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# THE FORUM

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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.

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**Editor, Kajsa Larson**  
Assistant Professor of Spanish & Advisor  
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## ANNOUNCEMENTS AND REMINDERS

**Did you Know?** Phi Sigma Iota is a member of the Association of College Honor Societies (ACHS), and as such, **members of our Society are eligible for a higher, GS-7 starting rank for positions in the Federal Service?** In a letter dated April 13, 1973, the U.S. Civil Service Commission stated, "Membership in a national honor society meets one of the requirements for entrance at the GS-7 level in numerous professional and technical occupations in the Federal service. However, applicants must meet all of the requirements as described in the particular Federal Job Announcement covering the positions for which they apply." This affords a tangible acknowledgment of merit. See <http://www.achsnatl.org/achsbene.asp>. You should list the achievement on your application. Here's a link to the Operating Manual page for the US Office of Personnel Management that gives the details.  
<http://www.opm.gov/qualifications/policy/ApplicationOfStds-04.asp>

**Small grants still available.** Phi Sigma Iota is making small grants of up to \$150 available to chapters or individual members who are seeking funds to complete a project consistent with the goals of Phi Sigma Iota. Grants for the Academic Year 2013-2014 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](mailto: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 the "Scholarships" link on the Society's website, <http://phisigmaiota.org>. The deadline for all applications is March 28, 2014.

**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](http://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](mailto:contact@phisigmaiota.org).

**Nominations for Phi Sigma Iota National Offices.** Elections for the Executive Committee offices of Executive President Elect and Second Vice President will be conducted in the fall of 2014. Faculty members interested in serving on the Executive Committee in an official capacity should complete the nomination forms on The Advisors' Resources page of the website, or send a letter of interest to the attention of Dr. Phillip Wolfe indicating the capacity in which they wish to serve. Dr. Wolfe can be contacted via email to: [contact@phisigmaiota.org](mailto:contact@phisigmaiota.org).

## **FROM THE COMITIUM: President's Letter**

As I begin my two-year term as president, it strikes me that for the first time since the death of our founder, Professor Henry Church, in 1938, the president of Phi Sigma Iota teaches French at Allegheny College. Once I became aware of who he was, I asked some of the senior faculty if they had ever heard him mentioned in conversation, but the answers were always negative. He was followed by Blair Hanson, who taught French at Allegheny from 1938 to 1981 and who lived long enough to see the Alpha chapter reestablished on campus in 1992, after a long period of dormancy. I knew Blair Hanson quite well and now regret that I never found out what she knew about Professor Church.

At any rate, I am sure that Professor Church would be pleased to see what the society he founded in 1922 has now become, although it might take some time to explain to him the workings of the society's web-page, so ably put together by our Administrative Director, Roz Macken. He would be happy to see that the society now comprises some 180 active chapters throughout the United States (and two abroad), that we have some 1600 initiates annually and that for the past several years we have been able to provide six scholarships for PSI members. He would be pleased that our Administrative Director has led and expanded the current board of directors, who all share the commitment to languages that Professor Church surely had.

Anyone who has dealt with Roz Macken will gladly testify to the smooth everyday running of the society. Long-range problems, such as reactivation of dormant chapters and the recruitment of new ones, are being solved, slowly but steadily. One of the pleasanter problems we have encountered involves the society's revitalized finances, which presently allow it to fund more than the half dozen or so scholarship requests it receives per year. The board of directors would like to encourage chapter advisors to urge their very best students to apply for PSI scholarships and hopes they will mention these scholarships to members at chapter meetings and during initiations.

For some years the board of directors has sought to hold a national convention as mandated by our by-laws. We are finally starting by holding a regional conference on the campus of Allegheny College, in Meadville, Pennsylvania, on March 29, 2014. Invitations have gone out to chapters in the tri-state area (Ohio, New York, Pennsylvania) and we are hoping for a good turnout. I am pleased to announce that the speaker for the March 29<sup>th</sup> luncheon will be Professor Randall Donaldson, professor of German at Loyola University Maryland and former president of Phi Sigma Iota, which he has so ably led for the past two year.

The board of directors continues to be interested in knowing how chapters operate and what makes for effective chapters. We would also like to know what we can do to assist in recruiting. Accordingly, without falling into the current academic preoccupation with assessment, we will be sending a survey to advisors with certain questions to find out how you operate and to what extent we can help you.

Phillip Wolfe

January 23, 2014

## **We are excited to invite you to our new online skill-share and mentoring community**



**80% of today's jobs and internships are landed through networking** and half of those are landed through direct introductions. However, most graduates have a very small professional network upon graduation, which can make it hard to land their first job. We are hoping to solve this problem for our members!

**Have you ever wanted to connect with someone whom could help you get the introduction that would land an internship or job at your ideal company?** Now you can! We are building a database of graduates who are looking to share their advice and support with you!

### **What is the community?**

The community is our fantastic new online resource that **includes more than 8 million employment and internship opportunities** from around the world. Also included are opportunities provided by our administrators, our graduates, and our partners.

Our goal with the community is to help our student members increase the size of their professional and entrepreneurial network through the generation of mentor/mentee relationships with our alumni.

### **How do I Join?**

To join the community simply visit <http://phisigmaiota.org> and click on the VineUp link.

On the main page you will have the options to register manually or connect via your Facebook or LinkedIn accounts making registration and updating of your profile information incredibly easy.

During your registration process you will be prompted to enter the special access code provided to you in an email. This code will only be requested once and you will not need to memorize it. Once you have completed the steps you will have to verify your email address then, once your profile has been approved by our administrators, you will be able to access the community once it is officially launched!

The platform has a mobile ready interface, so there is no need to download any apps. It works smoothly and easily on all devices and browsers.

We look forward to seeing you in the community and hearing about your success stories!

The Phi Sigma Iota Development team.

**FROM THE CURIA:**  
**Alert for Spanish Speakers/Teachers: *Hubiese* Is Back in the Game!**  
J. Michael Wilson, Advisor Gamma Beta Chapter #204, Catawba College

While visiting Miami several summers ago, I was reading in *El Nuevo Herald*, the Spanish version of the *Miami Herald*, an editorial about the Colombian army's daring rescue of hostage Ingrid Betancourt from the FARC when I encountered this sentence:

*Pero ¿cómo hubiese reaccionado Colombia si la operación hubiese terminado en catástrofe?*  
[But, how would Colombia have reacted if the operation had ended in catastrophe?]

The appearance of *hubiese* in the first clause of this sentence caught my eye since my dissertation research some thirty years ago was focused on the gradual ascendancy of the form *hubiera* and the virtual disappearance of the *hubiese* form in Latin American, and especially Mexican, speech. Both of these forms are generally found in conditional sentences, and both have long been used in writing. In a very substantial corpus of Mexican materials drawn from across several centuries - including court transcripts of a hearing in which Hernán Cortés sued a neighboring *hacendado* for stealing his firewood and Indians and the sensational murder trial of a nun accused of the intellectual authorship of a presidential assassination - only one instance of the use of *hubiese* in the apodosis or result clause of a conditional sentence ever appeared. Looking at the rest of that issue with a sharper eye, I found numerous instances of such usage - many more than I would have anticipated. Some of them appeared in quoted speech, which I found even more unusual.

When I was learning Spanish in the 60's, the use of *hubiese* in that context was proscribed. The use of *hubiese* was only considered acceptable in the prótasis - that is, the if-clause—of contrary-to-fact conditional constructions.

And then, what was for me a genuine shock: the Real Academia's department of Español al día replied to a very pointed query on this subject with this message:

También se admite hoy día como posibilidad válida el uso de la forma en *-se* del pretérito pluscuamperfecto de subjuntivo (*hubiese amado*), que anteriormente se censuraba. Serían, pues, igualmente admisibles, las tres apódosis de la siguiente construcción condicional:

*Si lo hubiera sabido, te lo **habría** dicho.*

*Si lo hubiera sabido, te lo **hubiera** dicho.*

*Si lo hubiera sabido, te lo **hubiese** dicho.*

Al margen de estas consideraciones, parece que en la actualidad se emplea mayoritariamente el pluscuamperfecto de subjuntivo (*Si lo hubiera sabido, te lo **hubiera/se** dicho*), frente al condicional compuesto (*Si lo hubiera sabido, te lo **habría** dicho*), en la apódosis de las condicionales irreales de pasado, tanto en el habla corriente, como en la lengua escrita.

The upshot is that *hubiese* is now viewed as acceptable in any context where *hubiera* might be used. When I inquired further as to when that ruling took place, instead of a simple date, I received a long response indicating that their department was not permitted to answer two questions on the same subject in one fiscal grammar year.

