high school, I figured that the contrast of studying a language might break up the monotony of my scientific day.

Now in my senior year, I am one class away from completing my Spanish major. I have also held the position of Co-President of our chapter for two academic years. Though I did not anticipate the path I have taken, it has ultimately led me to my goal. I am currently in the process of interviewing at dental schools.

Phi Sigma Iota has helped broaden my cultural horizons through organizing and carrying out our *Language Crash Course Program*. Each program consists of language students volunteering to promote linguistic awareness across campus by teaching their language of study. Location is very important, so we often set up shop in a heavily trafficked location on campus. By doing so, we attract students passing by and offer them the opportunity to learn a bit of a new language on the go.

I am thankful for all of the opportunities language study has afforded me, and for all of the brutal science classes it has allowed me to avoid. I am confident that I will maintain my study of Spanish, especially because I plan to participate in outreach programs once in dental school.

The Crash Course Program at Binghamton University

Dana Levitt, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

I have been learning languages since sixth grade, yet I was not aware how beneficial it would prove to be until I was in college, pursuing a minor in Spanish. Having a minor in Spanish has opened doors that I never thought existed, including such opportunities as studying abroad and becoming a part of Phi Sigma Iota.

In my first official semester as a member of this honor society, I was astounded at the wide array of activities that Phi Sigma Iota was involved in on the Binghamton campus. We advertised foreign film screenings and art exhibits on campus, and tabled at the Study Abroad Fair to reach out to students who were foreign language majors or minors who could become future members.

What I am most proud of is our ability to teach students at the university “the basics” of various languages which members and their friends speak--an event aptly named the “*Language Crash Course Program*.” Students that know foreign languages, such as Spanish, Russian, French, Korean, and even Hebrew, gather around a table equipped with flashcards and “lesson plans” with information about their language that they have prepared themselves, including basic vocabulary, numbers, and conversation phrases. On a designated night, students teach others passing by in the dining hall as much as the individual wants to learn. For example, students have learned phrases such as “Hi, my name is...”, and those who wanted to stay longer even learned verb conjugations! It was a miraculous event to witness, as students from such diverse language backgrounds came together to spread their love and knowledge of languages. We plan to continue this program in the upcoming spring semester.

Being a part of this honor society has strengthened my passion for language and other cultures outside of my own. I am pursuing a career in Speech Pathology, and did not realize how much knowing a foreign language could benefit me in this field. Currently, I am applying to programs that offer Bilingual/Bicultural tracks which aim to provide support to those learning English in order to thrive in our multicultural country, much as learning Spanish has enabled me to do when I traveled abroad. In my graduate studies, I hope to participate in research involving bilingual individuals as well. Without my education in a foreign language, I would not have found this intriguing career path, and, more importantly, I would still be “grounded” within the borders of the United States.

Beta Omega Crash Course Program at Binghamton University

Pegah Moosazadeh, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

The Beta Omega Chapter offered two *Language Crash Course Programs* this semester which were an overwhelming success. Against the background of musical styles ranging from the upbeat tunes of Bhangra, the music of Punjab, to the hip-swinging beats of Shakira, we offered the student body crash courses in Spanish, French, Russian, German, Farsi, Urdu, Hebrew, Korean and Chinese. It was a fun way to meet people who shared our common interest in the study of languages. As one of the Farsi “tutors,” I found that the experience was more than just a “how-to” of pronunciation and linguistics. To teach certain sayings and greetings, it was necessary to provide some cultural background to the respective “tutees.” For example, I had to explain the importance of respect for one’s elders in Iranian culture to account for the difference in conjugation when addressing someone in the familiar or formal manner.

I also found this experience particularly rewarding and different from many of the other group activities I have been a part of in college. People love to stick to the familiar, regardless of their location in the world. In college, students gravitate towards others who share the same language and background, because that is what seems the most comfortable. This group setting seemed the exact antithesis of this tendency. It felt great to be sitting at a table with people who each spoke a different language and felt the desire to share their language and learn about another simultaneously.

Phi Sigma Iota – An Opportunity for Leadership and Growth

Lisa Trejo, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

Upon entering Binghamton University, I was unsure of the major I wanted to pursue. After taking my first Spanish class in the second semester of my freshman year, I knew I wanted to major in Spanish. It was a language I enjoyed studying, and from that point on, I participated in extracurricular activities related to the subject. Once accepted into Phi Sigma Iota, I knew I wanted to become an active executive board member because I enjoyed the language so much. I was elected Vice President this year and have thoroughly enjoyed my time in the position. I personally love the experience I have gained from this honor society; our *Language Crash Course Programs* have helped me accomplish, on a small scale, my future goal of teaching the Spanish language. My experience with the honor society has helped me fine-tune my goals. I ultimately wish to educate others in the Health and Wellness field in Spanish. I have enjoyed my

time in office thus far and am excited to see what the future holds for Phi Sigma Iota next semester, concluding with my graduation in May.

French not France

Natalia Chapovalova, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

Arriving at Charles De Gaulle airport from the United States, I expected to find all the glory of Paris. What I found instead were the same souvenir shops of New York, only with French-themed paraphernalia. When I arrived at the Tours train station I finally discovered the quaintness of a small French city, with its *boulangeries* and *patisseries*. Yet the only real difference was the French chatter at every cobblestone square. There were mothers and fathers with strollers, people sitting outside sipping coffee, everything that I had experienced for twenty years as an American, but in French. Each language has a different way of expressing the moments of everyday life. This is reason I was here -- to live three months in the French mind. And so I too sat down to sip my coffee and say "*Bonjour*."

A New Perspective on Reality

Leah Gottlieb, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

Languages have been giving my life depth since I was little. I always asked people to teach me different phrases from their respective languages. My formal education began in elementary school, where I studied a year of French and then a year of Latin. I began Spanish in middle school and continued until my senior year. However, that was not enough. I studied German on my own in my junior year and started coursework when I entered Binghamton University. Since then, I completed my Linguistics and German majors and started a major in Chemistry. With the help of the Gilman Scholarship, I was able to study abroad in Leipzig, Germany, where I practiced my Spanish, as well as Russian, and took Analytical Chemistry, completely in German.

The wonderful thing about languages is that, even if one does not pursue a career in a language, language can serve as an integral part of life. People of all backgrounds study Chemistry. During the past semester in a research laboratory, a man from Kenya was my mentor. I was very excited to learn bits of Swahili from him; it gave us a different way to connect with each other outside of the laboratory. The experience reinforced the fact that an interest in someone else's culture and language can lead to more than just a superficial relationship.

Although I am now pursuing chemistry as my career objective, German and the other languages that I have taken will always stay with me. Each language has given me a new perspective on reality, whether temporal, or resulting in a long-lasting change in my understanding of the structure in my native English. Reality and culture are not linear and I want to push the boundaries of my understanding by pursuing other languages, such as Arabic or Chinese. I hope also to provide others with the knowledge I have gained, whether through teaching others German during our Phi Sigma Iota Language Crash Course Programs or having simple conversations about my experiences.

LIFETIME MEMBER PROFILE

Maj. Richard A. Howett was inducted as a member of Xi Xi Chapter #96 in 1990 at the University of Pittsburgh. A lifetime member since May, 2011, he currently serves as HHC Commander at the National Guard Training Center in Fort Indiantown Gap, PA.

It has been just a little more than twenty years since I first became a member of Phi Sigma Iota at the University of Pittsburgh. Much has happened in the intervening years, and for many years I let my membership in the Society lapse. What led me back to the Society began in the summer of 2005 and carried through the late spring and early summer of 2006. During that time, I deployed forward with the 2nd Brigade Combat Team, 28th Infantry Division to Ar Ramadi, Iraq. Ar Ramadi was the most hostile place on earth in 2005 and 2006; 83 of my fellow Marines and Sailors paid the ultimate sacrifice for this nation, five of whom were soldiers in my command.

