



Notes & News

Boletín del International Institute Foundation in Spain

Diciembre 2017

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From the President

One hundred twenty-five years ago, in late 1892, the Massachusetts Legislature authorized the formation of the International Institute for Girls in Spain. Outgrowth of a missionary effort, the International Institute was the brainchild of Alice Gordon Gulick, a graduate of Mount Holyoke Female Seminary, later Mount Holyoke College, one of the first institutions of higher learning for women in the United States. Although Mrs. Gulick traveled to Spain for the missionary enterprise she would share with her new husband William, her religious faith was accompanied by a strong belief in the power of higher education to create a new type of spiritual and moral woman. Arriving in Spain in 1871, when almost two-thirds of the population was illiterate, she began to understand the particularly unfortunate state of education for girls and women. Over time, Mrs. Gulick



established a school of her own, with the idea of bringing the best American educational methods and ideas to Spain so that Spanish girls and women could enjoy teaching of the highest quality. Mrs. Gulick's dedication and the success of her students won her allies among leading Spanish educators and in the U.S., particularly among American college women. When the new International Institute was incorporated as a nonsectarian charitable corporation, Mrs. Gulick hoped to make it the

"Mount Holyoke of Spain." In 1903, the International Institute moved from northern Spain to Madrid to play a more effective role in the renovation of education in Spain.

Mrs. Gulick lived up to the challenge issued to women by Mount Holyoke's founder, Mary Lyon: "Go forward, attempt great things, accomplish great things." Today, long after Mrs. Gulick's death in 1903, the International Institute has attempted to meet that challenge and to follow the model of educational and cultural exchange between the U.S. and Spain that she established, while still addressing issues of interest to women and girls.

Today, in its 125th anniversary year, the International Institute still strives "to accomplish great things." We are particularly happy to continue making contributions to education in Spain through the Institute's work with teachers from the Comunidad de Madrid, with collaboration from the

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Comunidad de Madrid and the American Space Madrid. In 2017, U.S. master teachers from Massachusetts and New York offered Madrid teachers ideas about classroom management and pedagogy through courses at the Institute, followed by classroom visits and coaching this fall. Our partnerships with individual public schools and colegios concertados also permit us to bring American teaching styles and North American English and cultural content to Spanish classrooms to children ranging from pre-school to high school.

The International Institute has furthered its dedication to educational innovation by expanding its English Program offerings with a full range of courses in American Cultural Studies. These courses combine sophisticated subject matter with an opportunity for advanced and intermediate students to improve their mastery of spoken and written English. This year, for the first time, ACS courses are being offered at a Spanish university, through our agreement with the Universidad Carlos III de Madrid.

Creating ties with major Spanish cultural institutions has long been part of the Institute's legacy. The International Institute has established links with the Teatro Real, the Museo Thyssen-Bornemisza, and the Universidad Carlos III in order to collaborate on projects concerning expressions of American culture, such as the upcoming productions of "Dead Man Walking" and "Street Scene" at the Teatro Real. In the spring, we expect to share contemporary ideas about university teaching during a colloquium with our colleagues at the Carlos III.

As the Institute celebrates this important anniversary, one "great thing" that we would like to accomplish is to ensure that the International Institute remains the reference point for sharing American education and culture in Madrid. We welcome ideas from the Institute community in Madrid and in the U.S. about the exchange of educational and cultural ideas between the U.S. and Spain. We invite anyone with suggestions for new projects or

programs for the Institute to share them with us—through me or other members of the Board of Directors or through Pilar Piñón, Executive Director in Madrid.

I wish you all a Happy Holiday season and a healthy and peaceful New Year. We will "attempt great things" in 2018, and we hope you will join us!

Sincerely,

Margery Resnick,
President

Una conversación con.... Joe Barcroft, Director del Summer Institute in Spain de WUSTL.

por Pilar Piñón, Directora Ejecutiva

Con esta entrevista al Profesor Barcroft, continuamos la serie dedicada a presentar a los directores de los programas universitarios norteamericanos en el Instituto Internacional que iniciamos en el número de julio de Notes & News.