So what is it that has happened? It is worth noting that *hubiese* is the etymologically authentic imperfect subjunctive form that evolved from Latin. *Hubiera* had its origin in the pluperfect indicative in Latin, but it has been used along with *hubiese* as a subjunctive form since the 13<sup>th</sup> century. Are the Spanish speakers of the world deliberately and consciously returning to their Latin roots? Not likely.

I believe this phenomenon is the result of the confluence of several currents. The first is that natural tendency to simplify grammar when possible. The Academy reports that the sequence *hubiera/hubiera* is by far the most common. It does have an appealing symmetry. At least it is considered grammatically correct, whereas the annoying Modern American English tendency to say things like “If I would have known the price was going up so much, I would have filled up all my cars yesterday” can still be marked with copious red ink.

The second is the relative prestige of the Castilian dialect. It is well known that Spaniards have always used forms such as *hablase, fuese*, etc. much more than Latin American speakers, who often consider *hubiese* “*más culto*” than *hubiera*. I believe that the substitution of *hubiese* for *habría* is both a hypercorrection and a misapplication of something akin to the Transitive Property in mathematics, which tells us “If  $A=B$  and  $B=C$ , then  $A=C$ .” Accordingly (though apparently with blatant disregard for context), many speakers reason that “if *hubiese=hubiera* and *hubiera=habría*, then *hubiese=habría*.”

Why even worry about all this? Conditional constructions are typically found in the last chapter of any grammar book I have ever read. Analyses of verb tense frequency indicate the lowest index of occurrence of any form. One study based on a massive corpus of written materials found that the pluperfect subjunctive represented .4% of total verb form usage, compared to 38% for present indicative. These forms are used to paint word pictures of events that are as far from objective reality as is grammatically possible. But we need them to satisfy humankind’s unique penchant for ruminating on what might have been. No other combination will really serve that purpose quite so admirably.



## **FROM THE ROSTRUM:**

### **El Cortés verdadero**

Shane Winslow

Professional Member, Gamma Phi Chapter #222, Northern Kentucky University

Cortés es un hombre muy famoso por su trabajo en la conquista de México. Sin embargo, si se mira a la vida de Cortés tras la conquista la imagen parecería más borrosa. ¿Qué ocurrió a este héroe de España y por qué desapareció mucha de su vida a la obscuridad histórica? A través de un análisis de los incidentes después de la conquista, se ve que Cortés entró en la obscuridad histórica por sus propias acciones problemáticas, los maltratos de los héroes españoles por los gobernantes de España y algunas circunstancias irregulares.

Un cuento al fin de la vida de Cortés, publicado por *The Illustrated Magazine of Art* dice: One day he forced his way through the crowd which had collected about the carriage of the sovereign, mounted the door-step, and looked in. Astonished at so gross a breach of etiquette, the monarch demanded to know who he was... "I am a man," replied the Mexican conqueror, "who has given you more provinces than your ancestors has left you cities!" After this he withdrew, and ended his life in solitude. (*The Illustrated Magazine of Art* 142)

Este cuento muestra los sentimientos hacia Cortés en España muchos años después de su conquista en México. Se ilustra el grave maltrato de un héroe por parte de España, a que le dio una cantidad inmensa de tierra y riquezas a España. Sin embargo, si se observara los otros héroes de España, se podría ver que el destino de Cortés no fue completamente único. Muchos de los héroes de España estaban maltratados después de cumplir sus misiones. *The Illustrated Magazine of Art* continúa, "Spain was careless of her heroes when the work was done. Columbus had died of a broken heart. Balboa the death of a felon. What could Cortés expect? He fell into neglect" (142). El destino de Cortés fue parte de un patrón de maltrato para todos los héroes en España. Es un hecho triste porque ellos dedicaron todas sus vidas al avance de España sólo para ser olvidados.

Ante todo, Cortés fue solamente un medio para lograr los deseos de la corona. Además, la corona podría usar a Cortés tener acceso a las riquezas posibles del mundo nuevo. De hecho, no se deseaba Cortés ser el líder de la primera invasión dentro de los planes por los líderes de España. En realidad, el monarca español eligió al gobernador de Cuba, Diego Velázquez, dirigir la invasión de México. Sin embargo, Cortés llevó a un equipo pequeño de soldados españoles que lo eran fieles y fue a Mesoamérica en un paso sin precedentes ni previo aviso a sus líderes (Haring 179). Normalmente, esta acción habría encontrado un castigo muy serio por la corona. Sin embargo, la corona no tenía suficiente poder por de la distancia entre España y América Central. En lugar de una reprimenda, en 1523 el rey creó una declaración que: "...appointed Cortés to be a governor and captain-general [de México]" (Haring 183). Ésta acción por la corona es interesante por el hecho de que la corona no quería originalmente que fuera el líder de la invasión. Es posible que la corona se le haya dado porque necesitaría dar suficiente razón a Cortés para usarle como un medio para sus metas. A pesar de esta, después de su compleción de la conquista, la corona dio el título de gobernador a otro hombre de más nobleza.

Por desgracia, Cortés ya tenía la mitad del poder que tenía originalmente después de que había terminado su trabajo en México. Ésta fue una práctica normal dentro de las tradiciones del gobierno de España. Por ejemplo, en la vida de Cristóbal Colon, Colon actuaba como el primer descubridor español en el nuevo mundo, pero después de su descubrimiento, la corona designó a

otro hombre para dirigir el gobierno. Igualmente, como reporta William Prescott en *History of the Conquest of Mexico*: "... the emperor raised (Cortés) to the dignity of the Marquess of the Valley of Oaxaca... as the title of "admiral" was to Columbus... It was the policy of the Crown to employ one class of its subjects to effect its conquests, and another class to rule over them" (Prescott 664-665). Los gobernadores usaban esta práctica a causa del principio que decía que era necesario ser de alto rango para gobernar. Significaba que después de las conclusiones de acciones designadas por la corona, los descubridores fueron convertidos a posiciones menores y remplazados por las noblezas de España. Mucho del honor original fue conferido a Cortés por sus acciones anteriores pero no tenía el control del futuro de México. Es posible que esta sea una razón para los problemas con la representación de Cortés después de la conquista en los libros históricos porque no tenía más el control para formar el futuro de la tierra.

Asimismo, se olvidaba mucha de la vida de Cortés después de la conquista a causa de su propia mentalidad. Cortés era un hombre en búsqueda de gloria y fama que quería agitar las cadenas de mediocridad para lograr sus propios sueños de grandezas. Cortés actuaría para su propio éxito y se pareció que Cortés fue destinado ser grande. Dentro de *Crónica de Nueva España* por Cervantes de Salazar, habla sobre un sueño extraño de Cortés durante una noche alrededor de Santo Domingo:

...After the dream... he said to certain of his friends with unusual cheerfulness that either he would dine to the sound of trumpets, or perish on the gallows, and that now he began to know his fortune (ventura) and what the stars promised him ... (Elliot 49).

Este sueño muestra que Cortés era determinado ser famoso y rico o se mataría tratando. Aunque en el principio esta mentalidad no pareció ser un problema, especialmente porque quería ser recordado por las generaciones futuras, se convertiría en un problema para Cortés. El problema ocurrió después de la conquista. Cortés quería conseguir más tierra para España, especialmente con el hecho de que Cortés ya no tenía control de México. Fue a Honduras para establecer más colonias y para encontrar más prestigio. Fue exitoso y volvió a México pero su ausencia en México había creado muchos problemas a cause de todos sus enemigos pudieron hablar malo de Cortés mientras estuvo en Honduras. El problema verdadero para la reputación de Cortés comenzó ocurrir durante su viaje a Hondarás.

Por esa razón, si Cortés no hubiera tratado de crear más poder para sí mismo y España a través de su conquista de Honduras, no habría tenido tantos problemas con su reputación futura. Incluso más, Cortés no tiene una gran imagen hoy porque la corona no lo quería estar en Honduras. Cuando Cortés salió de México para Honduras, creó para sus enemigos un espacio donde podían actuar contra el conquistador:

...dissensions broke out among the different members of the provisional government. The misrule increased as his absence was prolonged. At length tidings were received, that Cortés with his whole army had perished in the morasses of Chiapa. The members of the government showed no reluctance to credit this story. They now openly paraded their own authority, proclaimed the generals death; caused funeral ceremonies to be performed in his honor; took possession of his property wherever they could meet with it, piously devoting a small part of the proceeds to purchasing masses for his soul, while the remainder was appropriated to pay off what was called his debt to the state. (Prescott 655)

No es una gran sorpresa que este hombre tuvo tantos enemigos por su papel como líder de la conquista en México. Sería problemas desarrollarían para cualquier persona que tratara dirigir

una misión como la conquista de México. Pero si Cortés hubiera estado en México en lugar de Honduras es posible que hubiera podido dejar todos sus problemas antes de que hubieran comenzado. Sin embargo, sus enemigos empezaron a juntar y crecer más poderosos. Desafortunadamente para Cortés, esas acciones por el gobierno provisional no fueron el único problema. Una gran ola había formado contra el conquistador que estaba amenazando destruir todo lo que Cortés había sacrificado para lograr sus metas en México.