Like many soldiers, I focused with intensity upon the warfighting tasks important to my survival. Yet, interestingly, another task, and one I did not expect, was learning basic Iraqi Arabic. Neither I, nor any of my soldiers, became fluent in the language, but it stirred within me a desire long left dormant - to taste, if you will, the way a language, not my own, flowed from my tongue. I have forgotten, sadly, much of what I learned of Iraqi Arabic, but the seed germinated. Shortly after my return, I enrolled in the military's equivalent of graduate education through the United States Marine Corps Command and Staff College, and there the small seed grew. Based on eight modules, the Staff College curriculum takes each student through the levels of warfare - Strategic, Operational and Tactical - guiding the student through a myriad of smaller sub-modules. Not until I had entered the second year of the course did I realize that each level studied contained a sub-module on culture, which at the Tactical level necessarily focuses on language as a context of the larger culture.

It was during this second year that I had the honor of meeting Major Mike Dittore, USMCR. We both served in Ar Ramadi in 2005 and 2006, and he returned to Ar Ramadi in 2007. Like many warriors, we compared and contrasted our experiences. We had not met during our time in Ar Ramadi, but the common experiences - names, places, culture and, yes, language, helped us form an instant rapport. For both of us those recollections struck a chord - in that language and culture are an immensely important part of what we do. I do not mean in warfighting, but in the avoidance of it. Warriors prefer a peaceful solution.

This brings me to my decision to rejoin the Society and become a life member. In the military, we speak of the elements of National Power. For us, these elements are Diplomatic, Informational, military and Economic. The "m" in the military element is small for a reason - it should always remain a last resort. It is through the other three that I hope to see a solution for future generations; tied to this solution is the study of language and culture, for without it, we cannot possibly hope to avoid or mitigate the conflicts of the future. This edition's reprint of "The Real Language Crisis" by Russell A. Berman, could not come at a better time. I ask you to read it thoroughly, for it contains lessons for all of us on the importance of learning a second language. I am a long way from my German classes at the University of Pittsburgh; my hope, in rejoining this outstanding Society, is that I may influence even one of you to continue your pursuit of language when times are difficult - especially when they are difficult. I hope too, that you each lead this nation in returning us to a people who cherish the world around them, and more to the point, in learning the languages and cultures of others so that we have a chance of living in peace.

LIFETIME MEMBER PROFILE

Jason Neal was inducted as a member of Mu Chapter #12 in 1990 at Lake Forest College and has been a lifetime member since 2004. He resides in Chicago, IL and works with ESL students.



Jason and one of his ESL students

Seek first to understand...

I started learning the French language in the seventh grade and continued through my senior year. I also picked up Italian and Latin along the way. My siblings all studied two languages, so it never seemed like learning a language was a big deal.

During my time at Lake Forest College I continued to study French, but also took a few semesters of German and Hebrew. I practically lived in the Department of Foreign Languages and Literatures. Believing that understanding languages helps to better understand people and the world at large, I became a Religion minor, in order to gain insight into the values and morals of others through the lens of their belief systems.

One of my first jobs after graduation was at a Jewish Community Center, where I was able to put some of my Hebrew to use, especially when dealing with older members who had migrated from Israel. The folks there were often surprised that I spoke the language, which was a conversation-builder of its own. As a steward for the World Council of Churches, I had the opportunity to travel to Zimbabwe. There I met people of the Christian faith from all over the world. They spoke in a myriad of languages. I became close with a young lady from South Africa named Molly, who spoke Shona, Ndebele, Xhosa, and Afrikaans. She was able to negotiate at the market and communicate with the locals in ways that others could not, because she knew their languages and their customs. I learned by watching her.

Years later, when I joined the US Army, my plan was to become an infantryman, and, after a while, transfer to a job as a cryptologic linguist. I was among a handful of soldiers from each company within my battalion selected to attend a “crash course” in Pashto, with a smattering of Dari phrases thrown in, as we prepared to deploy to Afghanistan. This one-week class was designed to teach the most basic words and phrases but we also learned to say really important things, such as, “Lay down on the ground!” and “Back away or we will shoot you!”

When it came time to deploy to Iraq, I was again selected to go to language training for Iraqi Arabic. This time our area of responsibility, al-Doura, included Chaldeans, who are Arab Christians, as well as both Sunni and Shia Muslims. The potential for religious and sectarian violence made our language and cultural awareness training even more important.

During my time in the Army, I married a Yoruba woman from Nigeria. Learning the Yoruba language has required a return to the basics yet again. Although Nigeria was a British colony and most of the people in the larger cities speak English, almost everyone speaks one or more tribal languages. I traveled to my wife’s native land and visited her family. When my in-laws heard me speak their language, they were impressed that an American would put forth the effort to learn it. It felt good to know I could communicate with them in their own language, even if only on a rudimentary level.

My love of languages has always stemmed from wanting to better understand people. As someone who has spent a decade of summers working with ESL students in and out of the classroom, knowing how to think like a language learner has helped me to be a better educator. I plan to be a learner of languages for the rest of my life.

WHAT'S YOUR STORY?

Michael Pasquale is Humanities Division Chair and Associate Professor of Linguistics at Cornerstone University in Grand Rapids, MI and serves as the chapter advisor for Eta Mu #256.

Applying ESL in a Community-Based Context

By Michael Pasquale, Cornerstone University

I have always been fascinated with languages and cultures. In my kindergarten class our teacher taught us some simple words and phrases in German and I was hooked. I wanted to learn more! That led to participating in “language camps” at a local university while in elementary school, since the school district I attended (much as most of the United States at that time) did not offer any substantive courses in foreign languages. This interest in languages led me to graduate school to pursue first a masters degree, then a doctorate in Linguistics. While studying in graduate school I had many opportunities to teach English to fellow students. At first I saw this as something “on the side,” to do while I was doing my “real” work in studying applied linguistics. However, this experience was one of many that I have had to see ESL within different contexts - e.g., academic vs. community/church settings, formal vs. informal, conversational vs. grammar/writing intensive, etc.

After graduation I had the privilege of developing the TESOL program at Cornerstone University in Grand Rapids, Michigan. One of the highlights has been to get out into the community and visit various ESL classes throughout our region. This has been through observing student teachers in the public and private school setting, but has increasingly brought me face to face with men and women serving people through community centers and churches. Many of these programs rely on volunteer teachers and tutors and often are led by those with little familiarity with the field of TESOL. I have had the opportunity to provide training seminars and workshops for these organizations, and these experiences led to the publication of the book *An ESL Ministry Handbook: Context and Principles* (Credo House, 2011). The book is an overview of what a community-based ESL program is like and how to prepare to offer effective classes. The contexts covered relate to the differences between one-on-one tutoring programs and more formal classroom-based classes. What many teachers in these situations need is a guide to help them get started. For example, what is a lesson plan, how do you put one together?, etc. Also there is a need to understand, at least at a basic level, the idea of a teaching philosophy and to understand the goals and objectives of the program in which they are teaching. As an example, an informal conversational course should be taught differently than a formal academic writing class. In general, both the training seminars and the handbook help equip teachers in these contexts to apply teaching and learning principles so that English can be taught effectively.