Desde hace 29 años el Instituto recibe al Programa de Washington University St. Louis y durante los últimos tres, su director ha sido Joe Barcroft. Es costumbre de esta universidad que la dirección del programa recaiga cada tres años sobre un profesor distinto del Departamento de Español y venga acompañado por otro profesor del Departamento o doctorando. Este puesto ha recaído en los últimos años en el profesor Ignacio Infante, que desde 2015 ha actuado como co-director. Alberto Infante es Associate Professor de Literatura Comparada y antiguo becario Fulbright. Juntos, Barcroft e Infante, forman un magnífico tándem.

El grupo de Washington University St. Louis, compuesto habitualmente por unos 20 alumnos, suele llegar a mediados de mayo y permanece durante seis semanas en Madrid, desde donde realizan viajes de uno o varios días a Toledo, Andalucía y Segovia.

Joe Barcroft nació en Springfield (Illinois) y desde su época escolar mostró interés por el español, razón por la que pasó ocho meses en Cúcuta (Colombia). Es catedrático de Español y Adquisición de Lenguas en el Departamento de Lenguas Románicas y Literatura de la Universidad de Washington University St. Louis y su especialidad es la adquisición de vocabulario.



El Prof. Barcroft se doctoró en español y adquisición de lenguas en la Universidad de Illinois en Urbana-Champaign, donde también cursó la licenciatura. Además del Programa de Verano en Madrid, Joe Barcroft ha dirigido el Programa de Puebla (México) durante dos años y el de Quito (Ecuador) durante cinco.

Joe Barcroft, con la perspectiva de haber dirigido el programa de Madrid durante tres veranos consecutivos, considera que el programa es 'excepcional' pues es el resultado del trabajo de todos los directores que le han precedido a lo largo de casi tres décadas quienes, año tras año, han ido actualizando y mejorando el Programa. Desde su punto de vista, el Programa contiene un equilibrio apropiado entre tiempo libre, actividades y tiempo de estudio. Es por este motivo por el que no duda en afirmar que se siente afortunado de dirigirlo y que lo mejor de su labor es contemplar los cambios que los alumnos experimentan durante estas estancias, tanto en el terreno lingüístico como en el personal.

El impacto del Programa sobre los alumnos a lo largo de estos años ha sido notable. Muchos de los participantes son alumnos de Pre-Med, para quienes estas

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!Feliz cumpleaños, Instituto Internacional!

por Pilar Piñón, Directora Ejecutiva

El día 5 de diciembre comenzaron las celebraciones del 125 aniversario del Instituto Internacional. Es día se conmemoran 125 años de la incorporación del Instituto a la Commonwealth de Massachusetts y para celebrarlo reunimos a las personas de la “casa”, el grupo que trabaja en el Instituto, incluidos los programas de Stanford, Syracuse, USC y Boston University, además de algunos antiguos alumnos, profesores y empleados.

Fue un momento no solo de celebración de nuestra historia, sino una ocasión para poner en contexto la labor diaria que realizamos como parte de algo de mucho más alcance de lo que a veces nos puede parecer. Se trataba de recordar la visión con la que el Instituto Internacional nació precisamente ese día 5 de diciembre y que quizás se pueda resumir en esta idea: el convencimiento del poder de la educación para hacer avanzar a la sociedad y al individuo en particular. Este convencimiento continúa hoy vertebrando la actividad del Instituto y proyectando su misión hacia el futuro.

Esa visión ha estado en todo momento apoyada por una gran capacidad de adaptación a las necesidades de la sociedad española, motivo por el cual el Instituto puede estar orgulloso de mostrar una continuidad insólita en España, donde no es fácil encontrar instituciones educativas laicas o centros culturales tan longevos. El Instituto Internacional precede a cualquier a de los centros culturales extranjeros en España, ha sobrevivido a cuatro

guerras –incluso una entre España y los EE.UU, a una larga dictadura, a las dificultades económicas de la propia institución, y a cambios sociales sustanciales en España y Estados Unidos.

