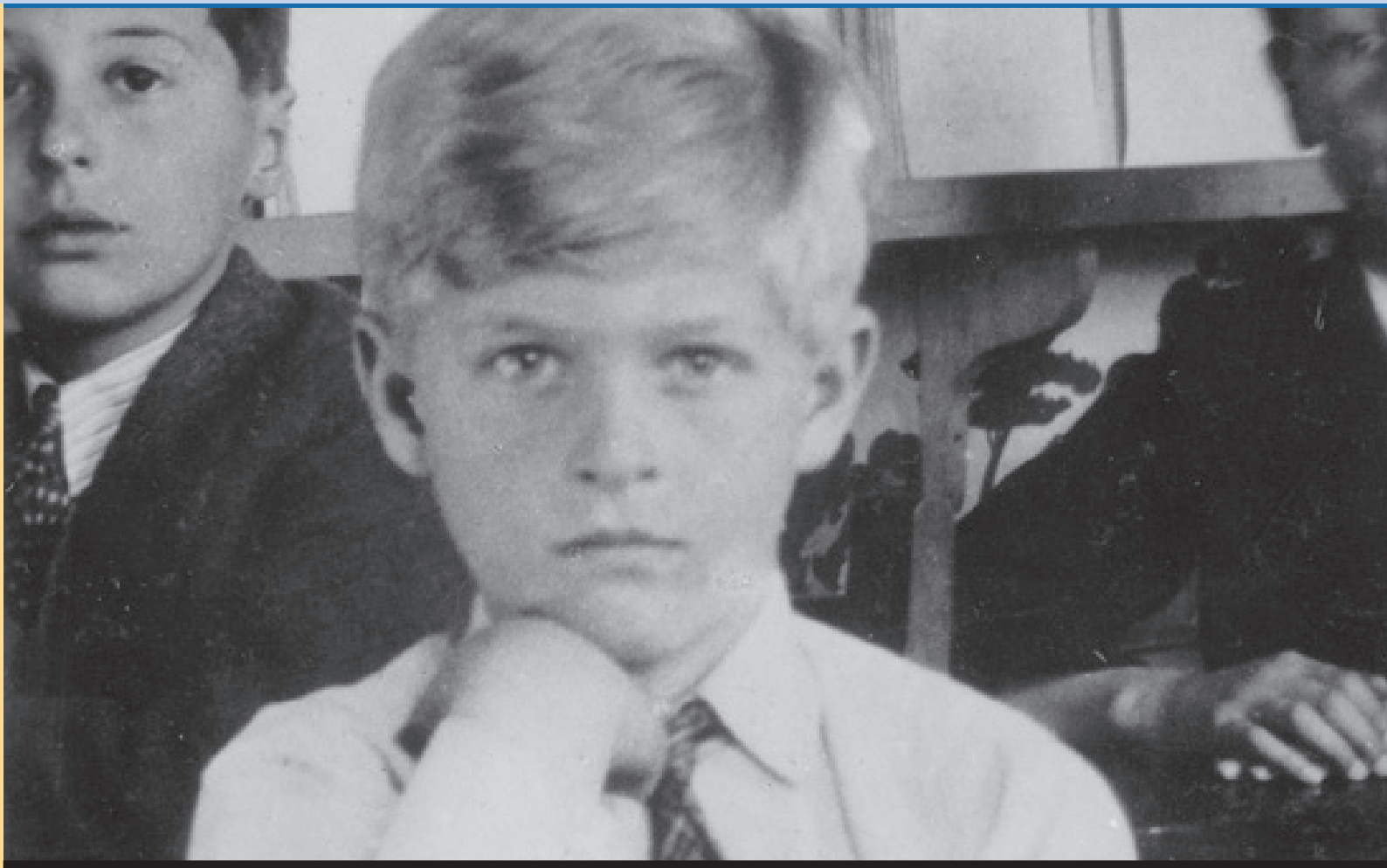
MacJannet FOUNDATION

Les Entretiens

BUILDING A COMMUNITY OF GLOBAL CITIZENS

THE NEWSLETTER OF THE MACJANNET FOUNDATION

SPRING 2012



Eight-year-old Prince Philip, the future Duke of Edinburgh, at the MacJannet School in 1929: Oasis for a virtual orphan.

Prince Philip's school days

The Duke of Edinburgh was rescued from a traumatic childhood. Donald MacJannet may deserve much of the credit.

BY DAN ROTTENBERG

Donald and Charlotte MacJannet molded several subsequently famous figures during their formative years, among them the late Indian Prime Minister Indira Gandhi and the late U.S. Supreme Court Justice Potter Stewart. But the MacJannets' best-known alumnus has long mystified devoted MacJannet acolytes, not to mention many of his subjects. The Duke of Edinburgh, now the 90-year-old consort of Britain's Queen Elizabeth II, was enrolled at Donald MacJannet's school outside Paris in 1927, when he was a six-year-old with the less grandiloquent (if equally baffling to his classmates) name of Philip of Greece.

(Continued on page 3)

Eyes on the Prize

A progress report by one of its founders

BY ROB HOLLISTER

Four years ago, the MacJannet Foundation launched its partnership with the Talloires Network to award the annual MacJannet Prize for Global Citizenship. The awards program recognizes exceptional student community engagement initiatives at the 236 Talloires Network universities and contribute financially to their ongoing public service efforts.

The Prize has proven both popular and inspirational. But has it fulfilled its purposes, as we conceived them?

Students at Ahfad University for Women, Sudan, whose Community Mobilization for the Abolition of Female Genital Mutilation was a 2009 finalist for the MacJannet Prize.

- **Recognize and encourage exceptional student civic engagement and community service.** The Prizewinners report that getting the award powerfully reinforces the specific program that is recognized and also the broader university community engagement activities of their institutions. In addition, they say the MacJannet Prize elevates the support that they receive. Beyond the 24 Prize recipients honored so far, the whole process of submitting applications has a positive effect on participating institutions. Each year we select some 15 finalists and notify those institutions. Being chosen as a finalist is itself a significant form of recognition.

- **Financially support the continuing work of university-based civic initiatives.** The cash award presented to each winner (now $7,500, $5,000, $2,500) stipulates that it be used to continue the program being recognized. Winners report that they appreciate and value the funding, but they value even more the public recognition that comes with the MacJannet Prize, in the form of stories in local media and on websites.

- **Elevate innovative civic engagement program models and disseminate them throughout the Network as examples of promising practices.** We have disseminated descriptions of the winning programs primarily through the Talloires Network website, which is used by growing numbers of people around the world. The winning programs clearly have inspired and guided others, although the extent of this impact is hard to gauge.

