

Les Entretiens

BUILDING A COMMUNITY OF GLOBAL CITIZENS

THE NEWSLETTER OF THE MACJANNET FOUNDATION

SPRING 2013



Jim Halsey (left) confers an honorary degree on Donald MacJannet at the University of Bridgeport, 1977. 'Mr. Mac was my Dad's greatest hero,' writes George Halsey. 'Whenever he spoke of his MacJannet experience and his love of Mr. Mac's eccentricities, my Dad would have the smile of adoration that you see in this photo.'

The MacJannet-Halsey connection

How a dreamer and a pragmatist
transformed their common passion into reality.

BY GEORGE HALSEY

At some time in 1926 Donald MacJannet and one of his most trusted teachers, Catherine Pegg, were sorting through applications for faculty positions at the MacJannet American School outside Paris when Miss Pegg held up a photo of a 20-year-old freshly minted graduate of Wabash College in Indiana: my father, James H. Halsey.

"Don't like him," she remarked, according to Herb Jacobs's unpublished biography of Donald. "He's much too handsome, and so he's undoubtedly spoiled."

She was about to place Halsey's application in the "Reject" pile, but what caught Mr. Mac's eye was not my father's photo but two credentials in his resume: president of his college class and fraternity and, especially, Eagle Scout, the highest rank attainable in the Boy Scouts of America.

These achievements may have suggested to Mr. Mac that the applicant possessed leadership qualities sufficient to

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redeem the handicap of concern to Miss Pegg. Mr. Mac, never one to pass up a bargain, surely considered the low pay rate (including room and board) expected by new college graduates seeking a job in Paris. In September of 1926, my Dad joined the staff of “The Elms” (as the MacJannet School was familiarly known, after its landmark building in the suburb of St.-Cloud) as a teacher of English and history, as well as a sports coach.

So began a 50-year friendship between two educational innovators who influenced each other profoundly for more than 50 years. It was also the start of a close relationship between the MacJannet community and the Halsey family that persists to this day.

Learning by doing

From 1926 to 1928 Dad taught at the MacJannet School and spent his summers as a counselor at the MacJannet camp at Angon. In 1930 he returned with his bride, the former Julia Walker, to continue working at the school and the camp through 1937. My older brother, Jim, born in Paris in 1933, took his first steps at the camp in 1934.

Dad and Mr. Mac shared a particular enthusiasm for the progressive pedagogical movement then known as “experiential education”—that is, learning by doing. But this concept wasn’t some liberal ideal of unstructured indulgence. On the contrary, they sought through meticulous organization and simple reward methods to help each child optimize his or her potential by finding the child’s inner gifts and then facilitating a joyous adventure of inquiry, development and appreciation for teamwork.

The natural setting for the ultimate education, they believed, should inspire awe (think of Talloires or Sun Valley, Idaho), awakening aesthetic awareness and curiosity about other cultures, past and present. Children, they felt, should be encouraged to make friends who spoke different languages.

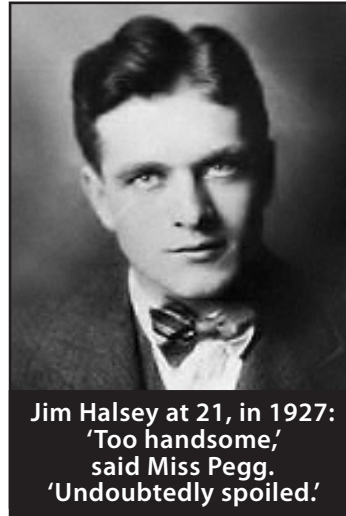
Master organizer

“Field trips” were the priority educational activity. The “curriculum” included not only day trips to French battlefields, castles, factories and natural sites, but also longer trips to Scotland, Chamonix and Africa.

While Dad and Mr. Mac shared the philosophy that continuing learning is the key to the good life, they possessed complementary strengths. As an Eagle Scout, Dad believed in making careful advance preparations, prioritizing, contingency planning, maintaining precise organization and timing.

Mr. Mac, on the other hand, was spontaneous, funny, energetic and creative but not necessarily well organized. He might launch several projects at the same time with no planning at all, deputizing anyone who happened to be within the sound of his voice at the moment. On one occasion, Mr. Mac invited a random group of campers milling around near the lodge to accompany him on his trip to Annecy to buy provisions. But he forgot to tell the counselors that the campers were leaving the grounds for a few hours.

