MESSAGE FROM THE VICE PRESIDENT

Dear Friends of Concordia Language Villages,

The summer of 2010 was marked by the momentous celebrations of our 50th anniversary that provided an opportunity to reflect on our successes while planning for our future. I personally enjoyed connecting with many of the people who were instrumental in the growth of our program and the development of our community over the years.

While we celebrated our 50th, we also reflected on the sudden loss of a great advocate for the Language Villages and global education. Pamela Jolicoeur passed away suddenly in June 2010 after completing her sixth year as president of Concordia College. President Jolicoeur was a visionary leader and an important partner as we strategically moved forward in the 21st century. The Pamela Jolicoeur Endowed Fund will provide an annual scholarship for a young person to attend either the Arabic or Portuguese Language Village, two languages added during her tenure at Concordia College.

Our 2010-2011 highlights include: new models for teacher programs, a Healthy Camps Study, another visit from a UN dignitary affirming the importance and quality of our programs, along with programming innovation in our summer and year-round programs. We continue to strive to make Concordia Language Villages a stronger, more dynamic program each year.

These improvements and developments are remarkable, but only possible with the endorsement of the thousands of friends who support our mission of promoting responsible citizenship in our global community. Thank you very much for your gifts, for sharing the Concordia Language Villages mission with your friends and colleagues and for so many of you re-connecting and re-engaging during our 50th celebration.

My very best,

Christine Schulze, J.D.
Vice President for Concordia Language Villages

"Thank you very much for your gifts, for sharing the Concordia Language Villages mission with your friends and colleagues and for so many of you re-connecting and re-engaging during our 50th celebration."
This summer marked the 50th year celebration of Concordia Language Villages which began with 75 villagers attending Lager Waldsee in 1961. The growth that the Villages has enjoyed since then is well-documented, but many of the educational principles, rituals and philosophies still inform all programs today.

The founder of Concordia Language Villages, retired Concordia College professor Gerry Haukebo, was able to join some of the festivities and reflect on the important role the Language Villages has played for him personally. “I think the leadership has done a masterful job in expanding the Villages and getting them recognized,” Haukebo says. “Being a part of the Language Villages is one of the most fun things I have done in my life.”

While Waldsee staged a variety of events commemorating the 50th anniversary of its founding, the entire organization also celebrated at both International Days with special events, speakers and dedications. Most notably, Shaaban M. Shaaban, United Nations under-secretary-general for general assembly and conference management spoke at the second International Day praising the Language Villages mission as he experienced it during his visit.

Patricia Thornton, Director of Summer Programs, facilitated the celebrations on International Day and reflected on the role the Language Villages has played in the development of global citizens over the past fifty years:

It may be that the best rationale for language learning is the power of culture. Through direct teaching of a new language we affect the fluency capabilities of learners, but through the vehicle of language immersion, we affect what our villagers come to understand about the world. We help villagers understand that there are many paths to developing a worldview, and that there are unique approaches that each group of people employs to do so. Ultimately, through living the language and culture, villagers not only become more familiar with a definition of culture, they come face-to-face with the powerful question: ‘Just exactly what is an American?’ There is nothing that focusses the mind more on what it means to be a one member of one country than to become intimately familiar with the practices, products, and perspectives of the members of another. Increasing competence in another language and culture helps villagers to look beyond their comfort borders and develop insights into their own language and culture. The Villages provide the kind of substantive experiential engagement with language and culture that truly change the learner.

The festivities at Waldsee included reunions sponsored by current and many former deans along with a major celebration, the Waldseefest, that gathered over 150 former villagers, staff, and program leaders spanning all fifty years of Waldsee’s history. A hallmark of each celebration was the opportunity for attendees to sing, dance, eat, and play with the villagers in session.

“Waldsee, like all the other Language Villages, is about the people and the magic they create when they work together to learn and play.”

Erin Ilse Jennings, former Waldsee dean
Concordia Language Villages was honored by a visit from Shaaban M. Shaaban, United Nations under-secretary-general for general assembly and conference management. During his visit, Under-Secretary-General Shaaban spoke at International Day on August 13 and moderated the Global Summit. While visiting the Language Villages in August, Under-General-Secretary Shaaban also helped celebrate the twin milestones of Al-Wahā’s 5th anniversary and the 50th celebration summer of Concordia Language Villages.

During comments at a special ceremony, Shaaban reflected on what he observed during his visit to the programs. He noted in particular how the staff worked to create a balance between pride in the language and culture along with the goal of “respect for pluralism and unity.”