- **Strengthen public support for the global civic engagement movement in higher education.** University civic engagement has been a significant untold story; the MacJannet Prize has proven to be a highly influential way to give broad visibility to university students and professors who engage in social change work around the world.

- **Champion the values of Donald and Charlotte MacJannet, who devoted their lives to fostering international understanding.** The annual prize process clearly has elevated public awareness of the MacJannets and what they stood for. Naming the Prize for them gives the award a personal face. It's thrilling to be at international gatherings and witness previous awardees proudly introduce themselves publicly as MacJannet Prize winners!

- **Promote action around the principles of the Talloires Declaration, which recommends steps to elevate the civic engagement of universities around the world.** Key elements of the Talloires Declaration are embodied in the MacJannet Prize selection criteria, so we have had very good progress on this goal as well. The 24 Prize winners so far come from 16 countries on six continents. This year alone we received 67 nominations from 40 institutions in 19 countries.

My overall sense is that together we have made impressive progress on each of the award's explicit goals. The MacJannet Prize has also benefitted the Talloires Network as an organization: Each year several institutions are motivated to join the Network in order to become eligible to apply for the Prize. Our members also report that the Prize program is a concrete benefit of being a member.

Professor Hollister is emeritus dean of Tufts University's Tisch Czollege of Citizenship and Public Service and a former MacJannet Foundation board member. He is now Director of the Talloires Network and Professor in the Tufts Department of Urban and Environmental Policy and Planning.

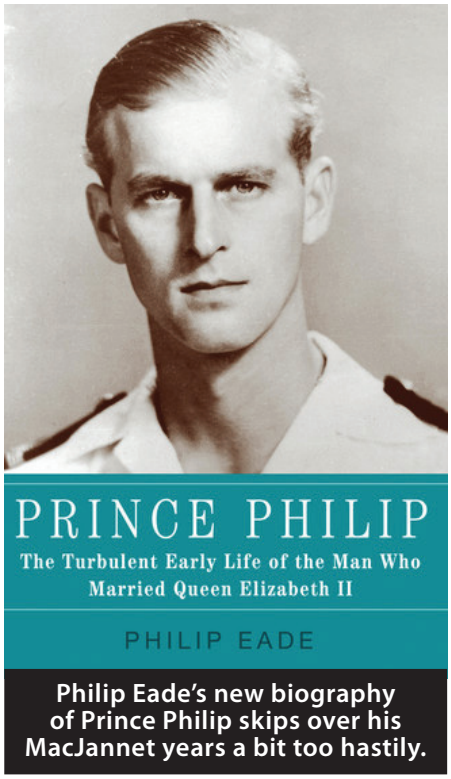
Prince Philip 's formative days...
'Three of the happiest years of my life'

(Continued from page 1)

Donald MacJannet's approach to education, as we know, relied heavily on offering children a warm and welcoming environment as well as exposure to foreign cultures, the better to sensitize them to respect other people's differences. Yet Philip's public image, as London's *Telegraph* put it recently, is that of a man who "has become notorious for making public gaffes" and "has gained rather a reputation for embarrassing comments and questions while on royal tours of duty."

MacJannet disciples may be tempted to wonder: In Philip's case, did Donald MacJannet's formula fail? Or, conversely, is there more to Philip's story than the figure so often ridiculed in the tabloids?

A recent biography of Prince Philip suggests emphatically that the answer is the latter. In *Prince Philip: The Turbulent Early Life of the Man Who Married Queen Elizabeth II* (Henry Holt, 2011), author Philip Eade reminds us that Philip overcame an inconceivably traumatic childhood.



Philip Eade's new biography of Prince Philip skips over his MacJannet years a bit too hastily.

Smuggled out

Although Philip was born in Greece to the Greek royal family, he was mostly Danish (the Greeks recruited his grandfather, a Danish prince, to be their king in the 19th Century), with German and English thrown in. When he was just a baby, a revolution ran his royal family out of Greece. Philip himself was smuggled out in a fruit crate in 1922, as his father, Prince Andrew of Greece and Denmark, evaded execution. Philip's mother, Princess Alice of Battenberg, was born deaf; she was committed to a psychiatric clinic when Philip was eight. His father, already traumatized by his exile from his home country, shut up the family home and went off to live with his mistress, effectively leaving his young son an orphan.

Thus by the time Philip was a teenager, he had lost his home, his name and identity, his family and many of his close relatives. Shuttled around to various relatives and boarding schools in Germany and Britain, Philip grew into a tough young man. Yet this smart, robust, take-charge aristocrat somehow managed to subordinate his alpha male instincts to play a lifelong supporting role to his wife— fathering her heirs, organizing her palaces, avoiding politics, and always walking a few paces behind his wife for the rest of his life.

When Philip is viewed in this light—as a stable rudder for the British monarchy—the relevant question becomes: Does Donald MacJannet deserve some of the credit?

Baseball before Cricket

Eade's book doesn't address the question directly but does provide grounds for speculation. Philip spent three years at the MacJannet School— from age six to nine. Although most educators today stress the critical importance of early childhood education in shaping personality, Eade devotes just three pages to Philip's time at the MacJannet School, which Eade describes as "a progressive American kindergarten housed in Jules Verne's former home— a rambling old St.-Cloud mansion (also since demolished) at 7 Avenue Eugenie just above the Seine, opposite the western end of the Bois de Boulogne, and shaded by the large trees that gave the school its name: The Elms."

In some respects, Philip's exposure to foreign classmates worked just as Donald MacJannet intended. "The majority of his classmates were American," Eade reports, "and Philip picked up something of their drawl and learned to play baseball before he played cricket. He coveted anything that came from the New York department store Macy's and was only too pleased to swap a gold bibelot given to him by George V for a state-of-the-art three-color pencil belonging to another boy."

Chinese friends

Eade quotes one of Philip's teachers as being struck by the young prince's precocious sense of responsibility. Having walked to school with his nanny, she recalled, he usually arrived there half an hour early, and he would fill in the time cleaning blackboards, filling inkwells, straightening the classroom furniture, picking up waste paper and watering the plants.

On his first day at The Elms, Eade reports, "some of the other boys had demanded that Philip 'fight it out' with another new boy. After a brief scuffle, he whispered to his opponent, 'Are you having fun?' When the other boy admitted he wasn't, Philip said, 'Let's quit,' which they did."

"He wanted to learn to do everything," Eade notes, "including waiting at table, his mother having taught him that 'a gentleman does not allow a woman to wait on

Prince Philip's family, circa 1930. A young Prince Philip stands to the left of his mother, Princess Andrew (Alice of Battenberg) and Prince Andrew of Greece and Denmark (called Andrea). From left to right are Philip's sisters, all Princesses of Greece & Denmark: Margarita, Theodora, Sophie, and Cecilie.

him.' He also appeared to take for granted his mother's insistence on hard work: Alice [his mother] made him do extra Greek prep three evenings a week, and asked the school to set him a daily exercise for the holidays."