Al final, el último problema que ocurrió contra Cortés y efectivamente terminó su carrera fue una serie de circunstancias desafortunadas. Para destruir el poder de Cortés, sus enemigos hicieron acusaciones que Cortés estaba tratando de hacer un golpe de estado contra España desde Nueva España. Esas acusaciones fueron una preocupación para la corona pero el rey fue renuente a creerlas y mandó al mediador Luis Ponce de León para trabajar entre los partidos. León era un buen candidato para su enfoque neutro pero murió después de dos semanas en el nuevo mundo. León eligió a un hombre muy viejo para dirigir el caso, pero él también murió tres meses después de León. Finalmente, para acabar esta serie rara de eventos, un hombre llamado Estrada, que fue contra Cortés, fue elegido. Éste fue el beso de muerte para la carrera de Cortés porque Estrada no ayudaba a Cortés y se quejaba abiertamente. Además, con toda la conmoción de la elección de Estrada, la Corte de Madrid había convertido a más sospechosa de Cortés: "...the Court of Madrid, meanwhile, fanned by the breath of calumny, had reached the most preposterous height. One might have supposed that it fancied the general was organizing a revolt throughout the colonies, and mediated nothing less than an invasion of the mother country." (Prescott 659) Con el control que había sido debilitado para la reina de España por la distancia entre ambas tierras, las cortes estaban preocupadas demasadas. Casi todo pareció ser una posibilidad, incluso a las acciones de revolución. Aunque las tradiciones de la corona fueron a instalar dos hombres para la consolidación de nueva tierra, uno para conquistar y otro para gobernar, la incertidumbre de la Corte de Madrid aseguró que Cortés nunca lograría otra vez su posición original de gobernador.

Al final de su vida, Cortés había tratado de ganar la gloria en España pero no había podido ganar su prestigio original. Parece que las nuevas acciones de Pizarro habían eclipsado a Cortés por el descubrimiento de oro en Perú en lugar de la plata en México. Cortés había logrado el pináculo de su carrera con la conquista de México y pasó el resto de su vida tratando de ganarlo otra vez.

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## Plus qu'un mauvais rêve

Eduardo Contreras, Co-President and Prof. Dora Polachek, Advisor  
Beta Omega Chapter #202, Binghamton University

Un cauchemar est un rêve qui cause de la peur et du stress au rêveur. Des éléments d'un cauchemar sont l'incertitude de compréhension, la violence et la réalité contre l'illusion. La Leçon par Eugene Ionesco, indubitablement ressemble à un cauchemar.

Il y a beaucoup d'exemples au sujet de l'incertitude de compréhension pour les personnages, mais aussi pour les lecteurs dans La Leçon. Après l'avoir lue un peu, j'ai questionné la santé mentale du professeur. Quelques raisons pour lesquelles j'y ai pensées sont parce qu'il frotte ses mains, il ne peut guère parler sans bégayer et il fixe son regard sur l'élève. J'aurais peur si j'étais l'élève. On espérerait qu'il est un homme timide, mais ses actions me force à réfléchir. L'élève, qui veut obtenir son doctorat totale, a du mal à apprendre beaucoup des matières différents pendant la leçon. C'est la raison pour laquelle le professeur essaie de l'enseigner la prononciation exacte de /f/ à l'élève. On peut comprendre la difficulté que la fille a à comprendre la leçon parce que le /f/ du professeur n'est pas différent du /f/ de quelqu'un d'autre, et en plus il mentionne des mots qui n'ont aucun/f/. Ni le professeur ni le lecteur comprennent à quoi la bonne se réfère quand elle dit "la philologie mène au pire". Cette phrase nous indique que quelque chose de déroutant va se passer.

La violence est très évidente dans cette œuvre. Le professeur veut que l'élève soit silencieuse au lieu de se plaindre d'avoir mal aux dents. Au moment où il a assez de l'élève, il menace d'arracher ses dents pour arrêter la douleur. Ce comportement est très choquant; il n'est plus poli. L'élève veut participer activement; c'est ce qu'une adolescente ambitieuse ferait. Le professeur au contraire, interprète cette action à être vraiment impolie ce qui est normale aussi. La deuxième menace du professeur est qu'il fracassera le crâne de l'élève si elle ne reste pas tranquille. Les deux menaces nous indiquent que quelque chose de plus violent se passera. Et donc, le moment le plus violent est quand il tue l'élève. C'est très étrange parce que l'élève donne beaucoup de concentration à la leçon du professeur. Quand la bonne regarde le cadavre immobile en entrant, le professeur cherche à cacher la situation et puis à tuer la bonne. La bonne est puissante parce qu'elle gifle le professeur, le ramasse par le collier et le jette au sol. C'est le moment où le lecteur voudrait plus de violence pour venger la mort de l'élève.

La Leçon adresse la fantaisie et la réalité. Le professeur veut enseigner clairement donc, il met le couteau très près devant l'élève. Le fait qu'il utilise le corps de l'élève comme objet pour la démonstration est totalement délirant. Il est curieux qu'il ne se rend pas compte de ce qu'il est en train de faire avant que l'acte soit finit. C'est comme s'il vient d'échapper d'une transe. Il ne veut pas être dans la réalité parce qu'il veut croire qu'elle dort. Il l'exige qu'elle parte parce que la leçon est finie et il ajoute qu'elle peut payer une autre fois. On est conscient qu'elle ne pourra jamais le faire. Le fait qu'il est dans une crise de panique, nous rend contents. On peut remarquer que le professeur pensait qu'il avait toute la puissance au début, mais la scène où la bonne est responsable nous dit le contraire; c'est elle qui a la puissance. Bien que ce soit une exagération, la bonne dit que c'est la quarantième élève tuée ce jour et c'est la même chose tous les jours. Il y a un problème sévère avec les deux adultes. Il faut que les élèves sachent la vérité, mais la bonne ne leur dit ni les aide à échapper. Elle fait partie de ce cycle vicieux. Tous les deux vivent dans une illusion et malgré la réalité des situations ils ne cessent pas.

Les aspects de l'incertitude de compréhension, la violence, et la réalité et l'illusion, sont démontrés dans La Leçon. C'est une œuvre effrayante, mais bien écrite pour entretenir le lecteur.

## Der Panther – Sehen und Isolation

Megan Roman

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Das Hauptthema dieser Auseinandersetzung soll das berühmte Gedicht "Der Panther" von Rainer Maria Rilke darstellen. "Der Panther" entstand am 5./6.11.1902 in Paris. "Der Panther", der in den *Neuen Gedichten* von Rainer Maria Rilke vorzufinden ist, zählt sogar zu Rilkes Lieblingsgedichten (Freedman 329). Das ist kein Wunder, denn vor allem hat mich die besondere Dimension des Sehens und das Motiv der Isolation fasziniert. "Der Panther", mit seinem geometrischen Bewegungsmuster, beschreibt sowohl die grausamen Züge der Unmenschlichkeit als auch die Bedeutung von Freiheit und Individualität.

"Der Panther" zählt neben "Das Karusell," "Der Ball" oder "Die Gazelle" zu den *Neuen Gedichten*, die der Gattung des Dinggedichtes angehören. Das Dinggedicht wurde vor allem im 19. und 20. Jahrhundert sehr populär. Im Mittelpunkt steht ein Gegenstand, ein Objekt, oder ein Lebewesen, wie hier beispielsweise der Panther, und seine Erfahrung, Wahrnehmung, Deutung und Wertung, aber das Subjekt wird distanziert wahrgenommen. Das lyrische Ich tritt in den Hintergrund, um für das Innere und das Wesen des Subjekts Platz zu machen. Den Gedichten mangelt es an innerer Notwendigkeit und Individualität; das lyrische Ich sieht von sich ab, um sich ganz in das Wesen eines Tieres oder Objekts hineinzuverwandeln (Schneditz 78).