“[The prerequisite for any dialogue is respect for pluralism and diversity. In preserving and cherishing our different traditions and particularities, we lay down the foundations of the greatness and strength of our common humanity. We are all proud of our distinctive heritage, traditions, and customs of our respective identities.]”

“[Shaaban M. Shaaban]”

Each International Day, many villagers participate in a simulated political summit that addresses issues of sustainability, history, or current politics. Under-Secretary-General Shaaban’s expertise and background added significantly to the experience for villagers and staff.

THE FUTURE OF GERMAN

Waldsee’s 50th summer served as a spark to greater collaboration among German-related organizations and has already begun to improve prospects for German in America. As part of the celebrations marking the 50th summer of Waldsee and Concordia Language Villages, a national conference was held at Waldsee on “The Future of German in America.” German Ambassador to the U.S., Dr. Klaus Scharioth, and many other leaders in the field of German education and culture from across the United States and Germany joined together to look at the current situation for German language education and to recommend ways to improve cooperation to promote German for the future. Conference participants interacted with alumni and villagers during their stay at Waldsee.

The conference participants under the leadership of Dan Karl Hamilton, dean of Waldsee, released a consensus statement on the future of German. This Waldsee Statement highlighted four priority topics for those invested in German language in America — the idea of Sprachvergnügen, that learning German is both fun and easy; building new partnerships among German-related organizations; improving teacher training opportunities; and promoting study abroad and internship possibilities in German and in Germany. According to Hamilton, “The Waldsee Statement spurred the German Embassy to bring me and others together to draft a ‘Strategy Paper on the Future of German,’ which was sent to the German Foreign Office in Berlin last September. The organizations involved also signed a declaration pledging to work together to promote the study of German.”

The response from Berlin so far has been encouraging. The Foreign Office has decided to make the U.S. a strategic priority for promoting German language and culture in the world.

UN DIGNITARY VISITS

Concordia Language Villages was honored by a visit from Shaaban M. Shaaban, United Nations under-secretary-general for general assembly and conference management. During his visit, Under-Secretary-General Shaaban spoke at International Day on August 13 and moderated the Global Summit. While visiting the Language Villages in August, Under-Secretary-General Shaaban also helped celebrate the twin milestones of Al-Wahā’s 5th anniversary and the 50th celebration summer of Concordia Language Villages.

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“[Shaaban M. Shaaban]”
In this highly digitized age, where both parents and children are more accustomed to searching the web than their own backyards, some parents may worry about the safety of their children while away at summer camp. Fortunately, Concordia Language Villages, as well as many other summer camps across the United States and Canada, has never been safer, all thanks to efforts of Linda Erceg, R.N., M.S., PHN.

“If you want a place where the safety of your child is attended to, camp is the place to be. Camp is a health promoting environment that teaches life-long personal health skills,” says Erceg.

In the early 1980’s, U.S. camps focused on treatment of camp injuries and illness. Coming from a first aid perspective, there was little value placed on risk reduction. At this same time, camp insurance companies started talking about risk management. One of the people who heard this message was Erceg, who was completing her master’s thesis focusing on an epidemiologic analysis of five years worth of injury-illness data for the Language Villages. What she learned indicated that some small changes in camp practices and routines could cause noticeable results. Erceg was able to examine the context of incidents and indicated that some small changes in camp practices and routines could cause noticeable results. Erceg was able to examine the context of incidents and indicated that some small changes in camp practices and routines could cause noticeable results. Erceg was able to examine the context of incidents and indicated that some small changes in camp practices and routines could cause noticeable results. Erceg was able to examine the context of incidents and indicated that some small changes in camp practices and routines could cause noticeable results.

By 2006 Erceg was continuing her injury-illness improvement program for the Language Villages but had also founded the Association of Camp Nurses (ACN) and continued to be an active member of the American Camp Association (ACA). Markel Insurance, a company that insures camps, wanted to reduce the injury-illness rate in camps so they approached the ACA with five years of funding to conduct the most thorough study to date. The Healthy Camp Study grew from this interest and Erceg was asked to be on the study’s national advisory committee. Working with other researchers and camp professionals across the United States and Canada, data collection for this extensive study began.

The Healthy Camp Study was the first of its kind. It examined the injury-illness reporting of camps across the United States and Canada between 2006 and 2010. This data was collected through a surveillance method that included occurrence of injury-illness.