When Philip first arrived at the Elms, Eade writes, "Alice had told the headmaster that her son had 'plenty of originality and spontaneity' and suggested that he be encouraged to work off his energy playing games and learning 'Anglo-Saxon ideas of courage, fair play and resistance.' She said she envisaged him ending up in an English-speaking country, perhaps America, so she wanted him to learn good English….. Alice also wanted Philip to 'develop English characteristics'."

Biographer's trap

Eade readily acknowledges that "The accounts we have of Philip's time at the school all emerged after his engagement to Princess Elizabeth and thus they may have been embroidered with the benefit of hindsight."

Whatever the explanation, Eade falls into the common biographer's trap of focusing on the manner in which characteristics are transmitted from parents (in this case Philip's mother, Alice) to children. But the blessing of an outside patron or mentor— uncluttered by familial or Freudian issues— is equally essential. The teacher Anne Sullivan— not Helen Keller's parents— was Keller's "miracle worker."

Was Donald MacJannet Prince Philip's "miracle worker"? Eade doesn't speculate. But anyone who was exposed to the MacJannets as a child must wonder how receptive another headmaster would have been to the suggestions of a mother— especially a mother like Philip's, who was not only deaf but also, in 1927, teetering on the brink of insanity.

Link to Gordonstoun

According to *Schoolmaster of Kings*, Herbert Jacobs's unpublished biography of Donald MacJannet, Prince Philip later described his time at the MacJannet school as "three of the happiest years of my life." (See the excerpt on page 5.) Jacobs further suggests that Philip's experience at the MacJannet School may have been part of the reason why he later sent his son Prince Charles to school at Gordonstoun in Scotland rather than having him tutored, as previous Princes of Wales had been.

Philip himself attended Gordonstoun after it opened in 1934. Donald MacJannet was said to have been friendly with Gordonstoun's founder, the German educational reformer Kurt Hahn, and perhaps could have influenced Philip's decision to enroll there.

In 1956 Philip created the Duke of Edinburgh's Award, a prize for young people (age 14 to 24) whose criteria seem to have been taken directly from Donald MacJannet's syllabus: It honors such activities as volunteer service, physical development, social and personal skills, adventurous journeys and participation in a shared activity while living away from one's home.

"Taking part builds confidence and develops self-esteem," the program's website explains. "It requires persistence, commitment and has a lasting impact on the attitudes and outlook of all young people who do their D of E." That comment is unsigned, but it could have been written by Philip himself, referring to his experience at The Elms.

Princess Elizabeth of Great Britain and Prince Philip of Greece announce their engagement, July 9, 1947.

A royal refugee, and his American refuge

BY HERBERT JACOBS

(Excerpted from Schoolmaster of Kings, Herbert Jacobs's unpublished biography of Donald MacJannet.)

The pupil who got the most newspaper attention was Philip—blue-eyed, flaxen-haired, "the boy with no last name." Subjected to much kidding by his classmates because of that lack, he was sometimes called Philip of Greece. His mother, the great-granddaughter of Queen Victoria, had married into the Danish royal family, which had no surname.

Philip had been raised with four older sisters, so much the center of their attention that his parents felt he needed association with boys of his own age. "Mother, do you think I can get into this?" he asked his mother wistfully when she brought him to the school and he saw a group of boys playing football.

"I should think you can," she replied. By the time she and Donald MacJannet had concluded details of Philip's admission, the active Philip was already mingling with his future classmates.

Princess Alice, Philip's mother, told MacJannet that while the boy had plenty of originality and spontaneity, "instead of being constantly hushed up he should be working off his boundless energy by practicing games and learning Anglo-Saxon ideas of courage, fair play, and resistance. Philip should develop English characteristics, because his future will be in English-speaking lands, perhaps American, and I want him to learn English well."

Why the princess didn't respond

The princess was looking out the window, watching Philip, when MacJannet made some comment, but she did not respond. Later he learned that she had been born deaf, but had learned to read lips in English, German and Greek.

Living farther up the St.-Cloud slope and walking to school each morning with his governess, Philip usually arrived half an hour early. He cleaned blackboards, straightened furniture, and was always helpful and eager, though he frequently quoted his sisters' statement that "you shouldn't slam doors or shout loud," MacJannet recalled.

He always got chairs for visitors, would not let women serve him, carried food from the kitchen but never broke a platter. Besides loving football, he did well enough in his studies to get a silver star and even a gold one, "making great progress in his three years," MacJannet said.

He begged to be allowed to be a boarder and live at the school, but "we can't afford it," his mother said. The royal refugee family, in fact, had very little money. Princess Alice had opened a shop in Paris where she sold the artifacts brought with them by other Greek refugees.

Philip's class at the MacJannet American School, 1929. Philip is the blond boy in front left in the tie. The boy in th second row at right is Phlip's friend Wellington Koo, son of China's ambassador to France.

At the age of six, when he entered the school in 1927, Philip soon learned more about American sports and presidents than he knew about King George III and cricket. Gregarious and popular, he was a member of the school's baseball team and lower school football captain.

Accidental soaking

Since MacJannet believed that physical labor, in moderation, was also good for children, he took part in the gardening, leaf raking and other duties that accompanied the academic life. MacJannet remembers him in charge of the garden hose at watering time, telling each boy firmly just when to take his turn. MacJannet got a turn too, of a different kind, when he approached to take a picture and he and the camera accidentally got a minor soaking.

Prince Philip later said of those three years at the MacJannet School that "they were three of the happiest years of my life" (presumably up to the age of nine, when he left). They may, in fact, have been part of the reason why he later sent Prince Charles to school rather than having him tutored, like previous Princes of Wales.

Too much laughter

"Philip was keen, intelligent and responsive," Mrs. Dorothy Huckle, a teacher at the Elms school, wrote in a letter. "Sometimes he was so boisterous that he had to be "sat on," she continued. " One day in class something came up to make us all laugh. When I felt that we had laughed enough, I said, 'Now, that's enough! Let's get on with our work.' Philip continued to laugh, not out of bravado, but for the sheer joy of life.

" 'Enough's enough, Philip,' I said. 'Stop it and let's get on with class.' My tone of severity astonished another child, who said to me in an awe-struck voice, 'His uncle and aunt are a king and queen!'"

"There was a dead silence, and I was faced by a pack ready to defend their idol. Blue, black, gray, green and

Prince Philip of Greece (second from left) with his schoolmates at the MacJannet American school in St Cloud, circa 1929: A rare happy interlude?

brown eyes looked at me with varied expressions— all questioning. Among them was a pair of blue eyes (Philip's) looking straight into mine with the wisdom of ages behind them, waiting for my answer.