Una mirada rápida a la trayectoria del Instituto muestra como esa visión se ha ido materializando. Fundado como International Institute for Girls in Spain, fue una institución pionera en su apoyo al acceso de las mujeres españolas a la educación superior, campo en el que logró éxitos notables rápidamente. Durante el primer tercio del siglo XX cooperó con los movimientos de reforma españoles que, inspirados en el pensamiento institucionista, consideraban la educación como el instrumento más eficaz de modernización de la sociedad. En aquellos años es cuando el Instituto recibe al primer programa de Study Abroad en llegar a España, el de Smith College, que abrirá el camino a los programas que hoy continúan en el Instituto. A partir de los años cincuenta, el Instituto Internacional se transformó en un punto de encuentro de aquellos herederos de la tradición liberal y círculos democráticos de la España de los años cincuenta hasta la Transición. Simultáneamente, la expansión en los años 50 y 60 de los estudios hispánicos en los EE.UU. tuvo su reflejo inmediato en el Instituto Internacional, donde vendrían a instalar su sede distintas universidades norteamericanas. Fruto de todo ello, miles de universitarios norteamericanos se han formado y siguen haciéndolo en las aulas del Instituto.

A lo largo de los últimos años el Instituto se ha convertido en el centro cultural norteamericano de Madrid, acercándose a los madrileños a través de un renovado Programa Lengua y Cultura Norteamericanas y junto con American Space Madrid, ofreciendo una intensa programación para todas las edades. Al mismo tiempo, profundiza sus vínculos con la sociedad española mediante el desarrollo de relaciones institucionales y la consolidación de la comunidad de usuarios a los que sirve.

Sobre estas sólidas bases, el Instituto proyecta su futuro para continuar siendo un puente privilegiado de intercambio de ideas, transferencia de conocimientos y buenas prácticas entre la sociedad española y norteamericana.

En la celebración intervinieron Pilar Piñón, cuyas palabras quedan reflejadas en este artículo, y Laura Turner, que presentó la labor de American Space Madrid y agradeció a los Programas Universitarios su colaboración. Kayetan Adamski, del Departamento de Inglés, actuó como fotógrafo de la ocasión, y la decoración con decenas de globos multicolores fue de María Díaz. Como es de rigor en todo cumpleaños que se precie, hubo una preciosa tarta con un flamante logo, soplamos las velas, y cantamos entre todos “Happy Birthday, Instituto”.

Deseamos 125 años más al Instituto Internacional y muy felices fiestas a todos a los que a ambos lados del Atlántico, hacen posible la labor del Instituto Internacional.

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seis semanas en Madrid representan una oportunidad inmejorable de encajar en su estudios una estancia en el extranjero. Además, el calendario del programa es compatible con la realización de prácticas a su regreso a los EE.UU. En no pocos casos, la experiencia en Madrid les ha inducido a optar por un 'major' o 'minor' en español. Así mismo, para otros alumnos estas seis semanas han servido para animarles a realizar un programa de semestre.

WUSTL tiene un programa de semestre que se imparte en la Universidad Carlos III de Madrid; no obstante, la vinculación con el Instituto Internacional se mantiene a lo largo del año ya que todo los alumnos toman un asignatura en el Instituto.

Dentro de pocos meses un nuevo grupo de alumnos de Washington University in St. Louis volverá al Instituto; hasta entonces deseamos a nuestros amigos de San Luis un muy feliz y fructífero año académico 2018

A Season of Change for ACS

by Andrew Bennett, ACS Director

Fall 2017 has been a season of change and growth for the American Cultural Studies program (ACS) at the International Institute, beginning with the additions of new ACS faculty members Jennifer Bird, Karen Secrist, and Marcus Slease. As we look forward to 2018, we are excited to have them teaching in the program. In the New Year, ACS will also collaborate with the Teatro Real for its productions of the American operas "Dead Man Walking" and "Street Scene," and our relationship with the Universidad Carlos III de Madrid will continue to flourish.

New Faculty

Jennifer Bird, who is currently teaching ACS's "The Great American Home", an American art history course, received her Ph.D. in art history from Bryn Mawr College in 2008. Next trimester, her "Landscape and American Art" will explore the ways in which artists have

responded to the natural environment in the United States from the early 19th century to the present day. Beginning with Thomas Cole and the Hudson River School, Jennifer and her students will examine how American artists approached the genre of landscape painting and infused it with issues of national identity and politics.