The Healthy Camp Study proved to be an outstanding success. Data collected from camps across the United States and Canada from 2006 to 2010 resulted in a decrease in the incidents of injury-illness. The study’s results were published in the ACA’s Healthy Camp Impact Study (2011). These results included previously unknown information, such as the injury-illness rate for campers and staff, the importance of risk reduction behaviors in controlling the spread of communicable diseases within the camp community, and the need to reduce the number of injury-causing trips and falls associated with the use of improper footwear.

By 2010 the Healthy Camp Study had grown to almost 200 camps across the United States and Canada. They were interested in conducting a more thorough study on risk management. The researchers noticed patterns in the data sets that could be changed by the slight alteration of certain practices. Changing the pattern resulted in a decrease in the incidents of injury-illness. The study’s results were published in the ACA’s Healthy Camp Impact Study (2011). These results included previously unknown information, such as the injury-illness rate for campers and staff, the importance of risk reduction behaviors in controlling the spread of communicable diseases within the camp community, and the need to reduce the number of injury-causing trips and falls associated with the use of improper footwear.

Overall, information in the Healthy Camps Study proved on a large scale what Erceg discovered years ago at the Villages: small changes can garner big results.

“The Healthy Camp Study inevitably lead to a set of promising practices that have the potential to decrease injury-illness in camp settings when utilized.”

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Through the efforts of a number of dedicated camp professionals, the five-year Healthy Camp Study proved to be an outstanding success. Data collected from the Healthy Camp Study inevitably lead to a set of promising practices that have the potential to decrease injury-illness in camp settings when utilized. Peg Smith, CEO of ACA is clear about the role Erceg plays in the wellness of campers: “Linda’s interest in studying trends in camp injuries and illnesses, developing programs that address camp risk areas, and promoting camp as an environment that builds wellness resiliency in both campers and staff made her the perfect fit as a leader in the Healthy Camp Study. Her hard work on the project throughout its five years was integral to its success, and her continued leadership in the three-year Healthy Camp Monitoring and Education Program will prove to be just as consequential. Her spirit causes us all to want to do better.”

Overall, information in the Healthy Camps Study proved on a large scale what Erceg discovered years ago at the Villages: small changes can garner big results.
DAKOTA PROGRAMS

In 2010, the Minnesota Indian Affairs Council awarded the Department of American Indian Studies (AIS) of the University of Minnesota along with Concordia Language Villages a grant to support the development of educational programs in Dakota language. With this grant, AIS and Concordia Language Villages developed a five-day residential language teaching workshop for those people currently teaching and interested in teaching the Dakota language. Two follow-up workshops and two intergenerational Dakota family weekends were developed as part of the new program.

It was a few years in the making, says Sisokaduta, a language teaching specialist with AIS who has been a big part of setting up the programs. A Skygarden village’s mother put him in contact with Concordia Language Villages. “I met Martin Graefe, director of year-round programs, and we talked over what do we want, how are we going to get it going.” They talked about funding and whether they could create a partnership. By then Sisokaduta was working at AIS, so he connected the two organizations.

Working together, Concordia Language Villages and AIS used their respective strengths to put together a program to teach Dakota in the hopes of revitalizing the language. Their first workshop trained Dakota language teachers and those interested in teaching Dakota language in the Concordia Language Villages methodology and processes of teaching.

On the differences between this program and other programs teaching the Dakota language, Sisokaduta says, “In the state of Minnesota it’s the only Dakota language immersion camp that I know of. There are some day camps, but they’re not residential [like Concordia Language Villages programs].”

“The impact has been more from staff. They’ve taken what they’ve learned and acquired from the teacher training workshops and applied what they’ve learned to the places they teach. They use [what they learned at the workshops] out in the community.” In the workshops, Sisokaduta says, the teachers have the opportunity to further develop their language skills, then they are able to bring the teaching skills back to their communities.

“It’s created a lot of positive energy within the Dakota language community,” Sisokaduta says. “It’s created momentum and motivates people to keep learning.”

ITALIAN DA VINCI PROGRAM

Leonardo Da Vinci, one of the greatest minds in history, has inspired countless people across the ages and now directly influences villagers at Lago del Bosco as well.

For the past two years, Lago del Bosco has provided inquisitive villagers with a three-day program that allows the villagers to apply the language they have learned in the Village and apply it to the challenge of creating or replicating Da Vinci’s inventions. Already immersed in Italian language and culture, villagers immerse themselves further in the thinking, creativity and genius of Da Vinci.