"'Yes, but you are Americans,' I said. 'You don't believe in kings and queens. You honor a man for what he does. Any of you may be president of the United States. Philip must prove himself worthy of being the nephew of a king and queen. He must prove himself to be a prince before we take notice of that'."

"The little fellow took his reprimand like a man. He knew that he had not been sent to school to be pampered, to be singled out for favors. He was there as Philip, or Philip of Greece, if a last name was demanded— a little boy whose mother had impressed upon him the necessity of working hard, harder even than the other children."

Novice skiier

Philip showed the same burst of energy when he went with the MacJannet group at the 1927 Christmas holidays for two weeks of winter sports at Chamonix. Gustav Kalkun, the Estonian native who was a counselor at the MacJannet camp and ski instructor, watched Philip tumbling into the snow repeatedly, but getting up each time to try again. The next day Kalkun and his American-born wife Hally took a stiff but eager Philip between them and, with a hand and ski pole from each, the lad soon learned fast on steep slopes. Once, when Philip accidentally let go and disappeared under the snow, they had to move fast to dig him out.

Besides skiing at Chamonix, Philip, in his usual role as leader, persuaded three other boys that it would be fun to appear at a costume party as chimney sweeps, and that burnt cork was the very best material for blackening faces, ears and hands. And it fell to the lot of Donald's sister Jean MacJannet, after the party, to help in the slower and more laborious task of removing the cork from the royal face and ears.

Philip was widely pictured in the French, British and American press in a Robin Hood production at the school, laughing as he drew an arrow. Others in the picture are his classmates Jack and Anne de Bourbon, son and daughter of Prince René de Bourbon. Philip's best friends at the school were Wellington and Freeman Koo, sons of V. K. Wellington Koo, then Chinese ambassador to France, and later a judge at the International Court at The Hague.

Guests at the palace

Fifty years later, in 1977, Prince Philip invited Donald and Charlotte MacJannet to a party at Buckingham Palace as part of the Queen's Jubilee.

MacJannet, an old hand at arranging to be in the front row, found the route that Philip would take in circulating among the guests, and Philip stopped to talk. "Am I the only one of my classmates of so long ago that you keep in touch with?" Philip asked him. "Or do you just keep in touch with those who get into the newspapers?"

"Try me out," MacJannet replied. "Name someone you remember." The prince then asked about Wellington Koo, saying, "He was kind of like me. I was known as the boy who had no last name. He had been pointed out to me as 'Ching Ching Chinaman'."

When Philip married Princess Elizabeth in 1947, some MacJannet alumni got a shock of recognition when they saw pictures of Prince Philip at the Elms on a Boston TV station. The film, which Donald had lent to the station, showed a cracker race among some ten pupils at the school, and there was Philip, in his usual mischievous manner, his cheeks bulging with crackers, making faces at the camera.

Prince Philip of Greece and Denmark (blond boy in the center of the photograph) surrounded by his MacJannet School mates, ca. 1928. (From the MacJannet Collection, Digital Collections and Archives, Tufts University.)

Hannibal crosses the Alps, 218 B.C.E.:
Just the sort of hike Donald MacJannet would have loved.

Now for something completely different

BY DAN ROTTENBERG

One ingredient of an exciting education, Donald MacJannet believed, was an exciting environment. If you can bring students to a place like Talloires, he said, the setting alone will generate educational by-products that no teacher could have dreamed of— even if, as in the case of Talloires, the setting barely changes from one millennium to the next.

The latest unexpected by-product is the grandiloquently titled Institute for Alpine Archaeology and History. It's the brainchild of Steve Barrager, a California academic and consultant on decision theory, who first visited Talloires because he loved parapente— the art of jumping off La Tournette with the growing hordes of daredevils who have turned the Lake Annecy environs into the world center for the sport. In the process of his paraponting trips to Haute Savoie, Barrager developed an interest in the region's history— especially the subject of Hannibal's crossing of the Alps in 218 B.C.E. Barrager rounded up some fellow amateur historians — both French and American— to focus attention on the subject. Last year they formed a non-profit organization designed to champion this research and investigation.

The Institute seeks to find archaeological evidence of Hannibal's Alpine crossing by investigating the newly discovered Celtic oppidum at Voreppe and cataloging ancient roads. "Archaeology is a wonderful science for learning about history and the interactions of geography, politics, economics and religion," says Barrager, who in his working life lectures at Stanford's Department of Management Science and serves as chairman of Baker Street Publishing LLC, a lecture bureau and resource for decision coaches and management consultants. "There is a broad interest in learning from the experience of the Celts, Carthaginians, and Romans. The Northern Alps are a particularly important area in which to study these interactions, because they were a main corridor of trade, social interaction, and military activity between Rome (Italy), Gaul and Carthage."

Barrager consciously patterned the Alpine Institute after the MacJannet Foundation. In its early stages he was advised and encouraged by two MacJannet Foundation directors: Gaby Goldstein, director of the Tufts European Center Talloires, and Jean-Marie Hervé, president of Les Amis du Prieuré. Both are ex-officio members of the Alpine Institute's nine-member board, as is the MacJannet Foundation's president (currently Tony Cook). The Institute even borrowed the MacJannet Foundation's by-laws.

The Institute has also formed partnerships with the Stanford University Alpine Archaeology Project, and with Shattuck-St. Mary's School in Faribault, Minnesota. The Shattuck-St. Mary's headmaster, Nick Stoneman, visited Talloires in August 2011. There he and Barrager met with Tufts director Gabriella Goldstein to discuss instituting programs for high school and "gap" students similar to those offered by Tufts in Talloires.

With his peripatetic camera and irrepressible curiosity, Donald MacJannet was adept at persuading total strangers to pose for him. This picture of an unidentified wedding party, probably in France in the early 1950s, was among the 3-D slides in the suitcase bequeathed to Daniel Lathwesen by his aunt Charlotte MacJannet.

A treasure trove in an old suitcase

BY DANIEL LATHWESEN

Charlotte MacJannet was my great-aunt, and together with my sister and my parents I often visited her in Talloires and Geneva. But I knew very little about her life with Donald MacJannet, who died in 1986 when I was only eight years old. All I remember of him was his moustache, which tickled me when he gave me a kiss.

Aunt Lotte (as we called Charlotte) I knew better. She visited her sister in Germany— my grandmother, Inge Blensdorf Lathwesen— twice a year, usually in spring and at Christmas. As a child I was fascinated to listen to her play the piano. She couldn't move the pinky on her right hand as she wanted to, but she made a wonderful sound nevertheless. Since I took piano lessons until I was 13, she showed me some pieces to play and we often played together, which was great fun.