Karen Secrist, who is currently teaching ACS's "New York: 1945-1965" American literature course, as well as "Redefining American: Latino/a Identity in the U.S.," an off-site mini-course offered at Tufts-Skidmore Spain, received her Ph.D. in Romance Studies from Duke University in 2009. With more than 15 years of university teaching experience, she has taught at Duke, Washington University in St. Louis, and St. Louis University. The theme for next trimester's American literature course will be "U.S. Ethnic Writing." Karen and her students will consider the literary production of 20th- and 21st-century Asian-American, African-American, Latina/o, and Native American writers within the socio-political landscape of the United States.

Marcus Slease received his M.F.A. in Creative Writing from the University of North Carolina--Greensboro in 2003 and a Masters in English Literature from Western Washington University in 2001. He has over 18 years of university teaching experience at institutions around the globe. A writer himself, Marcus has been nominated for a Pushcart Prize; his work has been translated into Polish and Danish and appeared in numerous anthologies and literary magazines. Next trimester, he will teach a mini-course, "Contemporary American Short Stories," which will focus on the emerging genre of fabulism and its exceptional capacity for expressing the (sur)reality of the contemporary American experience.

Collaboration with Teatro Real

The Winter 2018 trimester will bring an exciting new development: ACS will offer classes to complement the production of two American operas at the Teatro Real-- "Dead Man Walking" by Jake Heggie and Kurt Weill's "Street

Scene." Carrie Klewin, our resident dramatist, will teach "Page to Stage," a mini-course exploring the process of creative adaptation that shaped the various versions of "Dead Man Walking" from the pages of Sister Helen Prejean's non-fiction book, to the screen, and then to the stage of the Teatro Real. The class will also consider the ethical and moral questions raised by the work, and examine the terms of the debate surrounding the death penalty in the United States. Carrie will also lead a playwriting workshop in Winter 2018, for students eager to see their own stories come alive on the page and the stage.

ACS's collaboration with the Teatro Real will continue through the Spring 2018 trimester, when Karen Secrist offers a course on the Harlem Renaissance, the flowering of African-American arts and culture in New York City of the 1920s and 1930s. The course will pay special attention to the work of Langston Hughes, a defining figure of the period and lyricist of "Street Scene," which will be performed by the Teatro Real in February and May 2018. The class will consider Hughes' contribution to the



opera and provide a rich complementary resource for those planning to see the Madrid production. These courses represent a joint initiative of the International Institute and the Teatro Real, as the ACS program expands its role as a point of contact between Spanish and American culture in Madrid.

ACS at the Carlos III

Fall 2017 marked an important milestone in ACS's evolution: the expansion of the relationship of the program and the International Institute

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with the Universidad Carlos III de Madrid. Andrew Bennett offered “American Expression: Outlaws and Freedom” to students at UC3M’s Leganés campus as a for-credit humanities class. Student response was enthusiastic, and in the winter term, Andrew teaches a second ACS course, “Class In America: The Culture of Inequality,” at the UC3M’s Getafe campus. In addition, this winter, the Institute and ACS will offer a workshop, “Succeeding in the American Classroom,” designed to help UC3M students who will be studying abroad in US universities adapt to the American college classroom and campus. We expect the collaboration with UC3M will continue to offer the Institute and ACS exciting opportunities in the future.

New Offerings

Andrew will build on the success of his new ACS mini-course “The Great American Novel,” moving from F. Scott Fitzgerald’s *The Great Gatsby* to Harper Lee’s *To Kill A Mockingbird*. As student response has demonstrated, this course devoted to a single work is striking a chord with the Institute community. In addition, Andrew’s American Expression course will return to the theme of “Religious Freedom in America” and consider poetry, short-stories, essays, films, and music that illustrate the deep significance this freedom has had in forging the nation’s identity.

Given all that has been achieved, and all that awaits us, we are excited about ACS’s trajectory. We look forward to future growth and new opportunities in 2018 and beyond.