“They learn the language by building and trial and error,” says Eric Dario Dregni, dean of Lago del Bosco. “Hopefully, it will inspire them to create their own inventions too.”

Villagers learn that Da Vinci, often referred to as the archetypical Renaissance man, was well versed in many disciplines, including mathematics, music and art. Among his many inventions, the villagers have built a working trebuchet, camera obscura, and shoes that allow the wearer to walk on water.

The Da Vinci program at Lago del Bosco is among a growing number of programs across the Language Villages that emphasize teaching language with a more specific and often technical content. These content-driven programs provide new and returning villagers with more challenging curricula and the opportunity to apply what they have learned in the Village and elsewhere on a more authentic and complex set of issues. From environmental learning at the Waldsee BioHaus to Spanish history at El Lago del Bosque, villagers have more opportunities to explore the content that students in other countries are studying.

“Da Vinci embodied the Italian tradition of changing the world one creation at a time,” according to Dregni. “Villagers learn not only what Da Vinci invented or designed, they also emulate how he thought and viewed the world.”
In 2010 Concordia Language Villages received STARTALK funds again to support teachers in three strategic languages: Russian, Arabic and Chinese. The Language Villages has received funding from STARTALK, a program of the National Strategic Language Initiative (NSLI) for the past seven years to support both educator programs and villager scholarships. The work that the Villages has been doing for many years complements the mission of the STARTALK program. According to their Website, “STARTALK’s mission is to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students (K–16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development.”

Traditionally teachers participating in educator programs at the Villages in the summer spend most of their time at a local college under the instruction of Language Villages faculty with occasional visits to the Village sites to observe and interact briefly with the villagers. For the first time in 2010 the Russian STARTALK teachers actually lived at Lesnoe Ozero with the villagers, affording the teachers much more opportunity to observe and interact with villagers and staff. In the first year, ten teachers from across the United States participated in the program. After completing training in Language Villages methods and orientation to safety protocols, the teachers were able to participate in as many aspects of daily life at Lesnoe Ozero as they wanted; that included participating in activities such as folk dancing, singing, and art; teaching Russian culture; “hanging out” with the villagers to speak Russian.

Lara Ravitch, dean of Lesnoe Ozero, the Russian Language Village was very pleased with the addition of the teachers to the community. While presenting some logistical challenges for staff, both the villagers and teachers benefited from the arrangement for a variety of reasons. According to Ravitch the teachers were able “to see villagers become comfortable with the immersion atmosphere over a longer period of time and see how that process happens and think about how to make that happen in their own classrooms. They were also able to practice interacting with villagers at a range of proficiency levels in an immersion atmosphere over a two-week period, honing their skills and developing a repertoire of strategies.”

Donna Clementi, director of education and research at the Villages, oversees the full range of educator programs each year and spoke to the benefits this new arrangement created for both villagers and teachers: “The teachers were another group of people who could speak Russian with the villagers to support the immersion environment. They helped plan some activities and were able to see the activities from a different perspective.”

While not necessarily a model for all language teacher programs at the Villages, other teacher programs are considering a similar arrangement. Based on the success of the Russian STARTALK teachers and their reflections, more teachers may be embedded in the programs to learn more about teaching, American youth and Language Villages methodology.
Sarah Bosch, an intern working with adult participants at Skogfjorden, developed a program with program leader Kari Berit to capture the oral histories of some of the adults attending the program. The goal for some was to help preserve stories from parents or grandparents who immigrated from Norway while others were interested in preserving their current engagement with Norway.

"People told stories of all things Norwegian," according to Bosch. "They told stories of Norwegian immigrant ancestors, grandparents and family traditions, and the origins of their interest in exploring their Norwegian heritage. Many spoke of traveling to Norway, many meeting long lost Norwegian relatives and visiting the farms of their ancestors."

For the most part she simply sat with participants and recorded their stories with a hand-held recorder. In some cases individuals came to her with stories while others would come with siblings, spouses or other family members to help provide detail and remember together. Interviews lasted between 30 and 90 minutes and Bosch tried to say as little as possible herself asking only clarifying questions. One woman had spent thousands of hours constructing and embroidering her region’s bunad (traditional Norwegian dress). Another participant told the story of a great-great uncle struck by lightning while lying in his bed living in the Western-most homestead in North Dakota. There were heart-breaking stories, inspiring stories, stories of love and hardship.