On one of my family's visits to Aunt Lotte's home on the Rue de l'Hotel de Ville in Geneva's historic center, she asked me to retrieve some paintings of Lac d'Annecy by her friend Suzanne Lansé from the cellar.

While I was looking for the paintings, I discovered a small, old-looking suitcase in a dark corner. When I asked Lotte about it, she told me to bring it upstairs.

During the breakfast, I was thrilled to open the case and discover that it was filled with 50 beautiful 3-D slides that my Great-Uncle Donald had made during their travels through Germany, Switzerland, France, Morocco and the U.S., as well as about 50 postcards from all over the world. At the end of our visit in Geneva, Lotte gave me that case as a gift.

Subsequently I studied photography, media and interdisciplinary work at the Freie Akademie der Bildenden Künste (Academy For Fine Arts) in Essen, Germany. Having completed those studies in 2010, I'm now working on a book that contains a selection of Uncle Donald's pictures. My collaborator Patrick Gommolla and I have finished the hard work of refurbishing the old slides to make them suitable for printing. Now, to complete the book, I hope to discover more about my family, and also to take new pictures of the environment that my aunt and uncle lived in.

Daniel Lathwesen is a photographer in Essen, Germany. His website is www.daniellathwesen.com.

‘It changed my life’

Reflections of MacJannet Scholars— Tufts in Talloires, Summer 2011

Editor’s note: Donald MacJannet believed that Talloires was the ideal place to educate Americans, because it uniquely exposed them to three critical tools: a different culture, a beautiful natural setting, and a timeless sense of history. The evaluations of last summer’s MacJannet Scholars at Tufts in Talloires, excerpted below, repeatedly reinforce Donald’s judgment.

Tufts in Talloires is a six-week summer program that offers academic courses to Tufts undergraduates at the Tufts European Center while simultaneously immersing them in French culture by housing them with host French families living in and around Annecy. The program’s MacJannet Scholars— so named because the MacJannet Foundation subsidizes their fees— reflected on the experience at the program’s conclusion. The snippets below are excerpted from their much longer essays and edited for brevity and clarity.— D.R.

Sampling classical music

I spent my seven weeks living with a new family in Menthon, and they have come to almost define my experience. I had two new parents, and three new brothers, ages 19, 16 and ten. As the youngest in my own family, having these three younger boys around was completely new for me. Although only one of them spoke English fluently, we all understood each other very well. I certainly thought of them as brothers by the end of my stay.

The rest of my time was divided between classes and exploring. Everything I did in France felt as if it was just enriching my experience. I took Non-Fiction Writing, where I read and wrote about Rousseau. I also took a music class where I have a newfound appreciation for classical music. I was even lucky enough to go to the opera for the first time, and in Geneva no less!

—Samantha Bissonnette ’13
Bridgewater, Mass.

One blissful moment

My most memorable moment at Talloires occurred during the overnight hike. After our dinner of exclusively local foods prepared by the refuge family, many kids gathered around the fire outside or went up in the loft to play cards. I stayed by the fire, too, for a while, but right before the last of the light left the clear sky, I crept behind the barn where we would all sleep and scurried up the mountainside, pen and notebook in hand. I just sat up

On the Prieuré staircase: ‘It’s nothing like Medford.’

there on a rock by myself for a while, looking out as far as I could in every which way. As the Alps grew faint as night fell, a purple mountain cornflower *(Centaurea montana)* focused in my sight at my feet. I then noticed that everything between the distant Alps and this flower was wild and pure. Everything from the very big to the very small was perfect at this moment. I had this realization up there on that mountainside, and for just a few moments everything was blissful.

—Josh Dennison ’13
Harpswell, Me.

Faculty exposure

I was pleasantly surprised by the availability of professors during the program, and I think that exposure to the faculty has a great impact on the confidence and scholarship of those students who take advantage of it.

Annecy is large enough that anybody walking through for six weeks would have had to pick up at least a couple phrases of the language. And no doubt, those who had some background in French left speaking it much more comfortably than they arrived. I know I did!

— Valerie Dorer ’13
Miami, Fla.

Never a wasted day

One Wednesday, my roommate was away on a field trip and I didn’t have class. I slept in and lazily made breakfast. I knew that my day was headed in a bad direction and that if I didn’t turn things around soon, the day could be wasted. I decided to go on a trail-running excursion on the mountain behind our house. I planned on summiting the mountain and then returning home within an hour or two. I ended up getting lost in the mountain’s confusing network of trails, but it turned out to be a fantastic place to get lost. I was treated to some extraordinary views and got to run through what felt like the entire mountain, including a crude mountain biking park complete with platforms and jumps. This was a trail runner’s paradise. I found my way home after over four hours of exploring the mountain (while being pleasantly “lost”).

—Nino Figliola ’13
Amherst, Mass.

Shut off no more

Before Talloires, I was pretty much dead set on going to medical school and becoming a doctor. For the first time in a long while, none of my course work took place inside a lab, and this really made me realize that I pretty much hate working in labs, because it leaves you shut off from a big piece of the world. Talloires taught me, though, that in order to be happy, I need to take courses beyond biology and physics.

— Malina Filkins '12
Cheshire, Mass.

No longer alone

How amazing it was to learn in the environment that my books are describing, and to be able to immediately and practically apply my classroom studies. I was able to see the house where Rousseau spent the best years of his life and volunteer in a French school while I learned about developmental differences.

There is also something to say for having a support system in another country. I bonded immensely with my host family and I'm determined to reconnect with them. I want to work in Europe after I graduate, and my goal has become all the more realistic, because I know that I won't be alone when I get there.

—Amber Jackson '12
East Hartford, Conn.

A new person

Six days before I was to leave for France, I began to panic. Why was I going? What was in France for me? Why couldn't I have just opted to get a job in New York and be "normal?" Why couldn't I be a camp counselor like my friends, and spend the nights at my friend Alli's house and the days at the beach?

At orientation, Brian Roach, a professor, told us that Talloires would change all of us. I sat there skeptical, failing to think of one thing that being in France all alone with no friends could do to me, except make me a more avid e-mailer.

And then, all of a sudden it was time for midterms. In only three weeks, I was a new person. I simply couldn't believe it. In three weeks I had become the happiest person that I had ever been, in my entire life. I had tried new things that I never dreamt of, I had met people that I could never even have imagined, and I had heard stories that made me question all that I had once thought to be true. I became inspired to do things that I never even considered before, and I found a part of myself that I had never even known to exist.

— Lauren Jayson '14
Dix Hills, N.Y.

Junior year students Kendall Lord (left) and Audrey Wilson prepare for the Tufts program's annual MacJannet Games, Donald MacJannet's unique approach to the Olympics.