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Karen Steadman recuerda su “año mágico” en el Instituto Internacional

por Pilar Piñón, Directora Ejecutiva

Karen Olsen Steadman, antigua alumna del Instituto y actual ‘Sustaining Member’ de la Corporación, y su

marido Jack, visitaron el pasado 25 de septiembre el Instituto Internacional. Juntos recorrimos el edificio, hablamos con otros miembros del personal del quehacer del Instituto y de las novedades desde su última visita en 2006. También hubo tiempo para hablar de la larga relación de Karen Steadman con el Instituto. A partir de sus recuerdos pude comprobar el impacto del Instituto sobre sus antiguos alumnos. Esas memorias son de gran



valor, pues constituyen así mismo un buen reflejo del papel del Instituto en las relaciones culturales entre España y los EE.UU. También y con la privilegiada mirada de quien ha conocido al Instituto Internacional desde hace cincuenta años, hablamos del presente y el futuro.

Karen Steadman, en preparación de su visita a Madrid me escribió: “tuve la suerte y el honor de haber pasado tres años en el Instituto: uno en el programa de Smith College (1966-67) y otros dos como ‘la becaria’ para cursar el Master de Middlebury College (1968-1970), cuando trabajé en el Departamento de Inglés y en la biblioteca”. Aquel curso de 1966-67 fue para Karen “un año mágico”. En aquellos años previos a la Transición, cuando el Instituto Internacional funcionaba como punto de encuentro de los círculos liberales de la España de la época, muchos de los intelectuales más notables del momento impartían clases en Miguel Ángel 8. Karen recuerda así aquel periodo “tuve la oportunidad de estudiar con unos de los mejores profesores e intelectuales de la época entre ellos don Enrique Tierno Galván, Julián Marías, Claudio Rodríguez, y Carlos Bousoño. También asistimos a charlas y otras actividades con figuras tan importantes como Pedro Laín Entralgo, Miguel Delibes, Alfonso Sastre, y Gloria Fuertes”. Y continúa:

“mis experiencias en el Instituto Internacional influyeron mucho en mi formación profesional como maestra de español. Al mismo tiempo, en el nivel personal llegué a hacer amistades con Ilene Avery, George P. McCallum, Mari Pepa Arribas de Cepeda, George Bozzini [todos ellos miembros del personal de Instituto], y otros compañeros de la época de los 1960. Por medio de esas amistades llegué a conocer mejor España, su gente y su cultura. Mis años y estudios en el Instituto me influyeron de muchas maneras, y mi sueño es que algún día mi nieta, Sofía, estudie allí su junior year”. Veinte años después, y ya como profesora experimentada de español, regresó al Instituto para participar en el Programa de Verano de Bryn Mawr College, el célebre ‘Centro de Estudio Hispánicos’ que aquel año dirigía Ellie Paucker y que Phyllis Turnbull había fundado en los años sesenta en el Instituto.

En el verano de 2006 Karen, junto con el resto de su promoción de Smith College Junior Year Abroad 1966-67 al completo visitó el Instituto. Fue en esta ocasión cuando tuve la oportunidad de conocer a Karen. Recuerdo la admiración que suscitó en mí este grupo de mujeres, y como encuentros como aquel, pueden ser un estímulo para saber más del Instituto, su historia y las historias de las personas que como Karen han contribuido y contribuyen a hacer realidad el Instituto.

Una de las fortalezas del Instituto Internacional ha sido su capacidad de formar redes de amistad y cooperación a lo largo de los años con alumnos, profesores y amigos. Esos vínculos, que históricamente han demostrado ser de gran valor e impacto, siguen siendo muy necesarios para el Instituto. Son fuente de ideas, apoyo material y una forma de construir la identidad de esta institución centenaria.

Agradecemos a Karen y a Jack Steadman su visita y apoyo continuado al Instituto, y animamos a otros miembros de la Corporación y antiguos alumnos a que se pongan en contacto con nosotros y visiten el Instituto Internacional en su próxima estancia en Madrid.

Más información: ppinon@iie.es

Expanding Our School Partnerships

by Nicole Rosow, Director English Program

As part of a larger initiative to expand the North American Language and Culture Program beyond the walls of the International Institute building, the Institute's administrative team has worked to develop relationships with primary and secondary schools in Madrid. Last year, we offered activities in English to two local schools. Following those successful experiences, we have increased the number of schools with which the English Program is partnering. Some activities have a strongly academic focus, while others provide the opportunity for children to learn and practice English while engaged in play.

