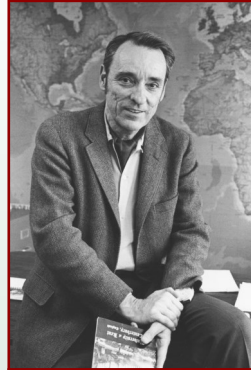




Polyglot Press

Remembering a Gifted Past Director



Grafton Trout
(1929-2016)

IUHPFL wishes to announce the passing of one of its past directors, Grafton Trout (1929-2016), and to express our gratitude for his vision and leadership of this program from 1977 to 1994. During those 17 years, Grafton oversaw the summer study abroad experiences of nearly 2,000 Indiana high school students at sites in France, Germany and Mexico. He was known for his insatiable love for languages and cultures and was continually fine-tuning his already impressive skills in French, German, Spanish, and other languages. His vast knowledge of art, film, world history, literature, politics and other topics rivaled only his drive to know and understand more. He also cherished opportunities to engage with people, making friends everywhere he went. During his retirement in Bloomington, Indiana, Grafton remained highly engaged with the community and the university, attending lectures, receptions, films, and performances several times each week. Those who knew

him marveled at his zest for life and looked forward to conversing with him on a regular basis, always welcoming his kindness, ideas, and wisdom. It is easy to see that Grafton's spirit of discovery, deep appreciation of languages and cultures, and desire to befriend people around the world live on in every IUHPFL participant, instructor, and staff member. As we look to the future together, his ideals will continue to inspire and guide us.

Thank you, Grafton. You will not be forgotten.

From the Desk of Managing Director, Loni Dishong



Loni Dishong
Managing Director

IUHPFL celebrated its 54th year this summer, with 261 participants among our program sites in Austria, Chile, China, France, Mexico, and Spain. In spite of concerns about world events last fall, participation was strong and enthusiasm was high, and I am happy to report that it was quite a successful summer overall.

Our program wrap-up process involves collecting survey data from several parties, including students, parents and guardians, instructors, host families, and onsite coordinators. Through these evaluation tools, we are able to gauge the effectiveness of various facets of the program, such as the quality of course instruction and afternoon activities, as well as interactions among students, instructors, and host families. For example, approximately 98% of 2016 participants have completed the Student Exit Survey, allowing us to understand which aspects of the program were most meaningful and beneficial them. I am pleased to report that more than 95% of this year's instructors and host families received overwhelmingly positive reviews from students! The insight we gain from this data is well worth the effort, and it helps us to continuously improve our programs each year. From these various sources of feedback, we can see, for example, that our continued focus on teambuilding is helping to create positive relationships for everyone in IUHPFL. We have also noted that we must ensure all course materials are designed specifically for high school learners and that a clearer curriculum for Support & Success Groups would be helpful.

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Seven Countries

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- ◆ Chile
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- ◆ Japan
- ◆ Mexico
- ◆ Spain

Eleven Sites



Brest



Ciudad Real



Graz



Hangzhou



León



Mérida



Osaka



Oviedo



Saumur



St. Brieuc



Viña del Mar

(continued from page 1: From the Desk of Managing Director, Loni Dishong)...

In February, we were delighted to welcome Denise Humphries, our new Administrative Coordinator, to our office team. Denise is originally from Georgia and is quite fond of the “cooler” temperatures that our Hoosier state has to offer. She has fearlessly taken on several important aspects of the program, always with efficiency in mind, her electric teapot by her side, and a smile on her face!

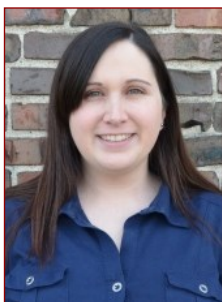
During this past program cycle, our office team has taken on several challenges together, including major changes to our application process and an overhaul of our website content. Although we are small, with only 3 full-time and 3 part-time staff members, I have been continually impressed by how we have worked together to solve problems and meet the needs of our constituents as efficiently as possible. The dedication of these individuals to this program and its participants is truly heartwarming.