After the weeklong immersion program concluded, Bosch took the interviews home, edited them slightly and burned CDs for each participant to share with their families. "Initially, I did the project because I thought it would be fun and I love doing oral histories," says Bosch. "But the project became something far more than anything I had anticipated. I can’t say exactly what it was that was so moving. Perhaps it was the people, perhaps it was the stories, perhaps it was being in that beautiful place, but there was such an extraordinary sense of community and passion that pervaded the week and the stories. One participant summarized it best that, at Skogfjorden you talk about all things Norwegian and instead of rolling their eyes, people are eager to hear what you have to say and have stories of their own to share."

"At Skogfjorden you talk about all things Norwegian and instead of rolling their eyes, people are eager to hear what you have to say and have stories of their own to share."

- Program participant
2010-2011 Enrollment Reports

2010 Summer Residential Enrollment by Language

<table>
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<th>Language</th>
<th>New</th>
<th>Returning &lt; 3 years</th>
<th>Returning for 3 or more years</th>
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<td>Arabic</td>
<td>12%</td>
<td>16%</td>
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<td>15%</td>
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<tr>
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<td>15%</td>
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<tr>
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<td>16%</td>
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<tr>
<td>Swedish</td>
<td>39%</td>
<td>14%</td>
<td>47%</td>
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</table>

Top 10 U.S. States for Summer Villager Enrollment

- Minnesota
- Virginia
- Illinois
- North Carolina
- Ohio
- Iowa
- California
- New York
- North Dakota
- Missouri

2010-2011 Year-Round Programs Enrollment

School groups: While widely known for the summer residential programs that began in 1961, Concordia Language Villages over the last decades has become a leader in providing a variety of programming for adults, families, school groups, and the youngest language learners.

- Concordia College: Master of Education in World Language Instruction, and federally funded programs in Chinese, Arabic, and Russian.

- Families: Attend programs in the summer as well as during the academic year.

Day Camps & Pre-K: Day Camps are either embedded in existing summer programs or, like the Pre-K programs, offered as part of community education in the Minneapolis-St. Paul metro area.

Educators: Educator programs include the Master of Education in World Language Instruction offered by Concordia College as well as federal-funded programs in Chinese, Arabic, and Russian.

School Groups: The Forest in Marine on St. Croix, Minn., as well as at the Turtle River Lake facility near Bemidji, Minn.

Adults & Families: = 4,610

Day Camps & Pre-K: = 1,043

Educators: = 683

Total 2010-11 Enrollment: = 70
**2010-2011 FINANCIAL REPORT**

**Operating Fund** (05/01/10 to 04/30/11)

**Revenue**
- Tuition and Fees: $8,763,296
- Charter School: $415,992
- Retail: $314,403
- Transportation: $365,024
- Total Revenue: $9,856,675

**Expenses**
- Salaries: $4,257,544
- Fringe: $1,385,827
- Services: $2,663,997
- Supplies: $31,213
- Cost of Sales: $938,977
- Equipment: $7,047
- Utilities: $384,844
- Total Expenses: $9,977,449

**Balance of Revenue over Expenses** ($120,774)

**Gift Income**

**Source of Gifts**
- Business Support: $233,701
- Foundation Support: $110,794
- Organizational Support: $79,155
- State/Federal Government Support: $430,412
- Foreign Government/Foundation Support: $21,070
- Individual Support: $52,639
- Total: $1,987,671

**Allocation of Gifts**
- Capital Funds: $372,851
- Endowment Funds: $82,473
- Scholarships: $609,677
- Program Enhancement and Operating: $655,183
- Leadership Fund: $101,987
- Total: $1,987,671

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*For a list of donors in 2010-2011 please visit www.ConcordiaLanguageVillages.org and click on “Support The Villages.”*
VILLAGE AWARDS

Circle of Peace Medal
The Circle of Peace Medal is presented to individuals who have given outstanding service to the program.