This fall, teachers from the Institute English Program conducted a poetry workshop with high schoolers from Colegio Chamberí. Through this activity, students discovered poetic devices in six very different works by renowned American poets. Students also debated whether a haiku constitutes a poem, and each student wrote a haiku about everyday life. The teens worked in groups to discuss rap songs as poetry. Collaboratively, students then wrote and performed a cadavre exquis spoken-word piece.

At our neighbor school, I.E.S. Fortuny, the International Institute will again offer a two-day English immersion camp for students in the 1º E.S.O. (7th grade) English Program. This camp will include improvisation, theater games, and maker activities as well as indoor and outdoor American games. A complement to work done in the classroom, the immersion camp is designed so that the students enjoy all the fun and activity of a "mini" camp in a 100% American English environment. The students have an opportunity to live the language through genuine experiences in English.

The "Music and Movement in English" class, presented monthly during the past school year to preschoolers from Colegio Decroly and their families, will be

repeated this year, but on a weekly basis. These sessions encourage the participants--parents and especially the children--to have a positive experience with music, physical activity, and English. The classes include singing both traditional songs in English as well as original compositions by teacher Kate Regan. The children learn gestures to accompany the songs and also begin the use of simple musical instruments.



Additionally, we have begun a collaboration with Colegio Madrid, a new primary school that opened its doors this past September to students ranging in age from 2 to 12 years. Four Institute teachers spend Fridays at Colegio Madrid, providing the students with an English immersion experience through dynamic, interactive activities meant to help them to improve and practice their English as well as to teach them about American culture.

With these partnerships, we have increased the Institute English Program's reach and are giving many more school-age children in Madrid authentic experiences and contact with native speakers of North American English. We look forward to adding more activities at the current locations as well as increasing the number of participating schools.

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Faculty Profile: Kate Regan

Kate Regan, who is originally from Buffalo, New York, took the long way to Spain, gradually moving west to Wyoming, California, China, and, finally, to Madrid in 2009. She is a musician, teacher, and interactive designer with extensive experience as a

performer and more than 15 years in the field of educational products and curriculum design. After starting as a Suzuki violin student at age 5, Kate branched out to singing, beginning with chamber chorus, then a capella groups, and, later, rock bands. During her four years at Brown University, she regularly performed with two different groups. After completing an M.A. in education at Stanford University, Kate became a regular on the San Francisco music scene, as both a session singer / electric violinist, and as front-woman of her own rock trio. In Madrid she has distinguished herself as founder of a recurring sing-along, just as much for those who believe they "can't" sing as for those who "can." She believes group singing is a joyful, deep, timeless activity and has made facilitating it one of her life goals. Kate works mostly with young children, although she loves working with adults as well. Under her professional name, Violin Kate, she has recently recorded a full-length CD of original music entitled Songs for Us Kids, which is for both children and grown-ups.

Kate has taught a variety of music-based courses for the International Institute, including an American Cultural Studies mini-course on American Music Legends. Each week, students studied a legendary American musical artist, analyzing song lyrics



and joining in a group sing-along. Additionally, Kate has taught music and movement to young children on the Institute's behalf at schools around the city, including Colegio Decroly and Colegio Madrid. This past September, she performed a concert of favorite American songs--from My Darling Clementine to American Pie--at the Labor Day celebration in the International Institute garden. Kate's specialty is freedom of expression in English, which she believes is best achieved--at least in her classes--through song.



American Space Madrid: Reaching Out and Looking Forward

by Laura Turner, ASM Director

Throughout the fall at the International Institute, the American Space Madrid has been on the go. We have spent 45 hours in public schools and “concertados” throughout the Comunidad de Madrid, provided workshops in eight public libraries, participated in two international college fairs, and attended South Summit, a leading European startup conference showcasing innovation and talent in Spain and throughout the world. We are making connections, building community, and finding ways to make contact with the public both within and beyond the space—reaching out and looking forward.