My second book is entitled *Every Tribe and Tongue: A Biblical Vision for Language in Society* (co-authored with Nathan L.K. Bierma, Pickwick Publications, 2011). The audience for this book is the North American church and is a call to urge them to welcome those from diverse languages and cultures into their congregations. This can be done through ESL classes (as presented in the *Handbook*) or in providing other services. The goal is to encourage what is called *linguistic hospitality*, that is, the welcoming of people and affirming their languages and cultures as a crucial part of their identity.

WHAT'S YOUR STORY?

Strategies for Embedding ICT into Learning Chinese as a Second Language

Transforming Teaching and Learning: Network in the Classroom and Classroom on the Network
excerpts from a research paper by Lin Yang,
Instructor, Confucius Institute at Alfred University, Alfred, NY

Information and Communication Technology (ICT) in education deals with the use of information and communication technologies within educational technology. The main objective of ICT in education means implementing ICT tools and equipment in the teaching-learning process as both a media and a methodology. This paper explores the application of network in creating an immersive learning simulation environment for learning Chinese as a second language by using ICT and introduces a series of practical strategies to support the development of an innovative and technology-rich curriculum. In practice, one can gain the fullest advantage in the classroom by integrating both ICT and traditional teaching methods in teaching Chinese as a second language. The research is based on observations in teaching Chinese as a second language to students in third-grade through the college level. A partial list of effective on-line resources is provided at the end of this article.

1. The Application of “Multivariate Teaching and Learning” Methods under the Circumstances of Information Technology

Although computers have been used for language teaching since the 1960s, widespread use of ICT in language teaching and learning has only really occurred over the past decade with the development of multimedia resources and the internet. With the greater emphasis currently placed on an e-learning culture, ways of assessing learning electronically and effectively are now also being developed. (Marilyn Hunt, 2007:196) It is important one understand the possibilities for innovation that exist in teaching Chinese language and culture as a second language. The “multivariate teaching and learning” methods using information technology will elicit students to be more active in class and thus, teaching becomes more efficient. Under the learner-centered environment, students can fully participate in various web work activities in class or on their own.

Multimedia can provide opportunities for pupil creativity, and learner confidence is increased by the instant gratification and non-judgmental correction of errors, allowing for “experimentation in a supportive environment” (Dugard & Hewer, 2003: 29). The research focuses on the effective integration of “multivariate teaching and learning” methods into daily teaching and research using information technology. According to the research conducted by Prof. Li Long of China Education Technology Association, the following graph, “Multivariate ‘Teaching and Learning’ methods under the circumstances of information technology,” shows how to use different teaching methods efficiently in terms of various learning environments.

Any study pattern can be composed of three aspects: studying content and structure, learning and teaching mode, and learning activity form. An effective study pattern should be undertaken by the choice and combination of these three different angles, according to learning target, content and student characteristics.

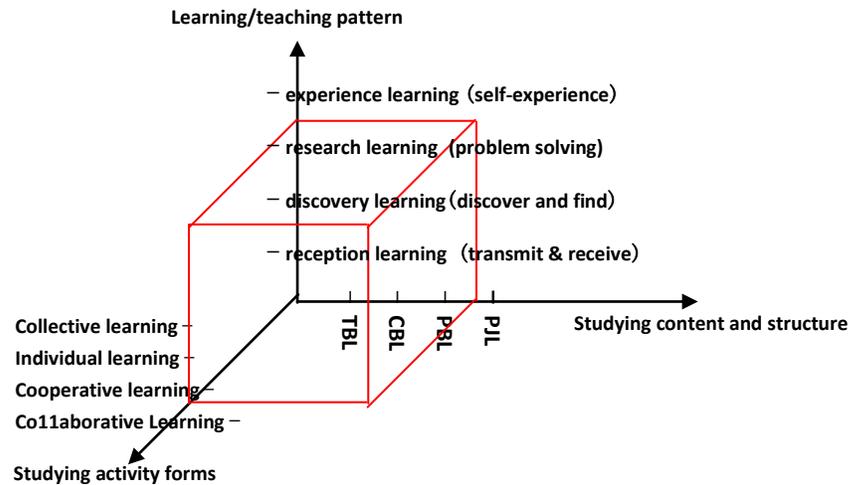
2. The Theoretical and Practical Basis of Using ICT in Classroom

2.1 The axis "studying content and structure"

Numerous teaching materials available on-line for listening, speaking, reading and writing courses at all language levels. By using the graph axis "studying content and structure," these

materials can be embedded in the classroom according to the four types of learning: theme-based learning (TBL), case-based learning (CBL), problem-based learning (PBL) and project-based learning (PBL).

"Multivariate Teaching and Learning" methods under the circumstances of information technology.



To put the theory into practice for teaching Chinese, the axis "studying content and structure" should be constructed to realize an Immersive learning simulation environment. One way to achieve this environment is through "network in the classroom," i.e. updating the classroom teaching model, and the other is the "classroom on the network," to create a harmonious relationship between teachers and learners in a learner-centered environment.

"Network in the classroom" refers to a kind of auxiliary form based on computer technology, internet transmission, multi-media technology and web work technique. It not only broadens the availability of teaching resources but also improves their shared value. First, we can change the closed classrooms into open classrooms. Second, it makes teaching materials vivid and diversified. At present, numerous teaching materials exist for interactive learning such as pictures, videos and word searches. For example, Confucius Institute Online (<http://www.chinese.cn>) is a comprehensive website for Chinese learning. It is an authoritative portal devoted to providing high quality services for Chinese language enthusiasts, as well as for the teachers and students at Confucius Institutes around the globe.

2.2 The axis of "learning mode"

The learning mode can be divided into reception learning, discovery learning, research learning or studying learning, and experiential learning. The corresponding teaching patterns are receiving and passing, inquiring and finding, problem solving and self-experiencing. As for learning Chinese as a second language in a non-Chinese speaking environment, experience learning is the most effective.

Experiential learning is the process of making meaning from direct experience and can be a highly effective educational method. It engages the learner at a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such as self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and observing, to reviewing, and

finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking.

Most educators understand the important role experience plays in the learning process. A fun learning environment, with plenty of laughter and respect for the learner's abilities, also fosters an effective experiential learning environment. It is vital that the individual be encouraged to directly involve themselves in the experience, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Experiential learning is based on socio-cultural theory, and as the name suggests, foregrounds the cultural aspects of human action. (Sutherland, 2004: 415) There are several aspects of culture that are important to take into account. Firstly, the teacher and students work within a local classroom culture that is influenced by both national and global factors (Dale et al, 2004). Within this context, students bring to the classroom a history of learning experiences that relate to their previous cultures of learning both inside and outside school. This is particularly important when ICT is being used in the classroom because there is increasing evidence that the ways in which young people (and teachers) use ICT at school are influenced by out-of-school cultures of use (Facer et al. 2003; Kent & Facer 2004). Secondly, any technological tool has been developed within a particular socio-cultural setting and conveys cultural elements in teaching foreign language more efficiently.

2.3 Classroom on the network: a harmonious relationship between teachers and learners in a learner-centered environment

Teachers must clearly realize that the measure and time used in the application of classroom techniques should be properly allocated. The relatively recent technical capabilities of three-dimensional, multi-user, virtual, immersive environments such as Second Life, and the ubiquity of high-speed internet access open the door for the creation of situated learning within the context of a target culture. It should not weaken the natural communication between teachers and students nor play down the teacher's role. According to our experience, the application of technological devices should coordinate with the whole teaching content, and the cohesion and transition should be natural.