Small wonder that Mr. Mac preferred to delegate the day-to-day operations at the school and the camp to



someone else. More often than not, that someone else was my Dad.

“Jim Halsey was a very good headmaster, and he was absolutely dependable,” Mr. Mac remarked to his biographer, Herb Jacobs. “When he said a thing, he’d do it. That was a characteristic I always found extremely valuable. The people gathered ’round me, both at camp and at school, were all talented and reliable, but Halsey was especially so. If you have a really

good person, with all the talent in the world, but you can’t count on him, he’s no use.”

Paris in the ‘20s

When Dad joined Mr. MacJannet’s faculty in September 1926, The Elms was then one of the centers of a thriving American expatriate community—the same intellectually vibrant Paris celebrated recently by Woody Allen in the movie *Midnight in Paris*—and Dad was euphoric to find himself in the midst of it. So his assignment as the school bus driver became one of his favorite tasks.

Dad loved nothing more than the long drive to pick up students at various locations around Paris, bringing them to the school and then driving them home in the late afternoon. After dropping off the last student on the bus route, he enjoyed testing his driving skills by taking several turns around the Place de l’Étoile (now Place Charles de Gaulle), where 12 major avenues intersect in a free-for-all rotary. Driving in that location, circling the Arc de Triomphe, was exhilarating indeed.

A visit from Babe Ruth

A highlight of that 1920s era at the Elms School was the visit of Babe Ruth, the dominant baseball player of his (or any) age. After the great Bambino’s inspirational speech to the MacJannet School students, he removed his jacket and coached the older boys in the finer points of hitting a baseball.

After some prodding, Ruth tossed a baseball into the air and belted it clear over the Elms building. While the students never found that particular ball, Ruth did sign a number of baseballs presented to him. One of those autographed baseballs eventually became the centerpiece of an especially memorable episode.

It seems that Prince Phillip, then age 9—the future Duke of Edinburgh and husband of Queen Elizabeth II (see *Les Entretiens*, Spring 2012)—carried a silver whistle on a chain around his neck in order to summon help in case he found himself in danger. But this was no ordinary whistle. It was an heirloom, engraved with insignia of Philip’s lineage and handed down to him through generations of Greek royalty.

Search for the whistle

One day, after Philip returned home from school, Philip's mother, Princess Alice of Battenberg, discovered that Philip was not in possession of the whistle. Philip claimed that he lost it on the baseball field at school. Princess Alice notified the school, and my Dad organized a search of the field with the entire student population assisting.

First, Dad directed the students to line up along the first base line, each student one arm's length apart from the next. Then the students crawled in lineal formation across the field, searching for the whistle. After a fruitless pass across the field, the students lined up again, this time on the third base line, and repeated the search from the opposite direction, again without success. Next they searched the outfield, using the same method and with the same result.

As the search continued, Philip's name was uttered in increasingly unfriendly tones by the searchers. Finally, Philip approached Dad and confessed to trading the whistle for a baseball autographed by Babe Ruth. Unfortunately for Philip, my Dad decreed the trade invalid on the grounds that the heirloom whistle was not Philip's property to trade.

(These days a genuine Babe Ruth baseball fetches nearly \$50,000 on eBay, depending on provenance. The current whereabouts of Philip's autographed baseball remain unknown. The same holds true for Philip's whistle.)

War and recovery

When Dad's first school year ended in June of 1927, he became a counselor at the recently created MacJannet Camps at Angon, near Talloires. The camps, then under the administration of Colonel Lynn (Woody) Woodworth and his wife Anita, were a joyous and awe-inspiring place for learning that exceeded even the most utopian visions of progressive educators.

Both the MacJannet Camps and the school at St.-Cloud closed during World War II, when Mr. Mac opened a school at Sun Valley, Idaho, and Dad returned to the U.S. to work on his Ph.D. at Yale while supporting his family as assistant to the president of the Junior College of Connecticut. By 1946 he had become its president and had embarked on an ambitious project: to accommodate the multitudes of returning war veterans by expanding his tiny community college with 200 students into the University of Bridgeport, a four-year institution with 1,100 students by 1950 (and 6,000 by 1970).

