

INDIANA UNIVERSITY High School

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One of his goals is to visit every high school in the state—and he's almost there. Meet Mike Walsh ... if you haven't already!

Help us stay in touch

Personnel changes increase access

Recent personnel changes will give you even greater access to Indiana University High School administrators.

In addition to serving as IUHS director, I have assumed responsibilities as assistant dean for long-range planning for the Indiana University School of Continuing Studies. In turn, Mike Walsh has been appointed as IUHS's associate director. This means that both Mike and I are available to answer your questions, hear your comments and suggestions, and share your successes.

Many of you may already know Mike. He has been on the IUHS staff for several years, attending many homeschool and counselor conventions and visiting individual high schools to meet with counselors.

He and I are happy to talk with you. Feel free to contact us at 800.334.1011.



Bruce A. Colston

Bruce Colston, IUHS Director and Associate Dean for Long-Range Planning

Student Snapshot

When Zachary Meunier visited Washington, D.C., this past March, he wasn't taking pictures of the Washington Monument or looking at cherry blossoms. Instead, the 17-year-old Indiana University High School junior was shaking hands with people like State Department spokesperson Sean McCormack, FBI deputy director Mike Mason, and consumer advocate Ralph Nader. He was also reconnecting with the man he helped get re-elected, Congressman Baron Hill. Meunier was in the nation's capital as part of "A Presidential Classroom for Young Americans," one of the country's leading civic and leadership education programs. It was "one awesome week" in the life of a young man who is determined to work professionally in campaign politics and who is getting a head start on his goal thanks to Indiana University High School.

Read more about Zachary.



Zachary Meunier

IUHS Staff Spotlight

If you haven't met Mike Walsh, you may be in the minority. For the past two years, he has traveled throughout the Midwest, representing Indiana University High School at various counselor and homeschool conventions. He has also visited more than 340 high schools in Indiana, and plans to have visited every one by late fall. "I really enjoy visiting schools and going to conventions and conferences," said



Walsh. "There's a small Indiana town called Poneto that no one seems to have heard of, but I know it, because they have a high school and I've been there. It's a great little town."

Walsh is no stranger to education in Indiana. He has more than 30 years of teach-

ing experience in various settings, including public schools, the Job Corps program, adult education courses, and Indiana University School of Education graduate courses. He spent 12 years as a school administrator in Bloomington, Indiana. He retired in 1994 and became the university supervisor for student teaching at IU, as well as the university facilitator for the Project Aspire program at Ball State University. He also served as general manager of the Bloomington Pops Orchestra, and remains involved with that organization in his free time.

Walsh has been with Indiana University High School for several years, first as interim director, and then as outreach consultant. He was recently appointed as the IUHS associate director.

New Online: FACS 41C

Do you know someone who lives paycheck to paycheck? Someone who owns a big-screen TV and drives an SUV but who never has enough money to pay their bills each month?

Do you ever think about how much your double-cappucino-with-whipped-cream habit—not to mention the dollar tip—costs you over the course of a year?

In our consumer-driven society, many of us grow up thinking of all the things we'd like to have—and to have *now*—but we don't stop to consider whether our purchases are really in our best interests.

What about you? How do you make decisions about spending money? Do you know how to plan for what you need? Budget for what you want? Do you have a personal economic plan?

Take **Family and Consumer Sciences 41C, Consumer Economics**, and learn some practical skills for daily economic life. The course is now available **online**, as well as through correspondence.

Register at <https://dragon.pop.indiana.edu>, or call 800.334.1011.

Coming Right Up!

IUHS Science Courses Now Include Lab Experiences

Students taking IUHS science courses can now benefit from an added feature: lab work. **Science 41P and 42P** (Physics Level I: First Semester and Second Semester) have just been released with a lab component, and all other science courses will soon follow.

IUHS course developers began adding the labs this spring. Depending on the subject matter, labs may include simulations, virtual experiments, and hands-on activities.

Lab components are just one of many recent developments for Indiana University High School. In 2006, IUHS began offering an honors diploma and scholarships. Most recently, it announced that a limited number of registrations will be taken for advanced placement courses this fall.

Forward Focus: Exploring Careers, Part 1

One of the most difficult decisions you'll make as you leave high school and move on to job training or college is figuring out what career to pursue. Advice runs rampant, oftentimes reflecting the experiences of the individual providing it.

Some things to consider when choosing a career include

interests: What are you passionate about? Career counselors everywhere will tell you that pursuing your interests is the key to long-term career success.

strengths: What skills do you possess, or are you willing to develop? If you are passionate about animals but weak in math and science, a career in veterinary medicine may not be the best choice.



motivations: What motivates you? Let's say you love animals and have strong communication skills. Fundraising for the animal shelter may seem like a purrrfect career, but if you are driven by monetary gain, you'll be disappointed. Volunteer for the animal shelter, and consider a career in business or law.

Did you know?

Need Balance? Scientists Say Meditation Works



Researchers at UCLA recently completed a study using fMRI technology to examine brain activity in response to emotion.

When participants were asked to choose labels for negative emotions displayed on images of faces they were shown, their brains responded differently than when asked to choose the gender-appropriate name for the person shown. When naming emo-

tions, participant brains reacted by showing increased activity in the right ventrolateral prefrontal cortex (associated with thinking in words about emotional experiences), as well as a "calming" of activity in the amygdala, a region associated with emotional processing.

The results indicate that naming emotions as we experience them—as is often done during meditation—has a positive effect on the brain, and therefore our response to them.

Learn more about the study [here](#).

articulating your feelings

is **therapy** for

your **brain...**

Help us stay in touch with you!

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