Learner-centeredness is one of the major requirements in teaching Chinese as a second language. Both teacher-centeredness and learner-centeredness are well grounded in theory and applied correspondingly to foreign language teaching. Therefore, in practice, attention should be paid to bringing their advantages into full play in the integrated application of the two teaching models. This is why the author emphasizes the importance of the classroom by using a separate phrase "classroom on the web work". Learner-centered teachers are the guides, facilitators and designers of learning experiences. The action in the learner-centered classroom features the students. Teaching action expedites learning. Cooperative learning should be applied. It is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds.

This approach includes the careful design of experiences, activities, and assignments through which the students encounter the content, and being present during the encounter to offer guidance, explanations, wise counsel, critique and encouragement. Students come to class, not because an attendance policy requires them, but because they set the activities and events of class as making important contributions to their learning. They consider themselves as growing into even more responsible learners. Learner-centered teaching is an important strategy adopted by teachers and researchers in second language teaching which encourages the student to make

plans and choose what to learn according to their own interest. In this way, individual ability can be well motivated.

3. Conclusion

Innovative technology curriculum is an area in which the limitations of education reform are evident and can be challenged by new ideas and practices. Continued development of the immersive cultural learning environment faces the challenge of harnessing the technology in a way that directly and indirectly supports educational objectives. Both “the network in the classroom” and “the classroom on the network” need the guidance of modern education technologies and pedagogy.

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Selected Online Resources for Teaching Language Skills

The Artist: A One-Act Play a sound recording of a one-act play with listening material for intermediate and advanced students.

http://www.wfu.edu/~moran/xueshenglu/2/12_students.html/

Beginning Chinese Listening Comprehension interactive website with 18 audio lessons with listening comprehension questions. <http://www.wellsley.edu/chinese/listening/contents.html>

China Gate The lessons in these situation-based, spoken language programs include Pinyin, audio, grammar, idioms and English translations. <http://en.chinagate.com.cn/e-learn/1.htm>

Chinese Listening Free Chinese listening materials. Contents include Pinyin, article, proficiency tests, radio/TV programs, etc. <http://www.chineselistening.com/>

Chinese Video Exercises audio and video clips followed by online exercises for intermediate and advanced students.
<http://camel2.conncoll.edu/academics/departments/chinese/mhu/videos2>

IQ Chinese Pinyin multimedia courseware introduces the standard Pinyin system. <http://www.iqchinese.com/>

Learning Oral Mandarin Resources for studying Pinyin, audio and video clips, flashcards, pictures and graphs, pronunciation skills, sample teaching plans, tongue twisters, etc.
<http://www.pthxx.com>

Mandarin 123 multi-level Mandarin learning resource includes pronunciations, vocabulary, grammar and reading, and tongue twisters with audio. <http://www.mandarin123.com/fun.html>

Our Chinese lesson plans for spoken Chinese which includes basic sentence structures, scenarios, language points, cultural background. <http://www.ourchinese.org/Spoken.asp>

Chinese Reading World A Chinese reading program by University of Iowa that provides reading materials at different levels. Reading texts are accompanied by questions and sound recoding. <http://www.uiowa.edu/~chnsrng/index.html>

Chinese Text Sampler An annotated collection of digitized Chinese texts for students of the Chinese language. The texts can be downloaded and Clavis software can be used as a reading aid. <http://www-personal.umich.edu/~dporter/sampler/sampler.html>

Basic Chinese Grammar A slide show that reviews the basics of Chinese grammar
<http://www.rci.rutgers.edu/~rsimmon/chingram/>

eStroke shows the stroke order of every Chinese character and creates an extremely high quality stroke sequence that can be pasted into your documents. <http://www.eon.com.hk/estroke/>

Flashcards: Chinese-Course A unique audio flashcard system. It has both traditional and simplified characters with more than 15,000 words and sentences. <http://www.chinese-course.com/>

YellowBridge Chinese Flashcards Online flashcards “flip” with the click of a mouse. The virtual card decks are based on textbook chapters and word lists.
<http://www.yellowbridge.com/chinese/flashcards.php>

BBC Chinese Online games for practicing the four tones and learning how to write Chinese characters. Several levels of difficulty. <http://www.bbc.co.uk/lanaguges/chinese/games/>

Chinese On-line Dictionary Characters can be searched by Pinyin, radical and stroke.
<http://www.ourdict.cn/>

Active Chinese interactive lessons use multimedia to engage students of all ages, which can be taught from CD-ROMS, mobile downloads, or though online access.
<http://activechinese.com>

Chinese Pod is an online service which provides daily podcasts, accompanying text expansion exercises, and other extensive tutoring aids. <http://chinesepod.com>

2010-2011 SCHOLARSHIP AWARD WINNERS

The Founder Dr. Henry W. Church Scholarship

Allison Maykuth

Phi Nu Chapter #30, Muskingum University, New Concord, OH

The Dr. Cleon W. Capsas Memorial Scholarship

Wenonah Echelard

Alpha Chapter #0, Allegheny College, Meadville PA

The Dr. Santiago Vilas Scholarship

William Crews

Eta Eta Chapter #92, Mercer University, Macon, GA

The Dr. Marie-France Hilgar Scholarship

Michelle DePinto

Beta Omega Chapter #202, Binghamton University, Binghamton, NY

The Phi Sigma Iota Scholarship

Garrick Sherman

Sigma Pi Chapter #57, Colorado College, Colorado Springs, CO

The President's Scholarship

Aindrea Early

Phi Theta Chapter #265, William Jewell University, Liberty, MO

Reports From The 2010-2011 Phi Sigma Iota Scholarship Recipients

Dr. Henry Ward Church Scholarship

Allison Maykuth, Phi Nu Chapter #30, Muskingum University, New Concord, OH

As a first-year student at the University of Pittsburgh Graduate School of Public and International Affairs, I have been able to combine my undergraduate majors of International Affairs, Spanish, French and English into an intensive field of study with my major in Security and Intelligence studies. My participation in the Phi Sigma Iota chapter at Muskingum University and the Dr. Henry Ward Church Scholarship have been crucial in my decision to pursue further education with this focus.

During my first semester at the University of Pittsburgh, I have had the ability to analyze several aspects of international security, such as the role of international institutions like the United Nations, American defense policy, and the emerging danger of cyber threats. I find particularly interesting the impact of transnational crime on civil society, and plan to take courses with an emphasis on this topic. With my background in journalism and English, I am especially interested in the role of foreign media in international security. For this reason, next summer I will work as an intern with a media monitoring organization with a focus on Latin America, where I will use my Spanish background to translate open source materials into English abstracts. Without foreign language skills, I would not be able to work in this field, for the ability to communicate in other languages is essential when working to promote security and peace.

My location in Pittsburgh has also connected me to another internship opportunity. Currently, I am a research intern with a defense consultancy company based in Pittsburgh that specializes in Asian maritime security. This internship has allowed me to publish articles utilizing the concepts of international security I have examined in class. (*Read Allison's first article published here: <http://www.oceanuslive.org/main/viewnews.aspx?uid=00000357>.*)

The Phi Sigma Iota scholarship has not only been beneficial academically, but personally as well. I chose to focus on French and Spanish in order to broaden my understanding of Europe and Latin America, two regions with cultures and history that deeply fascinate me. In the future, I hope to work with a special emphasis on these areas, perhaps in an international organization, in order to develop and promote peaceful negotiation by using my foreign language capabilities and experience in international security.

The Dr. Cleon W. Capsas Memorial Scholarship

Wenonah Echelard, Alpha Chapter #0, Allegheny College, Meadville PA

Thanks to the scholarship I received from Phi Sigma Iota, I was able to spend the summer in France where I interned in the Mayor's Office of Fismes. After having spent the fall semester studying in Angers, France, I returned to Allegheny College in the spring with a tenacious desire to return to France. Understanding my yearning, one of my French professors kindly put me in contact with a friend of his, Mr. Denis Quéva, a functionary of the City of Fismes, who then invited me to spend part of the summer working under him in France.