The MacJannet School at St.-Cloud never reopened, but after World War II the MacJannets turned the camps at Angon over to a Quaker relief organization, which operated the camps as a refuge for French war orphans. Then in 1949 the MacJannet Camps reopened, taking 40 American children, whose parents paid an extra fee so that 40 French orphans could also attend the camp free, achieving Donald and Charlotte MacJannet's ideal equal mix of American and French campers and counselors. That summer my family returned to the camp, with my parents as camp directors, my brother Jim (age 16) as a counselor and my brother John (age 12) and I (age 6) as campers.



**Encouraging a swimmer at camp, c. 1927:
Finding each child's inner gifts.**

That summer of '49 my parents also organized a tour group of campers and counselors that departed from New York via ship and continued with a pre-camp two-week European train tour and a post-camp one-week tour. From 1954 to 1959 my family returned to direct the camp, with my brothers as counselors, while also leading the trans-Atlantic group travel and continuing to run the pre- and post-camp tours, with Mr. Mac as the tour guide. After the camp closed in 1963, my parents visited the Macs every year at the Prieuré, and Dad organized an 80th birthday reunion for Mr. Mac at Le Prieuré in 1974.

In 1968, Dad, having stepped up from president to chancellor of the University of Bridgeport, organized the MacJannet Foundation with the hope of perpetuating the Prieuré as a living celebration of the MacJannet educational ideals, and he served as its secretary-treasurer until his death in 1978. Thanks to the efforts of the MacJannet Foundation that Dad helped create, the thousand-year-old Prieuré has emerged as a dynamic incubator, spreading the MacJannet philosophy widely through Tufts University, the global Talloires Network of community-oriented universities, and the MacJannet Prize for Global Citizenship.

Dad and Donald MacJannet were both remarkable men with similar philosophies but different gifts. Because their paths crossed, both men planted seeds that bore remarkable fruit. And of course the story isn't over. "The blossom cannot tell what becomes of its aroma," said Henry Ward Beecher in the 19th Century, "and no man can tell what becomes of his influence." But few people, I suspect, gave as much thought to their influence on the future as Dad and Mr. Mac did.



View of Talloires from across the lake at Duingt.
Note the sparse number of houses in Talloires.

Talloires 1900: It was all about the wine

Editor's note: When Donald MacJannet first set eyes on Talloires in the 1920s, it struck him as the ideal place to educate Americans for several reasons, not least of which was its timeless sense of history. The seemingly unchanging quality of Talloires continues to appeal to visitors today, and indeed Lake Annecy and the surrounding mountains have remained unchanged for thousands of years (aside from an unfortunate round of blasting on the Dragon's Back in 1953).

But as these early-20th-Century postcards attest, Talloires itself has changed a great deal in the past hundred years. Then it was a tiny hamlet whose every available acre was devoted to the cultivation of vineyards; today it is a dense tourist attraction whose available acreage seems consumed by newly constructed summer chalets for foreign visitors.

BY STEVE BARRAGER

I've always been interested in history. It probably started with looking for arrowheads in the dust of South Dakota farm fields with my grandfather.

I think I became interested in these postcards when I started frequenting *brocantes*—secondhand shops—with my wife. The Annecy *brocante* has vendors selling old postcards, so I started buying some—but only of Talloires.

A few years ago I bought a large collection of Talloires cards on eBay, from a Dutch collector.

Now that I have a good collection, I look for new things at *brocantes*, and I'm ready to start interacting with collectors around Annecy. I never really intended to get into collecting old cards and objects; it just happened. Now I realize it's a great way to tell stories.

Using iPhoto and a new high-quality scanner, I'm working on a book of “then and now” photos to tell the story of Talloires—mostly for English speakers. It's hard for visitors to really appreciate the place. The book should help publicize the Institute for Alpine Archaeology and History. It's also a great way to meet other people who are interested in Talloires. And, it justifies going to *brocantes* and buying old postcards.

Steve Barrager, an academician based in California, founded the Institute for Alpine Archaeology and History in 2011 in partnership with the MacJannet Foundation. It seeks to promote interest in the history of the Haute-Savoie region.