One significant change and a main topic of discussion this summer and fall has been the elimination of the fall language test. We began to consider this change over one year ago in order to give applicants more time during the fall semester to focus on their application materials, which can take a few weeks to complete and submit. The materials themselves have also been carefully revised to provide deeper insight into students’ readiness for IUHPFL. We are confident in these changes, because experience has shown us that students who thoughtfully complete the application, have strong academic performance overall, high grades in their language classes, and receive solid recommendations from the adults who know them best are generally well prepared and well suited for the high expectations of this immersion program. An informal assessment of students’ oral language skills will be administered by instructors during Student & Guardian Orientation in April, so they might better tailor their instruction to advanced, intermediate, and emerging language speakers. Additionally, onsite language testing will continue to take place at the beginning and end of the programs, giving students, their parents, and their language teachers further insight into students’ progress during their five or six weeks abroad.

As we near the December 4th deadline for application materials, we wish to express our gratitude to the many high school teachers throughout Indiana, who have advised us and supported us through these procedural changes and who continue to promote IUHPFL to their students year after year. During high school visits and evening presentations in September, October, and November, teachers and our program alums have been instrumental in helping to recruit new students and sharing with them why IUHPFL is such a life-changing experience. Your voices and enthusiasm make all the difference to curious applicants and parents – thank you!

Summer 2017 will see another exciting development for IUHPFL, as we launch our first Japanese program in Osaka! This new location will provide Indiana high school students with yet another opportunity to experience a home away from home on the other side of the world and to create lifelong connections with their host families and IUHPFL peers. Now more than ever before, knowledge and appreciation for other cultures and languages are extremely valuable assets that empower our alums to bridge continents and build a brighter, more peaceful world for us all. We are so happy to have you – our alums, new applicants, teachers, parents, instructors, and partners – join us on this wonderful journey!

From Administrative Coordinator, Denise Humphries



Denise Humphries
Admin Coordinator

I joined IUHPFL in February 2016 as the Administrative Coordinator, and had the wonderful opportunity to see how much this program truly affects the lives of our students! I grew up in Georgia and only moved to Bloomington in 2015, but I developed a love for foreign languages at a young age—especially French—and have found that knowing at least some of another language helps you to better understand others. My time spent studying abroad in Ireland opened my eyes to how very different other cultures can be, while showing me how much we all still have in common. It amazes me that these students are getting this wonderful opportunity to explore other cultures at such a young age and then bring their new world views back with them and apply them to their lives. I can’t wait to see what the future brings to them and this program.

2016 Program Site Reports

Brest, France

An eight-hour plane ride and a seven-hour coach ride brought us to a beautiful, sunny, 72-degree beach in Brest, France. The students settled in with their host families, and we didn't see the sun in Brest for two weeks.

Brest endured the rainiest/cloudiest June in 25 years but July made up for June with copious sunshine.



The students settled quickly into the routine of their family lives, and we all settled into the routine of school life. It took students a week or so to adjust to having over an hour for lunch each day, but they managed.

The students loved their free time in Brest. Students came to know the Espace Jean Jaures commercial center quite well and we all fell in love with the Dialogues book and music store.

Brest is a large city with the feel of a small one. The students became Brestoises, citizens of Brest, going about daily life as if they were.

Our excursions took us to Pointe de Pen-Hir, Concarneau, Saint Malo, Mont Saint Michel, the D-Day beach Omaha, Locranan and Quimper. The students loved both Brittany and Normandy.

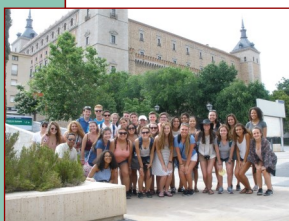
The students were welcomed personally to Brest by city officials. They participated in a special July 4 celebration and met the Admiral of the Atlantic Fleet, and they learned traditional Breton dances. The end of the stay was capped by the maritime festival that featured over 1,500 sailing vessels of every kind in the harbor.