Das Werk zählt zu Rilkes mittleren Schaffensperiode und "während alle übrigen Gedichte der Jahre 1902 and 1903 [...] zuzuordnen sind, kann der Panther als Rilkes erster Versuch gelten, mit den Mitteln des Dichters ein 'Ding' zu machen" (Kahl 93). Rilke wurde von Auguste Rodin und seiner Kunstwerke dazu inspiriert, Dinggedichte zu schreiben. 1902/03 verweilte Rilke in Paris, um eine Monographie über Auguste Rodin zu schreiben, später arbeitete er auch als sein Sekretär. Durch den Kontakt gewann Rilke "eine entscheidende Distanz zu sich selbst [...] und [sah] sein Schaffen in völlig neuem Licht. [...] Des öfteren betonte Rilke, Rodin habe ihn 'sehen', das heißt auf andere, objektivere Weise wahrnehmen gelehrt." (Nalewski 31). Nach der Bekanntschaft mit Rodin gab der Künstler Rilke den Rat in den Pariser Zoo zu gehen, "um erst einmal richtig sehen zu lernen." Nach einigen Jahren im Jardin des Plantes in Paris war "eines der ersten Resultate dieses Anschauungsunterrichts [...] Der Panther." (Leppmann 257). Nicht nur ein Panther aus dem Zoologischen Garten diente als Inspiration für Rilkes Gedicht. An einer kleinen antiken Tigerfigur, von der Rodin einen Gipsabdruck besaß, fand Rilke den "Ausdruck des schleichenden Schreitens bis zum Höchsten gesteigert, das gewaltige Niederschlagen der breiten Tatzen und zugleich diese Vorsicht, in die alle Kraft eingehüllt ist." (Engel, Fülleborn 933-43)

Es überrascht nicht, dass "Der Panther" nach dem Kennenlernen Rodins entstand. Das Ergebnis einer strengen Schulung sei keineswegs eine spontane Kreation gewesen, wie sie Rilke bisher eigen war, sondern "Arbeit," gleich der eines Malers oder Bildhauers, "unerbitterlich begreifend und nachbildend." (Nalewski 31) Für Rilke sind in seinem Dasein die Zeiten, in denen er ruhte, Zeiten verzeifelter Leere; der Mensch besteht nur aus dem Abfall des großen Werkes. Das Leben lässt sich nur in und durch die Kunst erfüllen und unter dieser Bedingung, auf der ihm die Kreation von Kunst zu beruhen schien, hat der Dichter gelitten. "Der Panther" präsentiert eine persönliche Botschaft, eine Forderung an den Leser und ein subjektives Erlebnis, allerdings wird die Botschaft nicht direkt ausgesprochen (Blume 220-1). Rilke hat Angst davor, das Dasein zu leisten und dies wird ihm zum Lebensziel. Der Panther ist nicht nur ein artistisches Abbild meisterhaft belauschter Realität aus dem Jardin des Plantes in Paris, sondern "ein

Sinnbild der im Gefängnis ihrer Isoliertheit sich verzehrenden Seele des Dichters selbst.” (Blume 296-7) Rilke ist einer der ersten deutschen Dichter, der dem Blick der Tiere zunehmende Aufmerksamkeit schenkt. Häufig sind diese Tiere, beinahe alle davon “Augentiere”, in eine menschnahe, aber eingezäunte Umgebung plaziert. (Brittmacher 125) Trotzdem verlieren sie nicht ihre Fremdartigkeit und besitzen etwas “in sich Ruhendes”. Für Rilke beglaubigen die Tiere “seine Vorstellung von den Dingen; sie sind für ihn ausgezeichnete Dinge (auch wenn er sie nicht so nennt).” (127) Das Dinggedicht als Kunstwerk ist selbst ein Ding, das sich auf komplexe Art auf des Ding bezieht, dass es darstellt (Spörl 179). Rilke beschreibt nicht nur das Tier, sondern bringt auch dessen Befindlichkeit als gefangenes Wesen zum Ausdruck. Folglich beschreibt Rilke nicht nur einen Panther, “sondern das gefährdete und gefangene Tier schlechthin und somit auch eine Phase in der Geschichte des Zoologischen Gartens, ja der Beziehung des Menschen zum Tier.” (Leppmann 259)

“Der Panther” besteht aus drei Strophen mit jeweils vier Versen, in denen der Kreuzreim vorzufinden ist. In dem Gedicht selbst wird eine Kreisbewegung wahrgenommen. Sie kann “als paradigmatische Verkörperung jener ‘geschlossenen’ Bewegung gelten, die Rilke in den Rodin Texten als Kennzeichen des ‘Dinges’ hervorgehoben hat. Sie verbindet Bewegung innerhalb des ‘Dinges’ mit der Ruhe des ‘Dings’ nach außen hin, weil die Bewegung in sich selbst zurückkehrt und sich auf diese Weise selbst aufhebt.” (Müller 94-5) Die erste Strophe fängt mit dem “Blick” des Panthers an. Für den Panther ist die Welt “hinter tausend Stäben,” und sein Blick ist seine einzige Beziehung zur Außenwelt. Die Hyperbel bewirkt, dass die Gefangenschaft des Lebewesens dramatisiert wird. Seine Augen sind “müde”, und er scheint keinen Kontakt mit der Außenwelt herstellen zu können. In der zweiten Strophe wird sein Gang sowohl als “weich” als auch “stark” beschrieben. Er dreht sich nicht direkt am Rande des Gitters entlang, sondern im “allerkleinsten Kreise”. “Die Bewegungslosigkeit im Inneren des Kreises wird zum Signifikanten des erstarrten, aufgeschalteten Inneren des Panthers. In der Geometrie des Pantherlebens verliert das Zentrum seine ‘zentrale’ Stellung und wird zur leeren Mitte, die Verbindung zwischen dem ‘Willen’ im inneren des Panther und seiner äußeren Aktion ist suspendiert” (Müller 94). Das “Herz” des Panthers wird in der letzten Strophe präsentiert, in der “ein Bild” hineingeht, das Außen- mit Innenwelt verbindet. Allerdings kann diese Grenze nicht überwunden werden, denn das Bild “hört im Herzen auf zu sein.” Dies vollendet die erwähnte Kreisform des Gedichts. “Der im Gedicht beschriebene Vorgang kann von vorn beginnen, wenn der Panther statt der unmöglichen Aktion das ziellose Gehen im Käfig wieder aufnimmt.” (Müller 94) Sein “Vorhang der Pupille [schiebt] sich lautlos auf”: der angehaltene Schrei nach Freiheit wird zum Ausdruck gebracht. Somit findet erneut eine Übertragung statt und zwar, im Kontrast zur ersten Strophe, von der Umgebung zurück zum Panther. Das Aufschieben der Pupille ist einem Aufschließen vergleichbar, wobei die Isoliertheit kurz aussetzt. “Es gibt für den Panther wieder ‘Welt’, die aber als ‘Bild’ und ganzheitlich Erfasstes in sein Inneres eindringt; doch das Bild hört im Herzen auf zu sein! Sobald es den Ort des Gefühls erreicht, wird es in gleicher Weise nicht-existent, wie zuvor die von Stäben aufgebrauchte Welt.” (Bradley 74-5) Außen- und Innenwelt sind unvereinbar, der Panther ist nun ganz “Ding” geworden, gefangen und entgegen seiner Natur reaktionslos. Die Außenwelt erscheint ihm als nicht mehr existent, in seinem Inneren stirbt das “Bild” in seinem Herzen. Auch beginnt das Gedicht mit dem Wort “Sein” und endet mit “sein”. Obwohl es an einer Stelle ein Possessivpronomen ist und an anderer ein Verb ist, deutet dies auch auf die Kreisbewegung hin.

Das metaphorisch Innere des Gedichtes, das “Herz” des Panthers, stellt Rilke in der dritten Strophe vor. Dadurch, dass ein Bild hineingeht, kommen Außen- und Innenwelt in Kontakt.

Allerdings stirbt das Bild im Herzen: die beiden Welten lassen sich nicht vereinen. Für den Panther scheint es sogar keine Außenwelt zu geben, er ist gefangen und das Bild "hört im Herzen auf zu sein." Vorher bewegt sich das Bild aber, es "geht durch der Glieder angespannte Stille." Der Panther, ist bereits wie eine Statue erstarrt. Selten "schiebt der Vorhang der Pupille sich lautlos auf", und der Schrei nach Freiheit wird gestoppt ("lautlos").