As this postcard attests, what is now the center of Talloires was then reserved for a vineyard, as were the hillsides in the foreground.

The way we were

Letters from MacJannet alumni

On Mr. Mac and Prince Philip

Your stories on Prince Philip of course were most interesting, although some details not exactly as Mr. Mac told me (see “Prince Philip’s school days,” *Les Entretiens*, Spring 2012). I lived in London for 36 years and often met the Macs when they visited the city.

In 1977 Donald and Charlotte were invited to London by Prince Philip to attend the Silver Anniversary of the Queen’s reign celebration at Westminster Abbey. Following the ceremony, my husband and I invited them to meet us at the Ritz Hotel for High Tea. This is when Mr. Mac was very forthcoming about his recollections about Philip.

What he told us was that in 1927 Prince Philip was living outside Paris, just up the street from The Elms, in an old house with his mother and sisters (much older than he), three women who always dressed in black (seemingly a sign of mourning in Greece, when a husband has left the family). The mother came to Mr. Mac and begged him to take on the boy for free; she told him she had no money. Mr. Mac assented, and from that time until his maternal grandparents, the Mountbattens, sent for him, The Elms was to be his second home.

Each morning he would walk down to the MacJannet School by 7:30 and find ways to make himself useful—cleaning blackboards, etc. He would stay as late as possible (remember, the school also had boarders).

One rainy day Philip arrived soaking wet and Mr. Mac asked him if he had a raincoat. Philip said no—that the Mountbattens had sent him money to buy one, but he really wanted a bicycle, and that is what he produced one day. He loved that bike and spent a lot of time cleaning and polishing it!

So, I think the idea that Philip’s family had money may not be correct. It appeared quite evident that his father had left and was providing nothing to the family. It is not unusual for biographers to take liberties!

It was quite evident from Mr. Mac that Philip was living in a poor, sad and boring environment, and that his mother recognized this. When Philip walked down the aisle at Westminster in 1977, he stopped to greet the Macs and said, “Look at me now!”

I was at the Elms until 1939, when it was closed because World War II had broken out. As you probably know, the house was soon taken over by the invading Germans, who it appears abused it so much that the Macs never had the heart to go back to it.

I was also a camper in 1939—the last summer before World War II—and stayed in Talloires until Mr. Mac contacted all parents to come and get their children. (Germany invaded Poland on September 1, and France and Britain entered the war two days later.) A fast exit!

I was in a chalet that summer with two girls, one Dutch (who spoke no English) and the other Japanese-American, Pia Kuruso, who turned out to be the daughter



of the Japanese ambassador who visited Roosevelt as his country was preparing to bomb Pearl Harbor. I liked her very much and am still trying to find her via the Internet (she married an American soldier). What I remember also is that she had the smallest camera I had ever seen, which eventually became a spy camera! Pia had an American mother, and she herself was very American.

I have looked through all my boxes of pictures but cannot find one of myself at the MacJannet School or Camp. I’m afraid we crossed into Spain from France in a great hurry in 1940, the whole family with one suitcase, and pictures were something we left behind.

Donald MacJannet, Charlotte, and Donald’s sister Jean Foster as well have had a great impact on me as a person, and I cherish all those memories to this day.

*Renee Scialom Cary
Santa Barbara, Calif.
July 29, 2012*

Neatness, pride and cooperation

I attended Camp MacJannet from roughly 1950 through the summer of 1958. I have, on and off, wondered what happened to the honor shields and had begun questioning whether or not my name had ever been included. Was I imagining that my name was ever included?

And so it was a delight to see it as “Best Hiker 1958: Tom Bellfort.” (See “Quest for the Shields—follow-up,” *Les Entretiens*, Spring 2010.)

I reside in Berkeley, California, and am what is called a supervising sound editor. I spent many years working at Lucas Film’s Skywalker Sound, but currently work project-to-project in Los Angeles.

I do have such very warm memories of the camp, the lake, Donald and Charlotte. I remember the weekly bunk inspections and the rewards we received for neatness. Our counselor taught us all about “hospital corners.” It was all about discipline, some competitiveness, pride and cooperation. These lessons have actually

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helped me throughout my life.