After a tearful farewell, we spent three days in Paris, the City of Light, experiencing so much it has to offer.

Students and instructors alike ended the summer knowing more, understanding more, and appreciating more about French people, France, and the world at large.



Ciudad Real, Spain



This summer we had a wonderful experience in Ciudad Real and in all the sites we visited. The city is proud of being at the crossroads of La Mancha, the birthplace of our beloved knight, Don Quijote. There are many art displays and cultural events dedicated to the famous character which gives the city a unique flavor and its citizens a great sense of pride. But for our students, the most important part of the experience is getting to know the people and culture of Ciudad Real, particularly through the openness, dedication, and warmth of their host families who take them in as one of their own.

Our student-centered classes are dynamic and provide great opportunities to discuss and develop a better understanding of life and culture outside the classroom. This summer we had local students and teachers as guest speakers to exchange ideas and experiences through games and conversations. We also had a reception with Ciudad Real's mayor, Pilar Zamora, who engaged our students in a lively conversation about politics, culture, and life in Spain.

In the afternoons, students practiced several sports, and as the weather heated up, we went swimming to cool off. We also practiced for our farewell show. This summer, our students danced to pop music, and performed a short version of Don Quijote and humorous sketches of daily life in Spain.

In addition to Ciudad Real's wealth of culture, our program offers some of the most interesting excursions. We visited cities that showcase Spain's rich history, where Christians, Muslims, and Jews created a diverse and lively culture. Ancient yet modern cities like Madrid, Toledo, Granada, Cordoba, and Almagro offered us their museums, galleries, theaters, markets, and vibrant streets.



Graz, Austria

When they weren't touring 15th-century buildings, breathing in the fresh mountain air of the Styrian Alps, or translating modern pop songs into German, the *Bergsteiger* were bonding over their newfound taste for *Kürbiskernöl* and shared love of Uno. The weeks we spent together in Austria were a once-in-a-lifetime opportunity for not just the students, but also the instructors. We learned a lot, saw incredible sights, and built lifelong friendships.



The first and main portion of our trip was in our host city, Graz, where we were received with open arms and hearts by our Onsite Coordinator, Volker, and the students' top-notch host families. In addition to their classes in culture, grammar, and literature, the students jumped headfirst into enjoying the EuroCup, whether hosting grilling parties at their host families' houses or meeting up together in the city for a public viewing night. During those weeks in Graz they also completed three group scavenger hunts that took them all around the city. Other highlights include the Zotter chocolate factory, and our two community engagement projects at a local nursing home and youth center—interacting with some of Graz' senior citizens and young refugee populations. It's difficult to sum up how much fun we had those four weeks in Graz, but suffice it to say, there wasn't a dry eye in the bus as we pulled out of town.



The second part of the summer took us to the Free Life Outdoor Adventure Camp in the *Gesäuse National Park*, one of the most beautiful parts of Austria, and later on to Vienna. We spent five glorious days hiking, whitewater rafting, geocaching, and team building. In Vienna we toured castles, enjoyed a student-led walking city tour, and ate a lot of Wiener Schnitzel. All 17 of us are grateful to IUHPFL for an unforgettable summer!

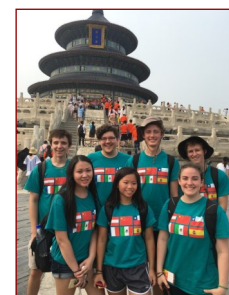
Hangzhou, China



We were so fortunate to stay in No. 14 Middle School, one of the top middle schools in Hangzhou—In China "middle school" includes both junior high and high school. The school had all the facilities that we could imagine: an Art Building where our students learned Chinese painting, paper cutting, calligraphy, a traditional Chinese instrument *hulusi*, and made Peking opera masks; and a Sports Building where they learned *Taiji*, played *ping-pong* and basketball, and even participated in rock-climbing. Moreover, No. 14 Middle School is conveniently located in the center of beautiful Hangzhou, only a 5 minute walk away from the famous scenic destination West Lake.