Though my French professors had explained that the friendship between the mayors of Meadville, Pennsylvania – where Allegheny College is located – and Fismes, France “went way back,” I was not aware of the extensive history and rich relationship that existed between these

two cities. Their alliance began in 1918 when an infantry unit from Meadville, Pennsylvania arrived in Fismes, France to liberate and restore the city after its complete destruction by bombings during the First World War. The City of Meadville and the State of Pennsylvania continued to support the reconstruction of Fismes, an important connection that survives even now. Today, there even stands a bridge in Fismes – The American Memorial Bridge – that bears a plaque recognizing the aid received from Pennsylvania and commemorating the enduring relationship between the two cities.

In order to maintain this important connection, I embarked on a six-week journey to Fismes. There, I worked alongside various branches of the municipal government in order to increase my fluency in the language and deepen my understanding of the French system. Every day, I shadowed a different employee of the city in order to observe their daily duties and better understand the essential functions of their division within the municipality. During my time in Fismes, I translated the website of the City of Fismes as well as that of the Office of Tourism. I was also invited to attend and have an active role in various city planning and City Council meetings.

During my internship, I stayed with the deputy mayor of Fismes. She and her family not only allowed me to live in their home, but every weekend, they accompanied me on a cultural excursion. During my time with them, we visited various historic and touristic sites in Reims, Paris and Laon and even spent a weekend camping in Normandy! The evenings I spent with her and her daughters conversing around the dinner table were some of the most beneficial moments of my stay in Fismes. There, I was not only able to discuss the many questions I had regarding internship, but we were also able to simply share our cultural perspectives through candid conversations about our lives and ourselves.

Through the multitude of personal and professional interactions this opportunity provided, I have been able to deepen my cultural comprehension and enhance my language skills as a French speaker. Likewise, this internship allowed me to initiate a new phase in the relationship between Meadville and Fismes. This year, I hope to help inform the Meadville community of this interesting connection and promote the continuation of this opportunity amongst the Allegheny College students.

The Dr. Santiago Vilas Memorial Scholarship
William Crews, Eta Eta Chapter #92, Mercer University, Macon, GA

I am pleased to report that all is going well for me here in Marseille. I am reaping the benefits of all my years of study in the French language, for I am able to understand and to be understood the majority of the time. I am so thankful for the scholarship I received. It provided for my travel to France and for my support until my first paycheck. It also gave me peace of mind during my first weeks of adjustment. When everything was new and strange, I knew that I had a place to stay and that I did not have to worry about getting food.

At work, I assist English teachers in two elementary schools, giving me a wonderful opportunity to observe the French education system. From what I see, the system is much more regimented than our system. Children are taught the proper way to do things, including how and where to glue worksheets into their notebooks. Yesterday, I had a child request a second copy of a worksheet so that he could redo the exercise neatly. It was not good enough that he had the correct answers. Those answers also had to be written impeccably. My duties in each class differ depending on the teachers' methods, but I am usually given a group of eight to ten students with

whom I work on English pronunciation. I spend a lot of time on the "th" and "h" sounds and diphthongs like "ow." In these groups, I also have the chance to hone the skill of managing group behavior. Young French children, like young American children, do not naturally sit still or pay attention. I am learning how to recapture the group's attention silently or with as little noise as possible. In between classes, especially during lunch time, there is great opportunity for conversation with the teachers. It is during these conversations that I evaluate how much my French is improving. The teachers' speech is quick with slang and jokes thrown in as well.

At home, I rent a room from the Schneegans family. Living with the family, I am quickly learning French proverbs and idioms that I had not encountered in my classes, and I am also in much greater contact with French culture, via their movies, CDs and books, than I would be if I lived on my own. We eat together regularly, and we have even gone to the movies together. We saw "Intouchables," a huge hit here in France.

I originally chose to participate in this program as a way of meeting one of the entrance requirements for the Translation and Interpretation masters program at the Monterrey Institute for International Study. Yesterday, I received an email that a professor from MIIS, who teaches in the Translation and Interpretation in French program, is coming to Marseille in January to talk about careers as translators and interpreters. I can't wait. I send my thanks to you and Phi Sigma Iota for helping to make this opportunity possible.

The Dr. Marie-France Hilgar Scholarship

Michelle DePinto, Beta Omega Chapter #202, Binghamton University, Binghamton, NY

My name is Michelle De Pinto and I was Co-President of Beta Omega Chapter #202 at Binghamton University for the 2010-2011 academic year. I graduated in May 2011 with an undergraduate degree in Italian. In the spring of 2011, I applied for the Dr. Marie-France Hilgar Scholarship and won! I am so grateful for receiving this honor, especially on behalf of Binghamton University.

This scholarship has financially benefitted my graduate schooling at NYU. Currently I am in my first semester of a dual certification Master's program for teaching Italian (Grades 7-12) and TESOL (K-12). This program is two years and with the financial assistance from the Dr. Marie-France Hilgar scholarship, I can more easily fund my graduate tuition and expenses.

At NYU, I have been observing in classrooms in Chinatown and the Lower East Side, learning the intricacies of NYC public schools. Some of my classes consist of Bilingual Multicultural Education Theory and Practice, Second Language Teaching, Linguistic Analysis, and Italian Syntax and Composition. I find it extremely interesting to learn about the science and theory behind language and language learning.

My future profession as a language teacher will allow me to pass down my passion for language to students of all ages. The respect and honor, which Phi Sigma Iota gives to language learning is something that I will revere and profess to others throughout my life. I hope to inspire in my students that learning a new language is not only about words, sounds, and structures, but is also about culture, identity, and open-mindedness.

Again, thank you Phi Sigma Iota for your generosity and granting me financial assistance in my future language education endeavors.

The Phi Sigma Iota Scholarship
Garrick Sherman, Sigma Pi Chapter #57, Colorado College, Colorado Springs, CO

In my first semester as a student at the Graduate School for Library and Information Science at the University of Illinois, Urbana-Champaign, I have had moments that felt like a foreign language immersion program: deeply confusing, but profoundly instructive. I have found myself plunged into a world of languages very different from the French, ASL, and Hebrew that I studied before. Here people speak in Java, XML, and SQL – and they are speaking to computers. While I miss the constant presence of French that I enjoyed throughout my undergraduate studies, these languages, while unerringly precise and logical, still employ familiar linguistic concepts like syntax and idioms that mesmerize me.

All of which is not to say that French and other *human* languages have vanished from my life. I still read French books, surf French websites, and listen to French podcasts. I still sign to myself in ASL, just for the feel of it. I still compare words I know in Hebrew with words my brother learns in Arabic. In addition, language is a huge issue in my classes, too, even if we don't speak or read in it. The problems of providing access to foreign language materials, accommodating foreign language speakers in reference service, and considering colleagues on the other side of a language barrier (One professor likes to tell the story of how he communicated with a room full of Chinese speakers using nothing but oblique cataloging references like “100 1# \$a.”). In my academic projects, I also tend to choose language-oriented subjects when I have the option; for instance, I recently created a subject guide on the topic of constructed languages (like Esperanto or Interlingua) that involved a good deal of investigation into natural languages and introductory linguistics to provide background.