Rilkes Gedicht ist von dem Versuch bestimmt, die Darstellung des Dinges mit dem ästhetischen Charakter des Kunstwerks zu verbinden. Er möchte den Raum des Textes und den des Gegenstands identisch werden lassen, indem das Zentrum des Gedichtes als eines ästhetischen Gefüges von Bewegungen mit dem Zentrum des Gegenstands, also dem "Herzen" des Panthers, vereint wird. Allerdings stiftet "Der Panther" dort eine Verbindung, wo im Objekt die Dissoziation besteht und dadurch lässt das Gedicht den Unterschied zwischen Text und "Ding" als unüberbrückbare Trennung existieren. Der Widerstand des Objekts gegen das ästhetische Verlangen des Gedichts zeigt sich am Ende des Textes. Der Tod des Bildes im Herzen des Panthers ist für den Gegenstand zwar eine Katastrophe, für das Gedicht allerdings die vollendete Harmonie. Die Analogie zur stetigen Bewegung des Panthers wird perfekt, wenn die Bewegung des Bildes zum Stillstand kommt. (Müller 96-7) Dies präsentiert eine poetische Problematik. Durch die Unvereinbarkeit zwischen Innen- und Außenwelt fehlt es an Transzendenz, wodurch der Leser schwerer zu erreichen ist. "Die [...] Bewegungen stehen in Wirklichkeit aber in einem Verhältnis der Dissoziation. Während in freier Wildbahn innere und äußere Bewegung des Panthers kontinuierlich ineinander übergehen, kann der gefangene Panther die innere 'Bewegung' der Wahrnehmung nicht in eine äußere Bewegung des Körpers umsetzen. Der betäubte Wille des Panthers verwandelt den Impuls der Wahrnehmung nicht in einen Handlungsbefehl an die Muskeln. Das Bild 'hört im Herzen auf zu sein', statt sich, in einen Handlungsimpuls transformiert, aus dem Inneren in die Außenwelt zuzuwenden." (Kahl 96)

Man darf sich durch den Titel des Gedichtes nicht verwirren lassen. Wenn man es nur nach dem Lebenswesen, das es behandelt, zuzuordnen würde, statt nach dem inneren Erlebnis, das es hervorbringt, erschwert sich sein Verständnis nur. "Der Panther" ist kein Tiergedicht, sondern ein Gedicht der Einsamkeit: der Panther ist folglich ein Gleichnis (Blume 221-2). Das Stillstehen des Gedichtes ist in Anbetracht der ersten Strophe ein Stillstand der Stäbe und eine Transformation des Bisherigen. An Stelle der Stäbe wird der "Vorhang der Pupille" des Panthers eingeführt. Hiermit wird deutlich, dass der Panther zeitweise seine monotone Bewegung unterbricht, um etwas in sein Auge zu fassen, dann jedoch sofort wieder gleichgültig von diesem Bild ablässt. Es "geht ein Bild hinein" mit klarem Ziel im Körper des Tieres: "Das Bild findet das Ziel seiner Bewegung - und sein Grab - im 'Herzen' des Panthers [...] Stillstand und 'Tod' des Bildes im Herzen des Panthers sind die Pointe des Gedichtschlusses." (Kahl 95-6) Die willenslose Bewegung, das eigenmächtige, unkontrollierbare Rotieren des Panthers, führt nirgends hin und bleibt gleichsam im Bannkreis des Inneren gefangen. "So drängt sich alles, was an Schönheit und Lebenskraft im Panther ruht, im kleinsten Raum zusammen und zeigt sich darum in seiner höchsten Potenz, [zeigt] aber zugleich den Widerspruch, der darin liegt, dass so viel innewohnende, aber keine vom Willen gesteuerte Kraft sich nutzlos vergeudet (Bradley 74).

Durch die Interpretation des Gedichts "Der Panther" zeigt sich, dass sich die ästhetische Struktur des Gedichts aus seiner Bewegungsstruktur und den sprachlichen Signifikanten ergibt. Es zeigt sich, dass die Aufgeschlossenheit der Sinneswerkzeuge nicht ausreicht, um die Isolation aufzuheben, und dass eine tiefgreifendere Ursache existiert. Nur wenn sie empfindungsgemäß aufgenommen und als erfüllte Wirklichkeit erlebt werden, verankern sich die Wahrnehmungen. Der Panther kann zwar Eindrücke empfangen, aber nicht in seiner Erinnerung bewahren und

wird somit zum Gleichnis eines Menschen, der die "Welt" nicht verinnerlichen kann und der infolge der resultierenden Bewegungslosigkeit an keinem Wirklichkeitserleben ankommt (Bradley 75). "Der Panther", wie durch seine Schlusspointe deutlich wird, ist somit eng verwandt mit Rilkes anderen Dinggeschichten, das sie alle in gestufter Form verschiedene Beziehungen zur Wirklichkeit zum Ausdruck bringen (Müller 193).

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### **Análisis de *La Novena* por Zoé Jiménez Corretjer**

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En la vista del título es *La Novena*, el poema demuestra un deseo, para que la voz poética haya rezado diligentemente. Un acto cristiano, una novena se reza por nueve consecutivas días de plegarias con la esperanza de obtener bendiciones especiales. El forma del poema sí mismo tiene semejanzas de un rezo. Las oraciones parece a tener un ritmo similar a lo se encuentra en rezos como el Padre Nuestro y Ave María.

La voz poética pertenece a una mujer llamando a San Gerardo Mayela, patrón de las madres. Hay menciones de su abuela, a quien el poema es dedicado, pero no hay menciones de su madre. Con esto, entra la idea de tradición cultural cuya religiosidad es evidente. En el poema, menciona que la abuela le dio el libreto de la novena. Entra la idea que religiosidad es transmitido a generación a generación. La voz poética es igual a la voz de su madre no mencionada y de su abuela porque lo más importante en sus vidas es la maternidad. El poema es un rezo, pero esta



plegaria no es una novena ni una solicitud, es más una interrogación y reacción a un chasco porque su novena a San Gerardo no le entregó las bendiciones que quería.

Cada mujer está ligada a la maternidad por la naturaleza, sin embargo en el mundo moderno hay excepciones. Busca claridad y una sensación de conclusión. Menciona tener que ver su hija en un cofre. Trata de la pérdida de una hija después de haber nacida. Entonces, la hija para quien la voz poética rezó tan diligentemente es muerte y la voz poética siente la injusticia y la decepción.

Corretjer usa el simbolismo de las perlas por decir “este rezo convierta en un arcoíris de perlas.” Para decir que aunque ella está triste, este chasco va a ser algo con importancia y belleza un su vida. Las perlas simbolizan la fertilidad y la perfección. Una perla es incorruptible y femenina. Esto conecta a su hija muerta. Ella nació muerta, y por eso evitó la corrupción de la vida. La palabra *preñada* se repite nueve veces. Aunque parece que la voz poética ya no está embarazada, la palabra *preñada* refiere al significado. La voz poética dice “Recordaré por siempre estos nuevemil días de mi templo...” En este caso “nuevemil de mi templo” refiere a su dedicación a la iglesia pero también su cuerpo, los nueve meses que dura su preñez antes de perder su niña. Entonces esta experiencia no es sin valor y no es completamente trágica, sino tiene importancia y razón.

La frecuencia del número nueve es relacionado a la novena que se repite por nueve días, a la nuevemil de su templo, y a la nueve meses que dura la preñez de una mujer. Al final del poema, se repite la palabra “preñez” nueve veces. Es un deseo que no va a suceder. La voz poética se deja frustrada por una necesidad insatisfecha.

Sí, el poema presenta emociones del luto, de la decepción, pero también la esperanza. Al final del poema, Corretjer termina con “Amén” que significa *sea así*. Entonces, con el hecho que este poema es un rezo y con el uso del *amén*, la voz poética acepta el pasado, presente, y futuro, que sucede lo que sucede, a pesar de todas sus vicisitudes.

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### **Conversation, Culture, and Creating an International Network**

Kati Miller and Emily Shuman

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“I’m really thinking about studying abroad,” she said, looking around the table. Immediately, four of the dinner’s attendees jumped in to offer encouragement. The energetic, excited discussion swung between the ways in which her language and cultural fluency would improve, to the amazing, life-changing moments Phi Sigma Iota members and other attendees had experienced while living and studying in various countries. The exchange of ideas and advice, the almost tangible excitement about past and future adventures abroad, and the support offered by the dinner’s attendees made the “International Mixer” hosted by the University of Richmond’s Iota Epsilon chapter a great success.

The idea for an international mixer came from the desire to further develop and connect the international community at the University of Richmond. Upon entering our positions as President and Vice President of Iota Epsilon Chapter, we had a clear goal in mind to increase our chapter's presence on the University of Richmond campus. We initially set out to bring our members together to share their common passion for world and classical languages, international travel, and world affairs, and a mixer seemed like the perfect opportunity to do so. As chapter leaders, we took the reins with organizing the event: from designing invitations, to coordinating the event location at a campus restaurant, to encouraging a diverse array of University of Richmond students with an international focus to attend. Students from the International Business Club, the French Club, Sigma Delta Pi, Phi Beta Delta, the Department of Latin American and Iberian Studies, the Department of Classical Studies, the International Studies Department, and the Department of Modern Literatures and Cultures were all invited, and members from each organization and academic department were in attendance.