Students improved their language skills significantly by the end of our program: Alex, our tour guide in Beijing, who normally works with college students, stated that our kids can speak better Chinese than some of the college students. During our train ride to Beijing, Ethan talked to a girl next to him for more than 3 hours in Chinese. So many people were amazed by the students' Chinese at subway stations, on the streets, and nearly everywhere else! Our IUHPFL Hangzhou 2016 students have also developed close relationships not only with their host families, but also with their classmates and instructors through classroom learning, preparation for the farewell show, and our various excursions.



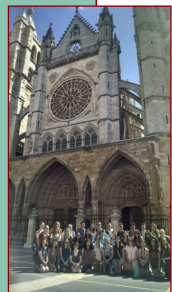
León, Spain

The IUHPFL group based in León spent a dynamic and formative six weeks of learning, exploring, and discovering. Welcomed to the city by León's host families, the team arrived at the beginning of June, and before two months had passed, the students had found a second place to call home an ocean away.

The city of León, steeped in magnificent architecture and centuries of history, would once again provide the setting for a group of Indiana high school students to build their linguistic abilities and encounter a new cultural setting.

The León IUHPFL site deepened its relationship to the Camino de Santiago – both symbolically and directly. The journeys of working toward greater communicative proficiency, feeling at home in a foreign city, and expanding intellectual bounds through academics – these were all framed in terms of a personal pilgrimage in which all students would work toward different goals at a different pace, and at the same time support each other along the way. All students took courses in Culture, Grammar & Communication, Linguistics, and Literature, and they chose between theater and Latin dance as activities to learn and ultimately perform.

The symbolic pilgrimage component culminated in our group walking 15km of the Camino de Santiago, entering into the city of Santiago de Compostela on foot, as so many pilgrims before us had done. The Santiago excursion also led our group to cross the national border into Portugal (also on foot) – the second time in IUHPFL history that a group crossed a second national border during the program. Other excursions took us to a Templar castle in Ponferrada, a Gaudí Palace in Astorga, a beautiful beach in Gijón, and ancient roman aqueducts in Segovia, as well as a couple of days in Madrid. It was truly an unforgettable summer!



Mérida, Mexico

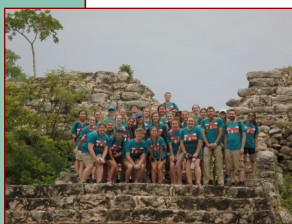
The city of Mérida, located in the Yucatan Peninsula, is a magical place where lives are changed forever.... During Orientation in April, although our students were bombarded with a lot of information, there was one thing that we wanted them to take home: this is a life-changing experience.

And it was! Upon arrival in Mérida, we were welcomed by our dear host mothers. Students were happily paired with their new “moms,” and they were off to get to know their new families. The first week was very exciting: we had orientation, our first classes, and our first excursion to explore the city of Mérida and watch a Mayan soccer game!

Many other excursions awaited us throughout our program. Our first excursion outside Mérida we visited the emblematic site of Chichén Itzá, where students had the opportunity to put into practice their bargaining skills and learn about Mayan history and culture. After Chichén Itzá, we visited many other archeological sites and amazing places like Izamal, Uxmal, Celestún, Punta Laguna, and Tulum. Tulum was our longest excursion—we left Mérida on a Friday morning and returned on Sunday afternoon. We also had plenty of beach time in Progreso, Celestún, and Tulum!

Volunteering was another key component of our experience in Mérida. Two Saturdays during our time abroad were spent at the Mayan village of Yaxunah where students were able to work on community-led projects like painting the town's school or gardening work. The students enjoyed interacting with the local community and learning about the Mayan language and culture.