On my own

In my short six weeks in Talloires, I planned many trips by myself with the help of several friends. This was something that I never had to do at home, as my parents were always the ones looking at plane tickets, booking hotel rooms, finding things to do while on vacation, etc.

—Janice Lam '13
San Francisco, Calif.

French and flowers

I loved practicing my French with my host family, and was so proud by the end of the trip when people in shops and cafés would answer me in French, instead of switching to English when they heard my accent. I've definitely never eaten so much cheese, drunk so much wine on a daily basis, or enjoyed either as much. I'm already imagining myself wandering around the Tufts campus, pointing out species of flowers to my not-so-interested friends.

—Leah Lazer '14
New Milford, Conn.

Harry Potter metaphor

The best way to describe how I feel is to use a Harry Potter metaphor: My six weeks in France were like the secret Order of the Phoenix meeting. When you first glance at the set of apartments, the doorway seems to be a narrow blip, barely noticeable and almost forgettable. It hides itself away and blends in with the rest of the doors (that is, the time that's passing in my life). But when you really focus on it, that door expands into a large apartment full of stories and memories and experiences. There are secrets and learning moments, and suddenly all you can see is that apartment, while everything else seems to fade away.

—Sarah Lockwood '13
Durango, Colo.

Biking around the lake

I cannot begin to describe the fantastic adventures I went on, nor the incredible people that I came in contact with. The image of Bernard leaping up an Alp like a mountain goat will forever be etched into my mind. I will remember the feeling of elation when I finished the 32-mile bike ride around Lake Annecy, and the thrilling jump from Roc de Chère. And of course I will remember my host family. I will reminisce about the weekly Sunday trip to the market. I will recall the three-hour dinners that left our stomachs bulging and our mouths smiling. And that one time that my roommate, Amanda, and I got caught in a rainstorm with our host sisters and took refuge at a plant nursery.

Talloires is unquestionably a magical place. Everyone who decides to take the adventures and push himself or herself out of their comfort zone will find that there is ample opportunity to grow at Talloires— academically and emotionally.

— Kendall Lord '13
La Jolla, Calif.

Living for the moment

I truly felt like a foreigner during the first week of the program. Family dinners where every family member sat down and ate for more than 30 minutes seemed pretty surreal to me, and going to the beach on a weekday seemed like a sin. As I adapted to my surroundings, I appreciated just lying on the grass and the beautiful scenery of the turquoise lake and lush green mountains in the background, just admiring nature's wonders and life's simple pleasures.

Our dinners consisted of making the meal as a family, talking about interesting topics, and trying out new dishes. The simplicity of just being able to actually sit down and spend time with family made me realized that I'm trying to live my life so fast back in the States. I didn't get to appreciate my real family by having a real meal with them. I was too busy trying to plan for the future. The French way of life illustrated the important of living in the moment, something we Americans tend to lose.

—Jacqueline M. Ochoa '14
McAllen, Tex.

Students Leah Lazer, Sara Eiseman and Catharine Keene on the Prieuré balcony.

Appreciating America

I always assumed I would much prefer French culture to America's, but now I'm not sure that's the case. I love the French ideals and the way they appreciate their food and surroundings, but there are certain aspects of American culture that I took for granted, such as the friendliness of locals in my small Pennsylvania town. I miss driving down my street and seeing complete strangers wave to me. It's trivial, but it makes me feel at home. I felt at home in France, but it was never quite the same.

The true distinctions between my character before and after Talloires are too hard to describe, but my overall personality has morphed into one that is more accepting, more optimistic, and more self-sufficient. I felt myself mature during the six weeks in Talloires just as much as I had during freshman year. After interacting with strangers across a language barrier in a foreign land, I feel prepared for any situation in the U.S.

—Chelsey Ott '14
Strasburg, Pa.

A memorable hike

One of my favorite parts of the trip occurred during a two-day hike we took in the Alps. After the first day of hiking up to the fields at the tops of some Alps, walking by a few chalets and a goat farm, and throwing some snowballs at a mountain peak (in July), we descended into a valley occupied by our home for the night, an old farm with two or three wooden shacks where we would sleep. It was nearing sunset, and our valley was illuminated with a warm red glow. Famished after a day of hard hiking, I demolished my dinner: a delicious home-cooked medley of salad, bread, cheese, polenta, sausage and wine. It was one of the best meals I've ever had.

After dinner, a few friends and I climbed to the top of a hill in the valley, making bouquets of the alpine flowers whose names we knew by heart, thanks to our "Flowers of the Alps" class. At the top of our short climb was one of the most mellowing sights I've ever seen. Below us were our cabins, and the distant shouts of fellow students enjoying the roaring campfire. Shadows of the mountains across from us climbed the valley walls behind us, and the stars started to shine down on us. Far in the distance we could see the white-capped peaks of the gigantic Mont Blanc, and in that moment that valley was our own little corner of the universe.

—Andrew Salber '13
Sterling, Mass.

Not so childish

I walked away from Tufts in Talloires trying to think of a reason why the program was "bad." I simply couldn't do it. How could there be nothing wrong with six whole weeks of my life? Simple program activities, like the MacJannet Games, seemed childish but became some of my fondest memories. Classes were never dull because, like the 90 students in the program, the faculty was thrilled to be teaching in this picturesque environment.

I also walked away from this program with so many new friends. I literally spent every moment of my day with the same people, so friendships that I've made in six weeks in Talloires feel like they are years old.

I don't see why every Tufts student doesn't do Talloires. In my book, nothing can top it.

— Taylor Schwartz '13
Manchester, Mass.

Living in paradise

It's been a few weeks since I have returned to the states, and things still don't seem quite right. I feel like

I'm supposed to be catching the Crolard bus to go to class, or that I should be eating baguettes and cheese every day! I miss the French children that I taught English to as a part of my Child Development class. I miss the never-ending opportunities to do something fun and different (like parapenting or cliff jumping). If ever there is a paradise, I can now say I was lucky enough to live in it.

— Annie Sloan '13
Chevy Chase, Md.

Second helping

After I'd done Talloires a first time in summer 2009, my parents and I realized that if I took an additional three summer classes, I could graduate from Tufts in only seven full-time semesters and thereby save a chunk of tuition money. I agreed to this accelerated graduation plan on the condition that two of the remaining three summer classes take place in Talloires. Talloires offers an unparalleled and rare chance to experience Tufts-level courses in the French Alps while living with a host family and becoming ingrained in French culture. Though I was somewhat nervous that a second round of Talloires might not live up to my 2009 experience, the choice between Boston and Talloires as summer course destinations wasn't difficult.

I can now safely say that Talloires 2011 matched, if not exceeded, Talloires 2009. I have to give my compliments to Gabby, Adam and the capable staff of Talloires interns, for they truly ensure that our summer experience in Talloires and Annecy flows as smoothly as possible.