I think one year our bunk won best overall and we all went with Donald to Geneva in his wood-paneled station wagon. What a treat that was. On the trip to Geneva, Donald would put his woody in neutral on the down side of hills to save gas. We in the back seat knew somehow why he was doing this.

I also remember winning an overnight at Upper Camp, that chalet up in the mountains.

On Sunday mornings a group of Catholic campers would walk to church in Talloires for Mass. Although I was Jewish, I would join them so I could sneak out of church and buy chocolates. I also remember the cookouts on Sunday evenings, when we would roast sausages.

On the 1954 shield for canoeing, I recognized the name of Peter Jordan, who I believe currently lives in Los Angeles. Many years have gone by since my camper days and I remember them with great fondness.

*Tom Bellfort
Berkeley, Calif.
July 2012*

A MacJannet nephew's love of life

My father, John D. Upton, was one of five children of Donald MacJannet's older sister, Josephine M. Upton. Dad even got to attend the MacJannet Camp for one summer in 1930, when he was nine. Dad also mentioned having gone to school in France. Dad seemed to have had a wonderful time, playing with the other kids, swimming in the lake, speaking French— everything.

Dad was a good man, strong-hearted, who loved life. He was in the Army for eight years and the Air Force for 25-plus. During World War II he was in England, France and Germany. He would tell me stories of some nights having dinner with a local family for the food and the culture. He spoke French practically fluently, so I took six years of French in school.

Dad died in 1991. I am so glad that the MacJannets' work lives on through the MacJannet Foundation.

*Linnie M. Upton
Pawtucket, R.I.
March 2012*

The more things change.....

A former Prieuré director recalls the early years

MARY HARRIS

When I began my first full season as director of the Tufts European Center 30 years ago, President

Jean Mayer's directive seemed clear: I was to continue the MacJannet tradition of utilizing Le Prieuré as a place of education, contemplation and joy— and, well, it wouldn't hurt if we became self-sustaining. So my intrepid young staff (which included Todd Langton, now the newly elected president of the MacJannet Foundation) and I set about to create programs that would meet all those criteria.

We were ably assisted and guided by Charlotte and Donald MacJannet, who were both very much in residence during those first years. Others who played major roles included Howard Cook (then president of the foundation and father of our retiring foundation president, Tony Cook); the Tufts Center's founding director, Professor Seymour Simches; the Prieuré's neighbor, the French pharmaceutical innovator Charles Merieux; and the Tufts benefactor Henry Leir.

On a daily basis, we were creating European Center traditions where none existed, and recruiting Tufts faculty and students to travel to an unknown Tufts campus to teach and take new academic courses such as Alpine Biology and UN organizations (since we were close to Geneva). We were devising creative ways to entice the Tufts Dental, Medical and Veterinary Medicine Schools to hold conferences in Talloires, all the while retrofit-

ting the 1,000-year-old Prieuré to meet the needs of students and conferencees (like expanding the number of bathrooms and replacing the beautiful but sagging dining room floor).

Today I wonder: Are students still hiking the hills? Or are they hunkered down, sending text messages? What has replaced *nouvelle cuisine*, which was all the rage in the early '80s? Does the spirit of the Benedictines still permeate the Prieuré's new roof?

One thing I can say with confidence: All friends of Donald and Charlotte MacJannet will always receive a warm welcome when they ascend the grand staircase to the Prieuré's front door.

Mary Harris was director of the Tufts European Center from 1982 to 1989 and a founding trustee of the MacJannet Foundation from 1978 until 2011.



Mary Harris (center, with her children), amid a sea of red shirts at the St. Germain Pilgrimage, 1988.

NEWS OF THE FOUNDATION'S PROGRAMS

MacJannet Prize: 2012 winners

The MacJannet Prize for Global Citizenship, launched in 2009, recognizes exemplary university student civic engagement programs around the world. Today the Prize is a key element in the MacJannet Foundation's work to build a community of global citizens. The prize is sponsored jointly by the MacJannet Foundation and the Talloires Network, a global association of more than 280 universities in 69 countries on six continents committed to fostering civic engagement in higher education.