Saying good-bye to Mérida and the great new friendships that we had made was really hard. Mérida, our host families, and the wonderful moments we spent together will always be part of our lives and will have a special place in our hearts.



Oviedo, Spain

The 36 students who joined us this summer in Oviedo each left a piece of their heart in Asturias, their new *patria querida*. They learned about Spanish and Asturian culture, visited beautiful historic monuments, tried delicious Asturian food, and became a part of a Spanish family. The friendships they formed with their families and classmates and the confidence they gained in their Spanish skills made the summer of 2016 one they will never forget!



This summer we enjoyed team excursions to Covadonga, Santiago de Compostela, Gijón, Foz, Segovia, and Madrid. We also kayaked down the Río Sella, one of the most popular summer activities for the people of Asturias. Some students joined their families on weekend trips to the mountains, nearby beaches, or even to other Spanish cities like León and Bilbao. Each excursion helped students to understand the unique history of Asturias and its place in Spanish culture and history. In Madrid, we took an entertaining tour of the city, had a tapas-style dinner, and visited the Museo del Prado, one of the most renowned art museums in the world.

The students prepared a unique variety show for the families that showcased everyone's talents. We had a beautiful acapella Disney medley, a hilarious short play called "Se vende una mula" (A Mule for Sale), and a fun salsa dance number. The students prepared a surprise song to thank the instructors at the end of the show, and we were all so surprised!



The instructors were all very impressed by the linguistic progress each student made, by the insightful questions they asked, and by the maturity they all gained as a result of their experiences in Oviedo. We continue to feel inspired by our students and their passion for language learning!

Saumur, France

There was such excitement and awe on our stagiaires' faces when they first saw Saumur. This picturesque city, complete with its very own château, quickly became like a second home. They could often be found at their favorite pastry shop, la Duchesse Âne, shopping in the city center, or at the marché with their host families. The students got to experience the French *joie-de-vivre* during the many fêtes, including the music festival, the bike festival, and Bastille Day. This year we were also particularly lucky to see the start of the Tour de France.



We ventured out of the city and got a taste of the cultural richness that France has to offer. We traversed the Loire Valley to see the castles Chenonceau, Chambord, and the Clos Lucé, and spent a relaxing day on the beaches of Saint-Gilles-Croix-de-Vie. Our stagiaires got a taste of Breton culture in the walled city of Saint-Malo, and of Norman culture when they braved the stairs at Mont-Saint-Michel. In Normandy we also saw our own history in a new light at the Pointe du Hoc, the American Cemetery, and the Caen Memorial. As our time in Saumur came to an end, the students prepared a farewell show full of music and comedy to thank the host families, and planned their own itineraries for our last three days in Paris.

These six weeks were full of once-in-a-lifetime experiences, but this program is so much more than a list of what we saw and did. It is impossible to express the profound impact of the bonds the students formed with each other and with their host families, the immense personal growth of each and every one of them, and what a pleasure the instructors had accompanying them on this journey. Merci!



St. Briec, France

The summer of 2016 in Saint-Briec was a time that will forever be cherished by our exceptional students who fully embraced the local culture and discovered new places and traditions with astounding curiosity. The welcoming Breton people introduced our students to maritime life, to incredibly tasty food at home and at the Igloo, to traditional dances, and to the *Soldes* at *Les Champs*, among many other things. The Mayor held a reception for the students to celebrate the Fourth of July, and Baby (pronounced bahbee) trained them to work out to be a hundred years old. Their journey into Bretagne was set to the melodies of *La Tribu de Dana*, *J'ai du chocolat dans ma poche arrière*, and the steps of *Alexandrie Alexandra*.