I have not wavered in my commitment to attend programs in both information science and linguistics and ultimately combine the two topics. The knowledge I have gained and will continue to gain in information science will be invaluable in implementing modern language-based solutions to information organization and access problems. This includes work on natural language computer systems and machine translation technology as well as issues I had not considered before entering graduate school, such as advocacy for linguistic minorities in the design of information systems and relationships between information networks and language (I just learned that, in online tagging systems, synonymous terms like “film” and “cinema” have profoundly different implications for the uses of the information marked as such, due to the semantic implications of each term.).

I am grateful to Phi Sigma Iota for recognizing the importance of these issues on the modern world and for helping me to help address them. In a booming information environment, where English increasingly obscures other languages in representation, and knowledge increasingly accumulates under just one linguistic umbrella, attention to language in all its forms has become critically important. I'm thankful to be able to address these problems with the entirety of my enthusiasm. *Avec tous mes remerciements.*

The President's Scholarship
Aindrea Early, Phi Theta Chapter #265, William Jewell University, Liberty, MO

As a recipient of the President's Scholarship I was able to accomplish many things. I was able to finish my study abroad program in Madrid, where I had an internship with the European think-tank *Fundación para las Relaciones Internacionales y el Diálogo Exterior*, where I worked in

the Project Planning Department. There I learned about working with different cultures because the other employees were from around the European Union, Africa and the Middle East. During this internship I was able to practice the skills that I was learning while studying in Madrid. This came in helpful when I took an internship with the American Red Cross – Wyandotte County Chapter.

Known for its refugee population, Wyandotte County in Kansas has more than 120 registered languages in public housing alone. There is a large Hispanic population in the Kansas City area, and especially in Kansas City, KS. I was able to translate for both the Red Cross Chapter and the Fire Department when we responded to house fires involving Hispanic families. It was especially beneficial for the Red Cross to have someone who spoke Spanish to help fill out the casework and conduct interviews with the clients. With the fire department I was able to get more smoke detectors in the hands of Hispanic families. At the same time, I was able to explain to them the proper placement of the smoke detectors and what to do in case of a fire. In May 2012, I will graduate with both an International Business degree and a Spanish degree.



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

Please welcome this new chapter awarded since the last issue:

Xavier University of Louisiana, New Orleans, LA – Lambda Beta #251

Iota Xi Chapter #79, Ohio Wesleyan University, Delaware, OH



Ohio Wesleyan University Iota Xi chapter conducted its 36th initiation of new members April 13, 2011. Welcoming remarks and congratulations were offered by faculty advisor, Professor Susanna Bellocq, and our administrative representative, Dr. Darrell Albon, Director of International Student Services and Off-Campus Study. Professor Joseph F. Musser of Ohio Wesleyan's Department of English addressed the importance of foreign language, cultural and literary study with his talk: "Creating the World with Grunts and Squeaks." His participation continued a tradition of Ohio Wesleyan professors who have supported foreign language study through their encouragement of students and by their research and personal pursuits. His inspiring address preceded the initiation ceremony conducted by the chapter officers. Friends, faculty, and family members gathered after the ceremony for a reception to congratulate the new members. New Inductees included: Christin Butler, Zandra Casto, Mesaban Chiramanewong, Anna Marie Cooper, Gretchen Curry, Timothy Davis, Megan Esch, Alexandra Haubrich, Ashley Haynes, Sarah Ingles, Samantha Lichtenberger, Erin Moran, Marisa Obuchowski, Leah Puening, Victoria Schlaudt, Mark Schmitter, Michelle Schuster, Jesse Sheldon, Meredith Todd, Dylan Walsh, Elyse Wenger, Kelly Widerman, Jessica Wright, Kathleen Ziminsky.

Beta Tau Chapter #197, California State University – Chico, Chico CA

Brian Peterson, Chapter President, reports it has really been a fun year. A live swing orchestra with the original charts as used by Xavier Cugat, Perez Prado, and others was a highlight. Our film night on "Romero" really grabbed the attention of the lower division students who were unaware of this powerful figure. Federico shared abundantly about the importance of language and, as a Chico State alumnus, his words were very congruent and well received by the guests. Our Chapter Advisor, Dr. Prieto, really believes in PSI and she does much to keep us active. Here are some of the activities we have conducted this year:

Fall Film Forum: "Romero" (1989) featuring remarks by Colin Kerr-Carpenter, MDiv, before a free public showing of this powerful film about the life and work of Archbishop Oscar Romero.

"Xavier Cugat and Friends" -- A cultural music celebration on campus with full 15-piece vintage big band playing the Latin music of Xavier Cugat, Perez Prado, and other pop culture icons of the mid-twentieth century. This free event welcomed the Fabulous Swing Kings in live concert, as they showcased the original hits and dances made popular in the swing era.

Federico Perez -- Glenn County (CA) Hall of Fame Educator and veteran teacher spoke of his experiences in study abroad programs (Sevilla, Madrid) to PSI students and guests. Perez's emphasis concentrated on the opportunities through language and cultural diversity.

A seminar with Salmon Rushdie -- in coordination with the English Department, a trip for upper division PSI students to hear this critically acclaimed author speak about language, ideas, and written expression.

A visit in October to the San Francisco DeYoung Museum to see the Pablo Picasso visit followed by participation in the "Teaching for Social Justice" day conference at Mission High School in San Francisco

The screening of a contemporary documentary on the Zapatista Movement in November.

Rocio Guido, graduate student in Spanish, at CSUC, is in the final process of organizing a student group to paint a mural with themes of Mexican social and political awareness on campus this spring.

Gamma Xi Chapter #215, Cabrini College, Radnor, PA



On Friday evening, April 8, 2011, the Gamma Xi Chapter at Cabrini College included seven new members into the honor society. Student officers and members prepared and directed the initiation by lighting the ceremonial candles as they read the contributions of world languages to universal culture. The evening concluded with a friendly gathering where everyone enjoyed delicious international *hors d'oeuvres*.

Gamma Sigma Chapter #219, Mercyhurst University, Erie, PA



On May 10, 2011, the Gamma Sigma chapter of Phi Sigma Iota celebrated their fourteenth annual induction. Twenty-two students were inducted, including: Emily Alden, Jonathon Arellano, Neil Apfelbaum, Jessica Borowczyk, Killian Bowe, Cara Cantakis, Michelle Chaves, Carly DiPasquale, Jami Galbraith, Samantha Heid, Jane Henry, Sarah Houk, Stephanie Lacher, Kayla Lord, Gabriela Meza, Kasia Michalkiewicz, Jamie Papesch, Carlos Rivers Abarca, Alaina Rydzewski, Patrick Sherer, Megan Shields, Angelina Smith.

Epsilon Beta Chapter #227, University of Evansville, Evansville, IN



The Epsilon Beta chapter of Phi Sigma Iota at the University of Evansville, Evansville, Indiana, held its initiation ceremony on Sunday afternoon, April 3, 2011. The chapter inducted eleven students into membership, representing four languages. Our new members are Rebecca Bernard, Deirdre Gillen, Kenzie George, Jacob Kahle, Ashley Majewski, Erica Marburger, Caitlyn Mumm, Jenna Rice, Megan Seymour, Samantha Stevens and Lauren Wahl. Faculty advisor Ann Baker gave the opening remarks and welcomed the new members. The 2010-2011 officers and members, President Andrea Timperman, Vice-president Sarah Williams, Treasurer Andrea Weber and Susan McKinley, conducted the ceremony. The University of Evansville Fulbright Language Teaching Assistants, Ms. Nélica Devesa-Gómez from Spain, and Mr. Ruslan Bergenov from Russia, served as the keynote speakers for the event. A dessert reception for members, initiates and their families and friends followed the ceremony. The Epsilon Beta chapter has initiated 134 members since our founding here on April 8, 2000.