Reaching Out

In the spirit of the 125th anniversary of the International Institute and in line with our goal of making the Institute a key site for innovative teacher training and professional learning, this fall the American Space Madrid kicked off the second phase of our ongoing collaboration with the Comunidad de Madrid, providing on-site coaching for

teachers in 15 bilingual schools throughout the city. This project, created in tandem with the Comunidad, not only serves as a bridge between the International Institute and the bilingual schools network in Madrid, but also provides a model for schools of a program promoting both active pedagogy and North American English. The project encourages teachers to step away from more traditional teaching methods and implement new learning with the support of an instructional guide and coach. Throughout the coaching cycle, teachers and students take an active role in the classroom, participate in collaborative learning experiences, and engage in facilitated student discussion protocols aimed to promote and enhance critical thinking skills and increase English language acquisition.

Looking Forward

The SpeakBetter project, Increasing Student Discourse in the English Language Learning Classroom, began in the summer of 2017 and uses a combination of classroom instruction and on-site coaching to build capacity across the network of bilingual schools in Madrid. The third phase of the project will begin in summer 2018 with an extensive menu of course offerings and coaching cycles.

Technovation: Girls for a Change

The concept of community plays an integral role not only in the learning process, but also in the creation of an environment where students, teachers, and stakeholders work together to move toward the creation and implementation of a shared mission and vision. That said, focused work on community building does not only take place in schools. At the American Space Madrid and the International Institute, we are collaborating across our network to ensure that we are not only driving a common, shared vision that lifts up the importance of community, but we are also sharing this message in practice with our participants and audience through programming, events, and, most importantly, our relationships with parents, families, and community members.

On Saturday, December 2, more than 230 members of the American Space Madrid community came together to welcome special guest Katie Morton, Technovation Challenge Partnership Manager at the global non-profit Iridescent. Pilar Piñón, the Executive Director of the International Institute, welcomed and greeted the guests, connecting the event with the Institute’s history and mission and linking our

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present community of girls and women to the girls and women of the Institute's past—reaching out and looking forward.

The Technovation Challenge, the non-profit's global technology entrepreneurship program for girls, encourages participants to identify a problem or issue in their community and create a mobile app solution. Last year, more than 50 girls participated in the challenge at the American Space Madrid, and 85 girls have signed up for the upcoming season. Katie Morton came to Madrid to discuss the Technovation Challenge with families and girls, and to begin an implementation strategy to expand the Technovation network throughout Spain, kicking off the project at the American Space Madrid.

Following Morton's presentation to the American Space Madrid community, representatives from 14 regions in Spain came together at the International Institute to participate in a full-day training, focusing on how to become Team Leads for the Technovation Challenge in their regions and cities throughout Spain. In collaboration with US Embassy Madrid, American Space Madrid will be serving as one of the activity hubs this spring for the Technovation Challenge in Spain, with the worldwide contest kicking off in January 2018.

American Cultural Bites: la cultura americana "a bocados" en las bibliotecas públicas de Madrid

por Ana Alonso y Nuria Seguí

La Biblioteca, al igual que el resto del Instituto, siempre ha estado abierta a colaborar con instituciones afines. Habitualmente esta cooperación se ha materializado en la sede del Instituto. En el caso de "American Cultural Bites" se ha dado la vuelta a esta idea con el objetivo de trasladar fuera del edificio las actividades culturales que se desarrollan en la Biblioteca. Es una manera de llegar a públicos que no han

tenido oportunidad de conocer aún el Instituto Internacional.

American Cultural Bites, que inició su andadura hace un año, es el resultado del trabajo conjunto de la Biblioteca, American Space Madrid y el profesorado de American Cultural Studies (ACS), cuyo director Andrew Bennett, ha sido el principal embajador de la iniciativa.

American Cultural Bites consiste en un coloquio en inglés en torno a una obra literaria -poesía o relato corto- cuyo objetivo es acercar la cultura norteamericana a un público adulto. En este proyecto el aliado externo ha sido la Red de Bibliotecas Públicas del Ayuntamiento de Madrid, con quien la Biblioteca de IIE lleva tiempo trabajando y donde acogieron con entusiasmo la propuesta. En un principio y durante el curso 2016-2017, se creó un circuito de diez bibliotecas en barrios dispersos por donde circuló American Cultural Bites. En todas las bibliotecas participantes la acogida ha sido excelente como refleja la elevada participación.