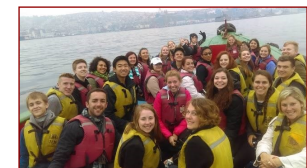
The students saw astonishing beauty inside the Basilique Saint-Sauveur in Dinan. At the beach in Dinard, the seagulls gave them a hard time, before our students started chasing the receding waters. In the former fortress of Saint-Malo, they wandered inside the city walls and through the narrow streets. We couldn't have been in Bretagne at a better time with all the hydrangeas blooming in Fort La Latte, Beauport Abbey, and Paimpol, and the purple heather on Cap Fréhel. Extreme low tide around Mont Saint-Michel also left them with a strong impression. After setting their eyes on a one-thousand-year-old tapestry in Bayeux, Normandy, the students paid a solemn visit to one of the D-Day landing beaches, to the American Military Cemetery, and to the Caen Memorial, a museum dedicated to remembering the two World Wars.

After their departure, the students left a hole in the hearts of those they had met in Saint-Briec. The inhabitants of the Igloo continue to miss the *baby-foot* games against *Les Américains*. Saint-Briec cannot wait for them to return to their new home away from home.



Viña del Mar, Chile

From the welcome reception to the farewell party our students found in Viña del Mar a home in which they lived, breathed, and celebrated the Spanish language and Chilean culture with a new group of friends, the instructor team, and, most importantly, their host families. Their experiences ranged from the academic to the touristic to the personal. In the morning students took Grammar, Culture, Linguistics, and Literature courses, while in the afternoon local instructors gave lessons on traditional dance, national music, and contemporary theatre. Each week provided us with a variety of tourist activities which included either walking, bus, or boat tours of Viña del Mar and Valparaíso or longer excursions to Santiago, Isla Negra, Pomaire, and La Serena. Every tour or excursion related to the students a nuance of the Chilean culture and way of life that was different from the experience before. The *We Tripantu* celebration or the Mapuche New Year established a personal connection for the students to one of the original people of Chile. The pottery of Pomaire demonstrated a Chilean family's way of sustenance and an important part of the local economy. Santiago brought to life the political memory of the



Pinochet regime, and Isla Negra provided the literary backdrop to one of Chile's most esteemed poets, Pablo Neruda. Additionally, an important service learning component of the program gave students the opportunity to interact with Chilean youth while planting trees in Concón or playing instruments at an arts school in Quilpué. With every lesson, tour, excursion, and service activity, the boundaries between what was academic, touristic, or personal became less defined as our own identities merged with those of our Chilean friends and families. Through these lifelong connections, we discovered that the world can be our classroom and the people, our teachers.



IUHPFL Alumni Association

We would like to announce the establishment of our first ever IUHPFL Alumni Association! Led by a group of student alumni on IU Bloomington’s campus, the Association seeks to provide program alumni with networking benefits and opportunities for continued participation with IUHPFL. The alumni currently have been assisting the Fall Regional Presentations at various Indiana high schools to promote IUHPFL. In the coming spring, the Alumni Association will also be conducting mentorship programs to support future program participants. The Alumni Executive Board has big ideas to expand the program, including collecting scholarship funds for prospective students. If you have any interest in involvement, please contact the IUHPFL Office to be forwarded to an Alumni Association contact.



2015-2016 IUHPFL Demographics

Although many of our students are enrolled in their junior year of high school when they go abroad, it’s important to note that our program is also open to sophomores and seniors. In 2015, about 15% of IUHPFL participants were sophomores or seniors. This percentage increased to over 22% in 2016.

Our students also reside in all parts of Indiana. At over 48%, the greatest percentage of students were from the Indianapolis area (317 area code) in 2016. Around 30% of IUHPFL participants represented northern Indiana (219, 574, and 260 area codes), while about 13% of students lived in Southern Indiana (812 area code). Central Indiana (765 area code) was home to a little over 7% of participants.

IUHPFL students come from diverse households. Observed in data collected by the 2016 Parent Survey, almost 18% of IUHPFL parents reported a yearly income of less than 45K. About 13% of parents earned between 46K and 80K. Additionally, around 22% of students had racial minority backgrounds.