T.C. Merickel
Alex Ericksen
Paris Ekman
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Abigail Downs
Michaela Diamond
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Laura Jossund
Kendra Johnson
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Jacob Heinz
Lia Haugen
Andrew Haskins
Morgan Hadrava
Mackenzie Grahek
Sonya Garg
Ashton Friend
Nicole Fleming
Kelsey Faulise
Shannon Faulise

5 Year Award
This award is presented to individuals who have given outstanding service as a staff member for five years.

Cynthia Johnson
Robert Granvin
Roby Bybee
Samantha Schmidt
Erik Rudd
Jenny Robinson
Ahna Olson
Caroline Oates
Esther Neu
David Nebreda Martin-Tereso
Josephine Moussi
Molly Mollenkamp
Jessica Miller
Sarah Mauk
Jacqueline Hoffer
Melanie Henry
Anna Freeburg
Yuhong Feng
Juan Elizondo Isla

10 Year Award
This award is presented to individuals who have given outstanding service as a staff member for 10 years.

Aloida Zaragoza
Erika Strom
Traci Sheehan
Terra Seeler
Peter Schmitt
Samantha Schmidt
Susan Schaefer
Elizabeth Ryan
Diane Rusk
Marianne Rudd
Erik Rudd
Jenny Robinson
Ahna Olson
Caroline Oates
Esther Neu
David Nebreda Martin-Tereso
Josephine Moussi
Molly Mollenkamp
Jessica Miller
Sarah Mauk
Jacqueline Hoffer
Melanie Henry
Anna Freeburg
Yuhong Feng
Juan Elizondo Isla

25 YEARS OF DEDICATION
According to Carl-Martin Nelson, director of Marketing and Student Services at the Villages, "No matter what role Paul Dí Báolūo DelMain has filled at the Villages over the past 25 years—dawn at Sēn Lín, weekend program leader, aboriginal program leader and a wide variety of other positions in the French and Chinese Language Villages—has always been a counselor thinking first and foremost about the safety and learning experiences of the children in his care. As such he is an exemplar of the values of Concordia language Villages and was honored this summer at a celebration at Sēn Lín for his 25 years of dedication. "Paul has been an inspiring leader for the Villages personnel because he has a keen eye for what engages students in his classroom, his cabin or his village," according to Carl-Martin Nelson, director of Marketing and Communications. "He helps villagers find the fun in any learning experience and see the importance of language to being a more complete person."
In 1960, Gerhard Haukebo, a Concordia College faculty member, suggested the College initiate an experimental program using immersion techniques to teach language. The intent of the program was to teach young people about other languages and cultures, while giving Concordia students the opportunity to gain practical teaching experience.

Concordia College sponsored the project in the summer of 1961. The College rented Luther Crest Bible Camp, north of Alexandria, Minn., for the first two-week German session. “Camp Waldsee,” which was limited to 72 campers aged 9-12, was a resounding success.

Interest in the program increased steadily and more “Villages” were added. Now, in addition to seven year-round, architecturally authentic sites on Turtle River Lake near Bemidji, Minn., several seasonal sites throughout Minnesota host Language Villages every summer.

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Carl-Martin Nelson
Director of Marketing and Communications

Christine Schulze
Vice President for Concordia Language Villages
Patricia Thornton
Director of Summer Programs

A BRIEF HISTORY OF CONCORDIA LANGUAGE VILLAGES

In 1961, Walter S. Westermeyer, a Concordia College faculty member, suggested the College initiate an experimental program using immersion techniques to teach language. The intent of the program was to teach young people about other languages and cultures, while giving Concordia students the opportunity to gain practical teaching experience.

Concordia College sponsored the project in the summer of 1961. The College rented Luther Crest Bible Camp, north of Alexandria, Minn., for the first two-week German session. “Camp Waldsee,” which was limited to 72 campers aged 9-12, was a resounding success.

Interest in the program increased steadily and more “Villages” were added. Now, in addition to seven year-round, architecturally authentic sites on Turtle River Lake near Bemidji, Minn., several seasonal sites throughout Minnesota host Language Villages every summer.

In 1961, Waldsee | German Language Village
1962, Lac du Bois | French Language Village
1963, Skogfjorden | Norwegian Language Village
1964, El Lago del Bosque | Spanish Language Village
1965, Jennie Ogren | Russian Language Village
1966, Sjölunden | Swedish Language Village
1975, Svaberg | Finnish Language Village
1976, Lesnoe Ozero | Russian Language Village
1978, Skovsøen | Danish Language Village
1982, Skogfjorden | Norwegian Language Village
1984, Sjölunden | Swedish Language Village
1999, Sup sog ˘ ui Hosu | Korean Language Village
2006, Kultura | English Language Village
2008, Mar a Finnesa | Portuguese Language Village

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The mission of Concordia Language Villages is to prepare young people for responsible citizenship in our global community.