Jumping for joy on a day hike in the Bauges. (Dipsy the dog belongs to Tufts hiking guide Bernard Martin.)

—Chris Smith '11
Cardiff, Calif.

Sense of community

The local citizens were for the most part incredibly friendly, fun, didn't get annoyed by my speaking English, and were willing to go out of their way to help strangers.

Their culture seemed very similar to America's at first, down to many of the stores they had, but it was in fact substantially different. The emphasis on eating together and keeping your host parents informed about the time you're coming home. The cleanliness of the lake, city streets and parks is sort of unbelievable in hindsight; there was virtually no litter. The ubiquity and popularity of public transportation is also missing in many American cities, as is the enthusiasm of the whole city for getting involved in celebrations like the animation festival. All these issues speak to the underlying greater value that France seems to place on communities of all sorts, from family to city to nationality. America seems to emphasize individualism far more. It was nice to escape that for a little while.

—Seth Teleky '13
Oakland Garden, N.Y.

Happiness in a croissant

My eating habits changed drastically while I was there. Every morning, my host-mom, Nadine Desvallées, left a croissant, some jam and butter, and some tea ready for me when I arrived downstairs. I would sit down and bite into the most amazing, buttery taste ever, and I would be happy. Simple happiness is so hard to find, but I found it in a croissant.

—Stephanie Vasquez '12
Hyde Park, Mass.

Sculling with the Veep

Learning under Tufts professors in Talloires is nothing like learning under those same professors in Medford. Spending time with them around the Prieuré allows you to bond with them in a way that simply doesn't happen in Medford.

Never, in Medford, would I have gotten up at 7 a.m. to meet Executive Vice President Patricia Campbell for a morning sculling session on the Malden. However, that's exactly what I did one Friday morning on Lac d'Annecy.

—Kapri Walling '13
Laomi, Iowa

Multi-course meals

I've never stayed long-term with unfamiliar faces before. Despite my initial nervousness and diffidence, I gradually came to understand and develop unique relationships with my host family members. Every morning I breakfasted with my host mother, chatting about a variety of topics, ranging from how to cook the perfect ratatouille to employment laws in France. Every afternoon, I came home and pestered my host brother, posing non-stop questions about his school and friends. And of course, every evening the whole family dined together, sharing the day's events over requisite multi-course meals. In fact, there was no better way to learn about and understand a culture than staying with a host family.

— Winnie Zhuang '14
Toronto, Ont.

Fletcher's MacJannet Fellows rekindle the founders' spirit

BY ANTHONY KLEITZ

When Donald and Charlotte MacJannet first funded an exchange program at Tufts University's Fletcher School of Law and Diplomacy in 1967, it represented a revolutionary idea: probably the world's first program for highly qualified graduate students of international relations to personally experience another culture by actually pursuing academic study and research there.

In the 45 years since then, this MacJannet Fellows Exchange Program has enabled students at Fletcher to effectively trade places (for an academic year or, more recently, one semester) with graduate students of international studies in Geneva, seat of the United Nations European Office as well as of numerous other international institutions.

In the program's early decades, MacJannet Fellows transplanted from the Tufts Medford campus to Geneva— myself among them— enjoyed a rich side benefit: direct personal contact with Donald and Charlotte MacJannet themselves, who lived in Geneva.

But Donald MacJannet died in 1986, and Charlotte died in 1999, and consequently recent MacJannet Fellows are less grounded in how the MacJannets developed their unique philosophy of face-to-face communication and learning by doing.

Annual event

To fill that void, a landmark MacJannet event took place last November at the Fletcher School's Cabot Hall in Medford, Mass. Ten MacJannet Fellows were invited to the First MacJannet-Fletcher dinner, which is expected to become an annual event.

The Fellows include graduate students from the Graduate Institute of International Studies in Geneva— the spiritual heirs of the MacJannet Fellows Exchange Program originally established by the MacJannets in 1967— as well as other international students currently receiving Donald R. MacJannet Scholarships for their Fletcher studies.

In conversation at the dinner, the scholarship recipients demonstrated that they're not only outstanding students but also fascinating and impressive people. In addition to Christelle Rigual (from France, and one of the two students from Geneva's Graduate Institute), the group included Annatina Aerne (Switzerland), Lasse Eisgruber Germany), Ana Garcia (Spain), Bernardo Goriupp (Italy), Paul Maidowski (Germany), Frieder Mecklenburg (Germany), Marianne Schneider (Germany) and Joachim Jan Thraen (Germany). Anna Praz (Italy, and the second Geneva exchange student) was unable to attend.

MacJannet Fellows at the Fletcher School, Fall 2011: Front row, from left: Annatina Aerne, Ana Garcia, Christelle Rigual, Marianne Schneider. Back row: Bernardo Goriupp, Lasse Eisgruber, Joachim Jan Thraen, Frieder Mecklenburg.

A depersonalized world

The MacJannet Foundation was represented at the dinner by George Halsey, John McJennett and myself. Also joining us was Augustus Nasmith, who (along with this writer) was one of the original exchange students during the first year of the Fletcher-Geneva exchange (1967-68).

During the discussions that evening, what came out particularly was the continuing and even increasing importance today of the "MacJannet values": respect for individuals and their cultural backgrounds, and the need for personal contacts in today's globalized but impersonal world of instant high-tech communication.

This personal aspect, as well as the interest in individual development, is what most distinguishes a MacJannet Fellowship from most other scholarship opportunities and exchange programs.

'A bigger community'

The post-dinner feedback offers encouraging hope that the event may achieve its goal.

"I had the opportunity to really understand what the MacJannet Foundation does," wrote one of the scholars, Ana Garcia of Spain. She added: "This opportunity is not only helping me pursue my academic studies at the Fletcher School, but it is also making me feel part of a bigger and recognized community of students with strong values, values that are important for me and in which I have been raised on—the most important being the courage to achieve our personal and professional goals to make this world a better place in a different way."

A steadfast friend:
Cynthia Harts Raymond

1913-2011

Cynthia Harts Raymond, steadfast supporter of the MacJannet community, died peacefully in York Harbor, Maine on December 10, 2011 at the age of 98. Cynthia was a long-time friend of our founders, Donald and Charlotte MacJannet, as well as a MacJannet Foundation trustee and later trustee emeritus.

Cynthia's link to the MacJannet community predated even that of Charlotte MacJannet. Cynthia entered the MacJannet orbit as a counselor at Donald's international camp in Angon in 1930, when she was not yet 17. When camp ended that summer, Cynthia was one of five counselors who accompanied Donald and his head counselors Lynn and Anita Woodworth in Donald's eight-passenger Peugeot touring car to see the Passion Play at Oberammergau, Germany. A few years later she reconnected with the Macs when her father, General William Harts, was posted as a military attaché to the U.S. Embassy in Paris and she attended the French Lycee there.