At the end of the evening, the smiles and friendly goodbyes between students that had been strangers only a few hours before made clear the value of the event. The success of our mixer encouraged us to promote more cross-cultural gatherings hosted on campus. This semester, Phi Sigma Iota members also attended an international networking event sponsored by the University of Richmond's Office of International Education. This event allowed our members to meet international students from the University of Richmond, Randolph Macon College, Virginia Commonwealth University, and Virginia State University. This was a unique opportunity for representatives of our chapter to converse with international students from the countries where they had studied abroad. It also encouraged our members to share their passion for language and culture with native speakers. Given the success of these two events, our chapter will continue to foster and promote these types of connections next semester, both with participation in cross-cultural opportunities and with more formal celebrations of membership in Phi Sigma Iota.

### **La mujer latinoamericana a través de la poesía**

Cassidy Hill

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La existencia histórica del machismo y sus rastros en el presente han dejado la identidad de la mujer en cuestión. Con su habilidad de convenir ideas y emociones, la poesía del siglo XXI nos ofrece más claridad en relación con este tema. El siguiente discute los varios poemas que ilustran las diferentes percepciones y perspectivas del significado de ser mujer en Latinoamérica.

#### **Empieza cuando son jóvenes**

Todos los niños buscan la aceptación de sus padres porque la menor señal de la desilusión es suficiente para desprestigiar mucho la autoestima de un niño. En su poema, *Fragmentos*, Verónica Viola Fisher de Argentina reflexiona sus experiencias con su padre desilusionado, quien ha esperado un niño del sexo masculino pero recibió una niña. En una específica sección del poema, la voz poética pertenece al padre quien culpa a su hija por nacer del sexo femenino. El cree que ella decidió de nacer antes de haber recibido "los atributos que debe un primerizo a su padre." Y por eso, el padre describe su hija como mutilada e últimamente "invalida."

*Vos sola  
te mutilaste  
solita nomás  
decidiste nacer una  
semana antes con el cuerpo  
formado a medias  
no quisiste  
esperar el crecimiento  
de los atributos que debe  
un primerizo a su padre no  
podías no desilusionarme  
desde el comienzo  
nada entre tus piernas  
inválida*

### **La percepción de su misma**

Son las influencias de los hombres al principio de la vida, que impactan las mujeres más en el resto de sus vidas. Los siguientes poemas ilustran diferentes percepciones que mujeres tienen por sus mismas. Es evidente que sus autoestimas han sido afectadas a pesar de cualquier nivel de fuerza interior que tenga.

De México, Ana Belén López usa su poema, *La Piedra*, para contar de una identidad de una mujer que desaparece en un instante. Usando un acto de suicidio, López expresa emociones de futilidad por lenguaje brusquedad y un ritmo sin emoción.

*Abajo  
al final del acantilado  
hay una mujer  
con cabeza de piedra  
pelo largo en enredado en el agua*

*la luna llena  
ahoga su llanto*

*la luz del sol  
dibuja sus rasgos*

*la espuma  
la espuma  
esconde*

*el resto  
de su cuerpo*

El lenguaje del poema es seco y brusco. El llanto de la mujer es ahogado, no oído por nadie. La mujer se vuelve inanimada con una “cabeza de piedra”, como si la mujer siempre había tenido el valor de una piedra. Solamente en existencia pero nada más. La espuma borra su

existencia y nada cambia después de su muerte. Es una perspectiva pesimista, claro, pero una representación de todas las mujeres que pasan en silencio sin noticia.

Verónica Viola Fisher, la poeta mencionada antes, refleja sus sentimientos de futilidad más a fondo en su poema, *¿Tenés Pasta?* La voz poética discute sus preocupaciones en relación con el valor de su vida con su terapeuta.

*Todos, y mi médico aseguran  
que tengo una vida  
interior bastante rica*

...

*Cómo no decir: pará  
de hachar el frenillo y cósete  
una jaula en mitad de la garganta*

...

Las primeras líneas expresa la duda. Todos le aseguran a ella que ella está viviendo una vida que debe vivir. No obstante, tiene mucha duda y no los cree. Si no, no estaría hablando con un médico. La paciente se da cuenta de todos descartando sus sentimientos. Fisher usa una metáfora de tener un “jaula en la garganta” porque lo que dice no es oído jamás. Ella pregunta “¿Tenés pasta?” porque pasta representa un tipo de comida con clase y sustancia. Es rica. Es lo que quiere que su vida sea. Rica y con valor. Con este metáfora de comida, Fisher explica que sobrevivir no es igual que vivir.

...

*¿Tenés pasta?  
para sobrevivir no  
quiero lavarme otra vez, no mires  
lo que disfruto. Antes de dormir ay  
rico cebolla, hoja  
por hoja diente por diente muela  
a palos  
su idea  
incorrecta aprenda que la realidad no es solitaria y usted  
es real  
que tengo una vida  
aseguran todos, creyentes del ojo porque  
me ven consideran  
que existo*

Fisher entrega su mensaje final en las últimas líneas. “Aprenda... que tengo una vida... que existo.” Ella demuestra fuerza por dar su opinión y por decir que los restos no pueden declarar que su vida tiene valor. El poema es su realización y como resultado una expresión de una sola identidad que pertenece a su misma, y quiere que todos lo admitan.

Todos poemas no solo menciono los malo de ser mujer. Otras discute ser mujer con fuerza y orgullo. Por ejemplo, en *El Cuerpo donde Habito*, la poeta peruana, Rossella di Paolla punta simplemente que ella es más que su cuerpo. El título emula fuerza pura. Ella habita su cuerpo, nadie más.

*sin mi cuerpo no hay voz  
ni mi voz ni tu voz  
...  
porque él lo quiere  
y si no lo quiere entonces nada  
de nada*

Estas líneas muestran poder simplemente. Sin el cuerpo de una mujer, no hay nadie. Los hombres necesitan a las mujeres. No son meramente objetos, porque sí o no se nota ahora misma, los hombres no pueden ser nada sin las. Entonces la voz poética exige respeto porque ella sabe que ella vale más que lo que cree la sociedad general.

### **Los hijos y amantes**

La expresión de apreciación de las mujeres típicamente no ocurre a no ser que venga desde la perspectiva de un hijo o amante. Nunca un padre, hermano, etc. Solo cuando sentimientos de amor desarrolla adentro, puede un hombre apreciar una mujer.

Desde una perspectiva de un hijo, Lizardo Cruzado compara a su madre con Marilyn Monroe con su poema *M.M.* El poeta peruana describe los dos como mujeres que han sufrido. Las diferencias entre las mujeres son distintas. Marilyn fue famosa, rica, glamorosa, y deseada por todos los hombres. La madre fue pobre sin todo el glamor que Marilyn tenía. Sin embargo, las semejanzas entre las mujeres son más fuertes que los diferencias. A pesar del fama de Marilyn Monroe y la pobreza de la madre, “ambas han llorado desnudas, al menos una vez.” Cruzado insinúa la explotación sexual que las dos mujeres sufrieron. Y ahora, la voz poética refleja en memorias de su madre con más respeto que antes.

Chileno Sergio Madrid Siefeld escribe en la perspectiva del amante. En su poema, *Visita del Ángel*, la voz poética llega a la conclusión que su mujer fue como su vicio, algo necesario para funcionar. “En ella vi lo mismo que en mi vicio.” Pero no se da cuenta de esto hasta después del muerto de su amor. La ausencia de su amor es como la ausencia de un vicio. Entonces la voz poética describe la mujer como un ángel.

*...  
Porque una cosa es decir ángel  
y otro es tocarlo*

El poema también posiblemente tendría referencias a la biblia y el ángel Gabriel. Gabriel fue mensajero entre Dios y la tierra, conocido por dar las primeras noticias de la inmaculada concepción. Esto se puede ser elaborado mas hasta el hecho que la vida venir de las mujeres.

### **Conclusión**

A través de la poesía, podemos concluir que las mujeres de Latinoamérica han experimentado sufrimiento y vicisitudes. Las percepciones de sus mismas son resultas del tratamiento malo que mujeres experimentan creciéndose. Orgullo existe en ser mujer, y en ser latinoamericana particularmente. Solo se necesita que la sociedad ofrezca su apoyo y su apreciación desde el principio y que luche contra el machismo.

#### Obras Citadas

Ortega, Julio, and Adriana Aguirre. *Antología De La Poesía Latinoamericana Del Siglo Xxi: El Turno Y La Transición*. México, D.F.: Siglo Veintiuno Editores, 1997. Print.