El año pasado el coloquio se centró en torno a la poesía, utilizando el mismo esquema de otra de las actividades de la biblioteca, Group Discussion for Teens, donde el grupo debate sobre una selección de poemas, y además, en grupo igualmente, se crea un poema. En este curso 2017-2018, American Cultural Bites se ha desdoblado, no solo para incluir al público infantil, sino también para ampliar el impulso que desde ASM se está dando a la difusión en Madrid de la cultura 'maker'. Así, a lo largo del otoño se han ofrecido simultáneamente:

"American Cultural Bites – Short Story Circuit", coloquios en inglés para acercar de una forma amena la literatura contemporánea norteamericana a través de relatos cortos. Las bibliotecas participantes se encuentran próximas al Instituto Internacional con el objetivo de crear un núcleo denso de cooperación cultural.

"American Cultural Bites – Makers Unite!" actividad infantil "maker" para niños de 9 a 12 años donde se experimenta con LittleBits, un sistema modular con pequeñas piezas imantadas

entre sí y sin soldadura, para construir estructuras electrónicas, robots y mini-máquinas. Laura Turner, directora de ASM y Mónica Montoya, fueron las responsables de llevar esta iniciativa a diez bibliotecas de Madrid.

Fruto del éxito de American Cultural Bites, continuaremos ampliando la red de colaboraciones a otras instituciones culturales de la ciudad, para seguir así acercando la labor del Instituto y American Space Madrid a las sociedades madrileñas.

A Letter of Appreciation

The following letter to the Institute's President from an alumna of American university programs at the Institute reflects on the evolution of the International Institute over more than 50 years and its role in one former student's life:

Dear Margery,

With every "Boletín del Instituto Internacional," I am more amazed by the innovative programs and events at Miguel Ángel, 8.

In September, my husband and I were in Madrid, and Pilar Piñón gave us a wonderful tour of the building that I had first entered in the fall of 1966, 51 years ago.

I was impressed by the restorations, renovations, and the vibrancy of the activities on the morning of our visit. It was an emotional moment for me to climb the beautiful staircase again and remember all my connections to the historic institution, beginning with my Junior Year with Smith College (1966-67), then as the Middlebury College "Becaria" (1968-70), and in the 1986 Bryn Mawr College summer program.

Walking through the building with Pilar brought back many memories of experiences and people that impacted my life and my career as a Spanish teacher. I am very grateful for what the Instituto Internacional gave me.

Please accept this small donation to be used wherever most needed.

I feel privileged and proud to have been a small part of el Instituto.

Karen (Olsen) Steadman

Damos la bienvenida a Álvaro, nieto de Trini y Juan González

Cerramos este número de Notes & News del mismo modo que lo iniciamos, celebrando. El pasado día 5 de diciembre nació Álvaro, el primer nieto de Trini y Juan González, dos figuras imprescindibles en el quehacer diario del Instituto desde hace treinta años. Álvaro es hijo de Elizabeth, la primogénita de Trini y Juan, una joven arquitecta que también ha sido alumna del Instituto Internacional.



Felicitamos a Elizabeth y Luis, padres de Álvaro, a los abuelos, y nos encanta que Álvaro haya nacido precisamente el día del cumpleaños del Instituto Internacional.

Avance de programación: Enero 2018

Miércoles 10

- Competitive College Club

Jueves 11

- ASM Makers Club

Viernes 12

- Tiny Music & Movement Time

Lunes 15

- Makers Unite!

Martes 16

- Ciclo *El sueño americano: las óperas de Kurt Weill en EE.UU.*
- Storytelling Backstage

Viernes 19

- Group Discussion for Teens

Sábado 20

- Library Storytelling Morning (I y II)
- Mini-Makers
- Computer Music Pioneers
- Family Maker Club

Miércoles 24

- Competitive College Club
- Family Book Club

Jueves 25

- ASM Maker Club
- Club de lectura en español

Viernes 26

- Reading Alive for Kids

Martes 30

- Ciclo *El sueño americano: las óperas de Kurt Weill en EE.UU.*

Miércoles 31

- Bilingual Trivia Night

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Founded in 1892

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