After serving on the MacJannet Foundation's board for 15 years, in 1995 she became an honorary board member. In both capacities she contributed her wise counsel, bright spirit and creative energy to the task of fulfilling our vision, adding her characteristic civility and *joie* to the cause of international understanding.

Cynthia was the first to sponsor the foundation's newest initiative, the MacJannet Prize for Global Citizenship, and she offered several ideas in that project's formative stages that have contributed to the program's growth and success. She impressed all of her colleagues and friends with her remarkable zest and youthfulness, keeping abreast of events and brimming with ideas well into her 90s and faithfully attending board meetings in Talloires with her daughter, Cynthia Hosmer.

On her 90th birthday, in 2003, Cynthia wrote of her relationship to Donald and Charlotte:

"This has been a lifelong friendship with devotion and affection. It points out the strength and sincerity of the MacJannets.... Mrs. MacJannet worked alongside of Mr. Mac, spreading her arms out to all his campers and students through all those years... Between them there was a spiritual bond that enveloped all who crossed their paths. You always felt their interest in you personally, along with their warm friendship."

Cynthia represented the best qualities of America's "Greatest Generation," and we who have come to know her over these many years will sorely miss her warmth, generosity and good sense.

Tony Cook
President

A celebration of Cynthia's life will be held at the York Harbor Reading Room in York Harbor, Maine on her 99th birthday: September 9,2012 from 4 to 6 p.m.

Cynthia Harts Raymond
1913-2011

PRESIDENT'S LETTER

Once a ripple, now a wave

BY TONY COOK

Last June I attended the Talloires Network Leaders' Conference in Madrid, Spain, to learn more about the work that universities around the world are doing to fulfill their commitment to building more civil societies at home and abroad. I was also there to present the MacJannet Prize for Global Citizenship to eight outstanding programs that exemplify the global civic engagement movement that provided the *raison d'être* for the gathering.

What struck me was the impressive scale of this collective effort to move beyond the proverbial academic ivory tower. After all, it was only seven years ago that the leaders of some 29 institutions gathered in Talloires to declare their intention to promote the civic roles and social responsibilities of higher education and to form a global network of like-minded institutions.

Today this same Talloires Network boasts 236 member colleges and universities in 62 countries on six continents, with a combined student enrollment of 6 million. In Madrid, 250 conference participants were on hand, among them 120 presidents, rectors and vice chancellors from all over the world. The ripple generated from the shores of Lake Annecy is now a global wave.

The leaders assembled in Madrid were there to share some big ideas: how universities can work to break down social barriers within nations, support political transition and democratization, foster sustainable development, promote post-conflict reconciliation and respond to devastating natural disasters. In other words, they were plotting to provide the knowledge and passion to tackle some of our planet's biggest problems by harnessing the resources of their faculties along with the energy, intelligence and idealism of their students. This is a powerful– and promising– force.

MacJannet Foundation President Tony Cook at the MacJannet Prize ceremony in Madrid, June 2011.

It's also very much in the spirit of our founders, Donald and Charlotte MacJannet, who believed in a "hands-on" approach to learning. They were 20th Century pedagogical pragmatists who used the world as their classroom, teaching students by utilizing their European surroundings: museums, monasteries, music rooms and mountains. They would certainly endorse the many Talloires Network service learning programs that enable today's university students to serve the needs of their communities and gain both knowledge and wisdom from the exchange.

The 2011 MacJannet Prize ceremony was held on the sprawling corporate campus of Banco Santander, the Spanish sponsor of the Talloires Network. During my remarks, I shared some reminiscences of the inspiring couple whose name adorns the Prize and the fact that the MacJannets were pioneering internationalists even before there was a United Nations.

We watched a first-rate mini-documentary produced by the Pearson Foundation about the First Prize winner, the Community Action Program in Vulnerable Neighborhoods at the Universidad de Buenos Aires in Argentina. Each of the eight awardees offered a short "thank you" address to the assembled university administrators and government and business VIPs, as well as representatives from fellow Talloires Network patrons, the WalMart and MasterCard Foundations. For our modest foundation this was impressive company indeed.

Our Prize has quickly come of age. We have hitched our wagon to a rising star that now shines light on the virtuous efforts of young people working around the globe to create more civil societies. We salute their work and welcome them into our community of global citizens.

MacJannet Foundation board members gathered in Medford, Mass. in October 2011 for the inauguration of Tufts University's new president, Anthony Monaco. Seated from left: George Halsey, Tony Cook, Wenke Thoman Sterns. Standing: John McJennett, Rocky Carzo, Jean-Marie Hervé, Dan Rottenberg, Gabriella Goldstein, Anna Swinbourne, Bruce Berzin.

THE MACJANNET FOUNDATION

The MacJannet Foundation is a non-profit charitable foundation created in 1968. It mission is to promote the Prieuré in Talloires, France, as a catalyst to unleash individual potential and inspire international understanding. Our vision is a community of global citizens..

CONTACT INFORMATION

396 Washington Street #200,
Wellesley Hills, MA 02481
Tel: 617-875-7780
Email:george.halsey@macjannet.org

OFFICERS FOR 2012:

President: Anthony P. Cook
Vice President, Europe: Jean-Marie Hervé
Vice President, Programs: John King
Vice President, Development: Wenke Thoman Sterns
Secretary/Executive Director: George R. Halsey
Treasurer: Bruce Berzin

TRUSTEES

Rocco Carzo
Caren Black Deardorf
Gabriella Goldstein
John Iglehart
Robert Jerome
Anthony Kleitz
Todd Langton
John McJennett III
Anthony P. Monaco
Philip Rich
Maria Robinson
Dan Rottenberg
Anna Swinbourne

TRUSTEES EMERITI

Grace Lee Billings
Pierre Dietz
Mary van Bibber Harris
Carole Hambleton-Moser
Robert Hollister
Gerard Lignac
Douglas Marston
Cynthia Harts Raymond*
Willard B. Snyder

OVERSEERS

Bruno Asselin
Jean-Michel Fouquet
Gary J. Friedman
Andrew Pierre
Sally H. Pym
Elisabeth Rindborg

FOUNDERS

Amos Booth
Howard A. Cook *
Jean-Pierre Francillon *
James H. Halsey *
Charlotte B. MacJannet *
Donald R. MacJannet *
Senora di vita Pecorella*
Richard G. Powell*
Ruth B. Snyder *

HONORARY TRUSTEES

George Forman *
Suzanne Lansé *
Henry Leir*
Jean Mayer *
John O. Rich
Seymour Simches*

NEWSLETTER EDITOR

Dan Rottenberg

*= Deceased.