## Mitos sobre los zombies

Celia Callahan

Member, Gamma Phi Chapter #222, Northern Kentucky University

El cambio se produce más lentamente  
que lo que sucede en las películas.  
Durante semanas y meses, hasta años,  
tienen la apariencia de  
la persona que usted ama.  
Pero no son la persona que usted ama.  
Los brazos heridos, la piel fría y húmeda,  
las pesadillas diurnas, los ojos hundidos...  
los dientes podridos. El olor. Dulce y podrido.  
Son como espíritus malos  
Usted trata de mantenerlos entre los vivos.  
Pero no debe tratarlo.  
Porque es raro que coman extraños  
como muestra las películas.  
Prefieren comer a los que  
amarlos.  
Les encantan comer el corazón y el cerebro.  
Comen a sus propios padres  
e incluso a sus propios hijos.  
No tienen conciencia.  
Sólo tienen hambre.  
No puede pararlos o cambiarlos...  
Si quieres vivir  
debe viajar lejos de ellos  
pero esperar a ellos con amor  
porque es mito que los zombies nunca pueden llegar a  
humano de nuevo.  
Sí pueden.  
Si sucede, parecerá un regalo divino.  
Porque los zombies recuperados se convierten  
en humanos más humanos que la mayoría de nosotros.

*Nota: Probablemente esto se lo han ocurrido a otros, pero me pregunto si nuestra obsesión con los zombies tiene ninguna conexión con la ola de la adicción, especialmente a la metanfetamina y la heroína, que ahora vemos todo alrededor. Parece que los drogadictos y alcohólicos que están gravemente enfermos tengan un aspecto sepulcral. Y pueden infectar, hasta casi devorar, a los que se preocupan por ellos lo más.*

*Como la ex esposa de un alcohólico y madrastra de un drogadicto, he visto esta "infección" echar raíces en mi familia. Además, a través de Al-Anon, un grupo anónimo de apoyo para las personas que se ven afectadas por el alcoholismo o el abuso de drogas a alguien, he conocido a los que fueron hechos muy, muy enfermos por el abuso de alcohol o drogas por sus queridos.*

*También sé y he visto la Recuperación, no sólo de la familia y los amigos, sino también de los alcohólicos y drogadictos a sí mismos. Es irónico pero la verdad que estos adictos en recuperación, que habían causado y experimentado tanto sufrimiento, sean entre de las personas mejores que he conocido.*

***Nota en inglés:*** *Probably others have thought of it, but I wonder if our obsession with zombies has any connection to the wave of addiction, especially to meth and heroin, that we now see around us. It seems that severely ill drug addicts and alcoholics have that same ragged, deathly appearance. And they do infect those that care about them.*

*As the former wife of an alcoholic and stepmother of a drug addict, I have seen this “infection” take root in my family. Also through Al-Anon, a support group for people who are affected by someone’s drinking or drug abuse, I have met those who were made very, very sick by their loved one’s abuse of alcohol and drugs.*

*I also know and have seen Recovery, not only of the family members and friends, but also of alcoholics and drug addicts themselves. These former addicts, who have caused and experienced so much suffering, are among the best people I have ever met.*

### 2012-13 Scholarship Awards

**Dr. Henry Ward Church Scholarship**

Karen L. DeBaldo  
Phi Nu Chapter #30  
Muskingum University

**Dr. Anthony S. Corbiere Scholarship**

Laruen N. Colantonio  
Beta Omega Chapter #202  
Binghamton University

**Dr. Santiago Vilas Scholarship**

Lesla Rankin  
Iota Pi Chapter #80  
Eastern University

**Dr. Marie-France Hilgar Scholarship**

Julia E. Steffen  
Gamma Phi Chapter #222  
Northern Kentucky University

**Dr. Cleon Capsus Scholarship**

Michaela Cheevers  
Chi Zeta Chapter #262  
Bryant University

## **Reports From The 2012-2013 Phi Sigma Iota Scholarship Recipients**

The Dr. Henry Ward Church Scholarship  
Karen L. DeBaldo, Phi Nu Chapter #30, Muskingum University

It is with a very grateful heart that I write to you to thank you for your award. I am honored to receive the Dr. Henry Ward Church Scholarship and would like to express to you how this has impacted me both personally and professionally.

When my high school German teacher inspired my passion for German language and culture, I had no idea just how far that passion would take me. The appreciation my teacher instilled in me supported my pursuit of greater ventures in world language like reading German literature, minoring in Spanish, studying abroad, writing my senior seminar, and making international friendships that I am sure will endure a lifetime. As I am now in my first year of teaching, I find myself reflecting on these memories and the people who cultivated my admiration for other cultures and my eagerness for growth.

Like my German teacher, this scholarship has provided me with the encouragement to achieve higher goals in foreign language. As I consider my future, I remember this scholarship, its role in Phi Sigma Iota, and what I must reflect as a scholarship recipient. It motivates me to achieve my masters in German, to publish my seminar, to obtain licensure in Spanish, and to travel everywhere that I can. It not only serves as a reminder to me of the reasons why I continued my studies in German but also the values I represent as a world language teacher. If my students do not remember every irregular verb conjugation after they graduate I will at least know that they will leave with an appreciation for a diverse culture and an open mind.

Thank you, again, for the motivation, encouragement, and support this scholarship has provided me, both mentally and financially.

Dr. Anthony S. Corbiere Scholarship  
Laruen N. Colantonio, Beta Omega Chapter #202, Binghamton University

The opportunity to live and work abroad was made possible by the Dr. Anthony S. Corbiere Scholarship. Thanks to Phi Sigma Iota, I was able to live in Italy and teach the English language and American culture in two high schools outside of Milan.

I was challenged daily through teaching and by assimilating to a new culture. Living in another country as a worker and not a student was one of the most rewarding experiences in my life. I learned how to be completely independent and how to rely on language and my communication skills in a new environment. By engaging with my students, I learned more than I could have imagined about the Italian language and culture.

I am extremely grateful for my language professors who pushed me in new directions intellectually, but learning in a classroom can only take you so far. If you are a serious language student, I truly do recommend living abroad for an extended period time. It is an amazing feeling to experience something that your professors have only been able to tell you. Teaching abroad also gave me a strong grasp on the importance of my education and how experiences like working abroad are made possible because of it.

Phi Sigma Iota provided an avenue for me to improve my language skills and allowed me to begin to play my part as a global citizen. Because of this scholarship, I was able to immerse



myself in a new culture and a new way of life. This experience has reinforced my desire to work internationally and I will always remember how being able to communicate across various cultures can only bring happiness.

Dr. Santiago Vilas Scholarship  
Lesia Rankin, Iota Pi Chapter #80, Eastern University

I would like to say how very excited I am to have received this award. It truly is an honor to be recognized for the Dr. Vilas Scholarship. Unfortunately, I must decline the acceptance of this scholarship. I have recently found myself in an unexpected situation and am unable to study abroad as I had planned. It is a great disappointment that I cannot further my language education this summer but I hope to be able to continue my studies at some point in the future. Thank you so much for this generous award.

The Dr. Marie-France Hilgar Scholarship  
Julia Steffen, Gamma Phi Chapter #222, Northern Kentucky University

This past June, I was fortunate to spend a month in Spain studying abroad. As the winner of Phi Sigma Iota's Dr. Marie-France Hilgar Scholarship, my experiences in Spain were made possible from this and several other scholarships from my home institution, Northern Kentucky University.



One of the most interesting and memorable experiences I had while studying abroad occurred during my first weekend in Spain. We stayed in Madrid for two nights and this weekend trip was my first encounter with a number of new experiences. I stayed in my first hostel, learned how to use the metro system, and put into action the advice our professors had given us on how to prevent being pickpocketed. By the end of my study abroad experience, I successfully visited four hostels throughout Spain, felt comfortable with the metro system, and managed to safely walk the busy city streets without any problems. In addition to these new experiences I had while in Madrid, I will most remember the evening I spent in Plaza de Toros de Las Ventas.

Several of my friends and I decided to purchase tickets to the bullfight in Madrid for the weekend we were visiting. I did not have any clue what to expect from the bullfight at Plaza de Toros de Las Ventas. In fact, knowing nothing about what a bullfight was, I initially assumed it would be a harmless show in which an angry bull would just prance around the ring. Little did I know what a true bullfight was.

While some of my friends, other citizens, and animal lovers may see the event as an old-fashioned display of cruelty, I approached the experience with an open mind. I cannot say that I completely "enjoyed" what I witnessed, but what I did enjoy was the tradition that was before me. I am glad that I was able to experience something new. I feel that this experience at the beginning of my study abroad trip taught me to embrace the diversity of the Spanish culture

without hesitation. Trying new things and growing as an individual made my experiences in Spain most worthwhile and certainly most memorable.