Zeta Alpha Chapter #241, Southeastern Louisiana University, Hammond, LA



On Wednesday, November 2, 2011, Zeta Alpha Chapter at Southeastern Louisiana University celebrated the induction ceremony of fifteen new members into Phi Sigma Iota. The students are our outstanding majors and minors in Spanish, French, Italian, and Latin.

Iota Chi Chapter #258, Chicago State University, Chicago, IL



On April 29, 2011, the Iota Chi Chapter #258 at Chicago State University celebrated its second induction with nine new members, including four Spanish majors, one Spanish minor, one French minor, two graduate students of the Master of Art in Teaching with Concentration in Spanish, and one graduate student of the Master's program in Bilingual Education. The ceremony started with a brief history of the Society and the general membership requirements by the Chapter Advisor, Dr. Virginia Shem. Dean of the College of Arts and Sciences, Dr. Rachel Lindsey, and Dr. Robert Chierico, Chairperson of the Department of Foreign Languages gave welcoming remarks. The 2010-2011 Chapter Executive Board was introduced and presented with a certificate of service. Chapter president, Irma Monreal-Castro, presented a certificate of appreciation to each member of the Faculty Advisory Board for their support of the chapter's endeavors. Dr. Shem read the mission statement of the Society and the new members concurred unanimously to abide by it, and a presentation of certificates to our newest members followed. The ceremony concluded with the chapter's traditional lighting of students' candles by faculty of Foreign Languages and Literatures to symbolize the continuation of academic excellence, scholarship, and friendship. We held elections and a reception, attended by faculty, students, family, and friends, immediately following the ceremony.

Collegiate Member Scholarship Application

ELIGIBILITY: Only active members of Phi Sigma Iota are eligible for an award. Scholarships are awarded to undergraduate students who excel in the areas of academic performance and achievement and/or extraordinary educational activities related to the field of foreign language study that uphold the ideals of Phi Sigma Iota.

HOW TO SUBMIT A NOMINATION: With the signed endorsement of the Faculty Advisor, a Chapter is entitled to submit only one nomination. An official Phi Sigma Iota application form must be used. The application form may be found on page 34 of this issue, or on the Society's web page. The application 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/or to extraordinary educational activities related to the field of foreign language study that uphold the ideals of Phi Sigma Iota, and specific commitment to pursue such dedication, as well as any other relevant information.
- A recommendation from another **academic reference**, to be sent directly to the **Faculty Advisor**.
- **An official transcript** addressed directly to the **Faculty Advisor**.

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

DEADLINE FOR SUBMISSION OF NOMINATIONS: Postmarked no later than April 6, 2012. The deadline will be strictly observed. Incomplete submissions will not be considered.

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

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



The International Foreign Language Honor Society

Phi Sigma Iota

Member of the Association of College Honor Societies

Collegiate Member Scholarship Application Form

1. GENERAL INFORMATION ON NOMINEE

Name in full _____ Student Birth Date _____

Chapter and Institution _____

Date of Initiation into Phi Sigma Iota: _____

Permanent Address _____

Social Security Number _____ Phone _____ E-mail _____

Present Local Address _____

2. EDUCATION RECORD OF NOMINEE

High School (Name and Location) _____

Graduation Date _____ Class Rank _____

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

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

Fields of Concentration at College/University _____

Grade Average: Cumulative _____ Foreign Languages _____

Scholarships, Honors Received _____

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

4. STATEMENT by FACULTY ADVISOR: Attach

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

Name and Address _____

7. FACULTY ADVISOR SPONSORING THIS NOMINATION

Name and Address _____ Title _____

Application for Alumni & Professional Member Scholarships

The Executive Committee announces the expansion of the scholarship program to include current alumni of collegiate chapters and other professional members. This scholarship will support professional projects within the field of foreign languages, and the applicant must demonstrate remarkable ability in the field as well as the support of the ideals of the Society.

All scholarship applications are due by April 6, 2012.

ELIGIBILITY: Alumni of collegiate chapters and other Professional members of Phi Sigma Iota are eligible for a monetary award to support professional projects within the field of foreign languages. The applicant must be a current member in good standing, demonstrate remarkable ability in the field, as well as the support for the ideals of the Society. All applicants a) have earned one or more degrees in foreign language and ranked within the top 35% of the class as undergraduates, or maintained a minimum grade point average of 3.5 on a 4.0 scale as graduate students; b) have earned one or more degrees qualifying them to work in the field and ranked in the top 35% of the class as undergraduates or maintained a minimum grade point average of 3.5 on a 4.0 scale as graduate students; or c) have served as faculty at a college or university, with at least one academic year of teaching in that institution and having shown remarkable ability in their field as well as having demonstrated support of the ideals of the Society.

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

- An official Phi Sigma Iota application form, found on page 36 of this issue, or on the Society's web page;
- A signed academic endorsement of a department chairperson, academic dean, chief academic officer, supervisor, chief and/or a professional reference from other supervisory position including a statement outlining the candidate's service and dedication to the study of foreign languages, or to the development of creative programming to enhance student learning in the field of foreign language and specific commitment to pursue such dedication (See note * below.);
- A personal statement, written by the candidate in both English and the applicant's major foreign language, outlining qualifications and the purpose for which the award will be used;
- An official transcript (undergraduate and/or graduate as appropriate) addressed directly to the Scholarship Committee of Phi Sigma Iota;
- A description of the purpose and significance of the proposed project and how it will enhance the candidate's professional vitality with regard to the study or application of foreign languages;
- An itemized list of expenditures associated with the project, including the rationale for each item listed;
- An explanation whether or not funding has been provided in the past for the project. If so, from which sources and in what amount. Describe rationale for seeking new funding for the same project;
- An explanation whether in the future the nominee is planning to submit another proposal for funding for the project through other funding sources and if so, which source, and in what amount.

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



The International Foreign Language Honor Society

Phi Sigma Iota

Member of the Association of College Honor Societies

Alumni & Professional Member Scholarship Application Form

1. GENERAL INFORMATION OF NOMINEE

Name in full _____

Chapter and Institution _____

Permanent Address _____

Social Security Number _____ Phone _____ E-mail _____

Present Local Address if different than above _____

2. EDUCATION RECORD OF NOMINEE

High School (Name and Location) _____

Graduation Date _____ Class Rank _____

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

Fields of Concentration at College/University _____

Undergraduate Grade Average: Cumulative _____ Foreign Languages _____

Scholarships, Honors Received _____

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

Graduate School Program Name _____

Graduate School Grade Average: Cumulative _____ Foreign Languages _____

Scholarships, Honors Received _____

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

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

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

Active Chapter List

Location	Chapter Name	Chapter #
International		
American University In Paris, France	Kappa Sigma	160
Alaska		
University Of Alaska - Fairbanks	Delta Gamma	137
Alabama		
Birmingham Southern College	Upsilon	16
University Of Alabama At Birmingham	* Beta Sigma	195
University Of Alabama In Huntsville	Gamma Gamma	91
University Of North Alabama	Delta Theta	169
Spring Hill College	Zeta Epsilon	248
Arkansas		
University of Central Arkansas	* Alpha Omicron	118
Arizona		
Thunderbird School Of Global Management	Beta Mu	191
California		
California State University, Chico	Beta Tau	197
San Francisco State University	Eta Alpha	142
San Jose State University	Kappa Mu	155
Santa Clara University	Beta Delta	129
University Of California Riverside	Tau Tau	100
Colorado		
Colorado College	Sigma Pi	57
Fort Lewis College	Chi	89
Metropolitan State College Of Denver	Iota Kappa	181
University Of Colorado At Boulder	Epsilon Epsilon-I	305
University Of Denver	Alpha Alpha	1
Connecticut		
Sacred Heart University	Delta Kappa	133
University Of Bridgeport	* Alpha Epsilon	108
University Of Hartford	* Sigma Phi	63
District of Columbia		
Gallaudet University	Alpha Eta	110
Florida		
Jacksonville University	Kappa Delta	149
University Of South Florida	Beta Zeta	186
Georgia		
Emory University	Sigma	14
Georgia State University	Omicron Alpha	261
Mercer University	Eta Eta	92
Piedmont College	Omega Beta	259
University Of West Georgia	Alpha Omega	127
Wesleyan College	Sigma Omicron	54
Iowa		
Central College	Epsilon Lambda	236
Illinois		
Benedictine University	Delta Nu	179
Bradley University	Kappa Rho	161
Chicago State University	Iota Chi	258
Illinois College	Alpha Kappa	113
Lake Forest College	Mu	12
North Central College	* Phi Chi	40
Northern Illinois University	Delta	82