Dr. Cleon Capsus Scholarship  
Michaela Cheevers, Chi Zeta Chapter #262, Bryant University

I would like to start this letter off with a very warm thank you for the consideration for the Dr. Cleon Capsus scholarship I was awarded last May of 2013. As the newly elected President of my University's Phi Sigma Iota chapter, Chi Zeta #262, I have found my membership in the society both enriching and motivating to say the least.

Although I have fulfilled my language requirement as a student at Bryant University, there is not a day that goes by that I do not think about the time I spent abroad in Salamanca, Spain furthering my Spanish education. I yearn to have the opportunity to practice my Spanish language skills at such an extreme level as I did for those five months. Learning a new language has been the most challenging, but most fulfilling goal I have ever set for myself.

In becoming a member of Phi Sigma Iota, I have been motivated to continue my Spanish language studies beyond my academic career. I will be graduating this May of 2014 and I will continue learning the Spanish language every chance I get. I am hoping to even be able to use my Spanish language capabilities in my future place of employment.

With the help of the Dr. Cleon Capsus scholarship, I was able to worry less about financing my degree and more about what I was putting into, and getting out of, my time at Bryant University. I was able to use the money towards my student loans and the financing of school supplies and materials.

Thank you again, so much, for the consideration and appointment of the Dr. Cleon Capsus scholarship. I hold the Phi Sigma Iota society dear to my heart.

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

**Please welcome these new chapters awarded since the last issue:**

Chi Nu Chapter #265, Harding University, Searcy, AR

Chi Theta Chapter #266, Doane College, Crete, NE

### **Chi Nu#265--Harding University, Searcy AR**



The Chi Nu chapter celebrated its charter induction ceremony, April 21, 2013. Inducted were a total of 29 new members and 10 faculty. Among the new student members were 10 represented in French, 17 in Spanish and 2 International Studies. Ava Conley, faculty sponsor and chair of the Department of Foreign Languages and International Studies, presided over the ceremony. Dr. Dennis Organ, former National Executive Director of Alpha Chi was the featured speaker for the event which was held in the lovely Cone Chapel overlooking the campus. A dessert reception followed for inductees and guests.

### **Alpha Chapter #0, Allegheny College, Meadville PA**



Thirty-two new members were inducted by the Alpha Chapter #0 on March 11, 2013. Members, initiates, and language faculty gathered for dinner and the initiation ceremony, conducted by the chapter officers, which included presentations by student members representing each of the languages taught at the College.

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



Muskingum University's chapter Phi Nu #30 celebrated their annual induction on April 13, 2013. Our keynote speaker this year was Morgan Brown, a 2009 graduate of Muskingum University who had majored in Spanish and International Affairs and minored in Political Science, History, and Economics. He also studied abroad in Cordoba, Argentina and Toledo, Spain. After graduating in 2009, Morgan moved to Belo Horizonte, Brazil, and worked for two years as an editor and pedagogical coordinator at a language school. Since 2011, he has been working on a Master of International Development at the Graduate School of Public and International Affairs in Pittsburgh. Morgan is also completing a Graduate Certificate in Latin American Social and Public Policy. Morgan talked about how his experiences, both at Muskingum and abroad, shaped his personal and professional development. The parents of the new members had been invited to the ceremony and many were in attendance. A luncheon for the members, initiates and their family and friends followed the ceremony.

### **Beta Gamma Chapter #128, Rhode Island College, Providence RI**



On May 2nd, 2013 the Beta Gamma chapter held its annual initiation ceremony. Twelve outstanding new members, majors and minors in Italian, Portuguese and Spanish, were inducted into membership. Faculty advisor Maricarmen Margenot, together with professors Olga Juzyn and Miriam Gorriaran, conducted the ceremony. Family and friends, together with students from

the Department of Modern Languages enjoyed a Cinco de Mayo culinary reception and celebration following the ceremony. Congratulations to all!

**Beta Epsilon Chapter #130, State University of New York Oneonta, Oneonta NY**



Induction Ceremony Spring 2013

**Beta Iota Chapter #187, University of Texas El Paso, El Paso TX**



After being dormant since 1999, the Beta Iota Chapter inducted five members on Nov. 22, 2013. We're happy to have them as an active chapter again!

**Beta Theta Chapter #188, Capital University, Columbus OH**



On April 16, 2013, the Beta Theta Chapter of Phi Sigma Iota at Capital University celebrated its Initiation Ceremony. This year we inducted six new members. Once again our chapter enjoyed the supporting words of wisdom from our Provost Dr. Richard Ashbrook and the company of proud family members.

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



Induction Ceremony, April 18, 2013

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



Beta Omega Chapter inducted a record number during their ceremony, initiating 80 new members on May 5, 2013. This 20th year for the chapter featured remarks by two guest speakers, Dr. William H. Isbell, Distinguished Professor of Anthropology at Binghamton, and Dr. Albert A. Penna, President of the Guild of International Baccalaureate Schools of the Northeast and former Principal at Binghamton High School.

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



On Friday evening, April 19, 2013, the Gamma Xi Chapter inducted eight 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. Two graduating seniors, Carolina Drobenak and Antonella Durante, shared with the group how the study of languages expanded their college experience through educational opportunities abroad and transformational community engagement projects. In celebration of such a momentous occasion, the evening concluded with a delicious dinner shared by parents, students and faculty.

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



The Epsilon Beta chapter held its annual initiation ceremony on Sunday afternoon, April 7, 2013 in the Ridgway University Center. Nine students and one faculty member were inducted into membership. Mrs. Anna Newton, Adjunct Professor of Economics at the University of Southern Indiana, was the featured speaker for the event. Mrs. Newton is a UE alumna and member of PSI, initiated when the chapter was first established at the University of Evansville in 2000. A native of Transylvania, Romania, Newton is fluent in Hungarian, Romanian, Spanish, and English. A dessert reception for members, initiates, faculty and friends followed the ceremony.

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



Faculty, members and inductees at the initiation ceremony April 8, 2013.



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



On April 19, 2013 the Iota Chi Chapter #258 celebrated its fourth induction of 9 members. The memorable ceremony started with a brief history of the Society by the Chapter Advisor, Dr. Virginia Shen, followed by the welcome remarks by the Interim-Dean of the College of Arts and Sciences, Dr. David Kanis. The ceremony was concluded with the lighting of new members' candles by faculty to symbolize the passing of friendship, research, and languages. A reception, well attended by faculty, students, families, and friends, was held immediately following the ceremony.

In addition to the annual induction ceremony, the Chapter also co-sponsored a creative writing lecture and workshop by the critically acclaimed author, human rights advocate and college professor, Stella Pope Duarte, on May 1. The event was well attended by more than one hundred faculty members and students. In the fall semester the Chapter sponsored a Literary Circle in which several chapter members and Dr. Shen shared their research findings. The Chapter also sponsored a Thanks-Giving winter coat drive.

### **Chi Zeta Chapter #262 Bryant University, Smithfield RI**



The chapter combined their initiation with the Modern Language Award ceremony on April 10, 2013. There was a very nice turn-out of students and families.

**Chi Omega Chapter #263 University of South Alabama, Mobile AL**



The chapter held its first induction ceremony on April 19, 2013 and inducted 16 students into the Society. The event was a great success with faculty members from French, German, Russian and Spanish participating in the event. The Dean of Arts and Sciences officially presented our PSI charter. The event ended with a fascinating talk by Professor of Russian, Dr. Joe Mozur, on consecutive interpretation at major scientific, political and economic summits.

## 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 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 March 28, 2014. The deadline will be strictly observed. Incomplete submissions will not be considered.

**Faculty Advisors:** Please send applications, 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

# Collegiate Scholarship Application Form

## 1. GENERAL INFORMATION ON APPLICANT:

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 APPLICANT:

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 Point Average: Cumulative \_\_\_\_\_ Cumulative Foreign Language GPA \_\_\_\_\_

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 APPLICATION:

Name and Address \_\_\_\_\_ Title \_\_\_\_\_

# Professional Member Scholarship Application

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 March 28, 2014.

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 of a 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:

- A PSI official application form (See below.);
- 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.

# Professional Member Scholarship Application Form

## 1. GENERAL INFORMATION OF APPLICANT

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 Language GPA \_\_\_\_\_

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

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

Graduate School Program Name \_\_\_\_\_

Graduate School Grade Average: Cumulative \_\_\_\_\_ Foreign Language GPA \_\_\_\_\_

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:

5. OTHER ACADEMIC OR PROFESSIONAL REFERENCE: (optional) Name and Address: \_\_\_\_\_