Location	Chapter Name	Chapter #
Rockford College	Beta Epsilon	185
Indiana		
Butler University	Kappa Lambda	154
Depauw University	* Pi I	308
Hanover College	Epsilon Delta	229
Indiana State University	Phi Tau	37
University Of Evansville	Epsilon Beta	227
University Of Indianapolis	Iota Omega	183
Wabash College	Iota	85
Kansas		
McPherson College	Zeta Delta	246
Washburn University Of Topeka	Kappa Psi	166
Kentucky		
Centre College	Iota Eta	73
Northern Kentucky University	Gamma Phi	222
University Of Kentucky	* Phi Lambda	33
Louisiana		
Louisiana St. Univ. In Shreveport	Delta Pi	140
Louisiana State University	Phi Alpha	19
McNeese State University	Gamma Upsilon	221
Southeastern Louisiana University	Zeta Alpha	241
Xavier University of Louisiana	Lambda Beta	251
Massachusetts		
Bentley College	Zeta Beta	245
Salem State College	Omega Alpha	260
Maryland		
College Of Notre Dame Of Maryland	Epsilon Zeta	232
Loyola University Maryland	Gamma Iota	210
McDaniel College	Beta Alpha	184
United States Naval Academy	Delta Eta	170
Maine		
Bates College	Kappa	7
University of Southern Maine	Kappa Nu	156
Michigan		
Cornerstone University	Eta Mu	256
Michigan State University	* Sigma Kappa	51
University Of Michigan-Dearborn	Gamma Delta	205
University Of Michigan-Flint	Rho Rho	99
Missouri		
Missouri Southern State University	* Beta Rho	198
University of Missouri - Kansas City	* Beta Phi	200
William Jewell College	Phi Theta	26
Montana		
Carroll College	Gamma Rho	218
Nebraska		
Hastings College	* Delta Upsilon	177
New Hampshire		
Plymouth State University	Alpha Pi	119
New Jersey		
Caldwell College	Kappa Chi	165
College Of Saint Elizabeth	Gamma Omega	225
Rutgers University	Sigma Sigma	60
Saint Peter's College	Gamma Psi	223
New Mexico		
University of New Mexico	* Phi Mu	29

Location	Chapter Name	Chapter #
New York		
Alfred Univeristy	Sigma Tau	61
Binghamton University	Beta Omega	202
Dowling College	Beta Upsilon	199
Hamilton College	Iota Nu	77
Hartwick College	Mu Alpha	249
Hobart & William Smith College	* Phi Eta	25
Long Island Univ./ C. W. Post	Epsilon Kappa	235
Mercy College	Iota Beta	68
Niagara University	Alpha Upsilon	123
Pace University	Sigma Chi	64
St Thomas Aquinas College	Delta Mu	171
State University Of Ny-Buffalo	Alpha Iota	112
State University Of Ny-Geneseo	Alpha Phi	124
State University Of Ny-Oneonta	Beta Epsilon	130
State University Of Ny-Oswego	* Kappa Eta	152
State University Of Ny-Stony Brook	Sigma Mu	56
United States Military Academy	Beta Nu	192
North Carolina		
Catawba College	Gamma Beta	204
East Carolina University	Sigma Upsilon	62
High Point University	Delta Zeta	139
Methodist University	Kappa Gamma	148
North Carolina State University	* Alpha Lambda	114
Salem College	Delta Psi	180
Wingate College	Beta Lambda	190
North Dakota		
Valley City State University	* Iota Lambda	182
Ohio		
Ashland University	Gamma Tau	220
Capital University	Beta Theta	188
Case Western Reserve University	Phi Psi	41
Cleveland State University Of Ohio	Epsilon Eta	231
College Of Wooster	Gamma	5
Kent State University	Gamma Pi	217
Muskingum University	Phi Nu	30
Ohio State University	Omicron Gamma	257
Ohio Wesleyan University	Iota Xi	79
Otterbein College	Phi	18
Oklahoma		
Cameron University	Delta Rho	175
University Of Tulsa	Gamma Kappa	211
Oregon		
Portland State University	Nu Nu	95
Southern Oregon University	* Delta Sigma I	36
Western Oregon University	* Eta Delta	144
Pennsylvania		
Allegheny College	Alpha (Founder)	0
Bloomsburg University	Iota Theta	74
Cabrini College	Gamma Xi	215
Carnegie Mellon University	Epsilon Epsilon	230
Chatham University	Gamma Lambda	212
Chestnut Hill College	Mu Beta	250
DeSales University	* Kappa Beta	147
Duquesne University	Sigma Omega	66

Location	Chapter Name	Chapter #
East Stroudsburg University	Gamma Eta	208
Edinboro University Of Pennsylvania	Beta Pi	196
Gannon University	* Delta Omicron	174
Holy Family University	* Delta Iota	134
Lebanon Valley College	* Alpha Theta	111
Lincoln University Of The Commonwealth Of Pennsylvania	Nu	86
Lycoming College	Delta Chi	178
Marywood University	Gamma Alpha	203
Mercyhurst University	Gamma Sigma	219
Millersville University	Alpha Psi	126
Moravian College	Delta Lambda	135
Muhlenberg College	Lambda	11
Rosemont College	Kappa Xi	157
Saint Francis University	Iota Iota	75
Saint Vincent College	Zeta Chi	247
Susquehanna University	Kappa Omicron	158
Rhode Island		
Providence College	Delta Beta	132
Rhode Island College	Beta Gamma	128
University Of Rhode Island	Chi Chi	102
South Carolina		
Coker College	Epsilon Pi	240
Converse College	Alpha Rho	120
Furman University	Sigma Gamma	45
South Dakota		
University Of South Dakota	* Xi	13
Tennessee		
Belmont University	Gamma Mu	214
Middle Tennessee State University	Kappa Zeta	151
Union University	* Omicron	81
Texas		
Sul Ross State University	* Iota	234
Texas Christian University	Delta	9
University Of Texas-Arlington	* Mu	76
University of Texas - El Paso	* Beta Iota	187
Utah		
Southern Utah University	* Gamma Zeta	207
Utah State University	* Epsilon Xi	239
Weber State College	Kappa Epsilon	150
Virginia		
Hampden-Sydney College	Kappa Kappa	93
Lynchburg College	Kappa Tau	162
University Of Mary Washington	Phi Omicron	31
University Of Richmond	Iota Epsilon	70
Virginia Military Institute	Lambda Xi	244
Wisconsin		
Beloit College	Theta	8
Lawrence University	* Iota I	304
Ripon College	Sigma Alpha	43
St. Norbert College	Psi	88

* Denotes chapters reactivating 2011-2012