In addition to providing international recognition to outstanding student initiatives for civic engagement and community service, the Prize provides a financial contribution and encourages communication among the groups to share their experiences and strengthen their effectiveness. For 2013, as for 2012, three impressive student-run programs are awarded prizes by a selection committee made up of respected educators from member universities of the Talloires Network along with representatives of the MacJannet Foundation. The first prize is accompanied by an award of \$7,500; the second prize by \$5,000; and the third prize by \$2,500.

As this newsletter went to print, the winners for the fifth year of the MacJannet Prize (2013) had not yet been announced. But already the impressive diversity and extent of the student-led programs can be seen from the winners for 2012.

First prize (\$7,500):

Community Engagement Programs, Universidad Veracruzana (Mexico)

Since 1993 Universidad Veracruzana has operated a social outreach program called University Social Service Brigades, a novel approach to the traditional compulsory social service that Mexican university students must complete before graduation. Under this program, students carry out community work in the most impoverished and marginalized communities in the state of Veracruz. In 2000, the "University Houses" program was established to create a permanent infrastructure for this work in communities. The university now operates eight houses, where university researchers and students can interact with local community members.

These programs seek to improve the professional preparation of students, enrich educational programs, and enhance the university's social relevance. Students from

every discipline have the opportunity to apply their theoretical knowledge and gain real life practical experience, both at University Houses and in many disadvantaged communities.

Second prize (\$5,000):

Student RAG Community Service, North West University (South Africa)

This program, founded in 1977 at North West University's Potchefstroom campus, remains a completely student-run program, from management to project leaders. About two-thirds of its projects are orientated toward long-term community development while the remaining third focus on community service.

Each week the program seeks to address the most pressing community needs in Potchefstroom and its surroundings. It operates pre-schools and day care centers, teacher workshops, tutoring and leadership development programs, youth sports activities, and programs for the elderly, the disabled and the unemployed. It also provides a feeding program, homes for street children, disaster management and prevention, and fund-raising

services for charitable organizations.

Third prize (\$2,500):

PolyU has a Heart, Hong Kong Polytechnic University (China)

PolyU Has a Heart, launched in 2009, is a university-wide program involving more than 15 academic departments and 20 non-governmental organizations that work



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with underserved populations in Sham Shui Po, the poorest district of Hong Kong. Here medical and nursing students offer basic health screenings and rehabilitation care. In addition, students from the School of Design help find ways to improve residents' living environment, and technology students introduce the elderly to computers. The program also provides after-school care for low-income families and new immigrants, and home visits to bring care and love to homebound elderly residents.

Through serving others, students develop positive attitudes and are nurtured to become responsible citizens.

Honorable mention:

Brown Refugee Youth Tutoring and Enrichment, Brown University (USA)

The program's 120 student volunteers spend three hours each week providing one-on-one home tutoring to empower refugee youth to overcome academic and social obstacles during a critical time of transition.

Undergraduate Semester in Dialogue, Simon Fraser University (Canada)

This program enlists 20 students each semester to work with community leaders on one issue critical to local communities, such as food security, housing, health care ethics, greening initiatives, and enhancing citizenship.

UTS Shopfront, University of Technology, Sydney (Australia)



PolyU: Health care for the elderly.

This program acts as a gateway that links disadvantaged and under-resourced community groups to the university's diverse skills, resources and professional expertise, completing more than 600 projects since its inception in 1996.

Note: To learn more about the MacJannet Prize, please visit talloiresnetwork.tufts.edu/about-the-macjannet-prize/. If you are interested in making a financial contribution to advance the Prize and its objectives, please visit macjannet.org.

Expanding the vision: Tufts introduces BLAST to Talloires

GABRIELLA GOLDSTEIN

In the spirit of Donald and Charlotte MacJannet, Tufts University continues to use the Priory as a place for students to discover the world beyond their borders. Programs like Tufts in Talloires help students immerse themselves in a culture other than their own and connect their studies to the larger world.

This year the Tufts European Center in Talloires will help a special group of students experience the world from a more global perspective. The "Bridge to Liberal Arts Success at Tufts" Program — better known as BLAST — is a new initiative that has been developed by the Tufts School of Arts and Sciences to identify, admit and retain first-generation college students, many of whom come from regions that send few students to highly-selective colleges, and who almost always require significant financial aid.

BLAST seeks to support, develop and retain these promising young students from their pre-freshmen months through to their graduation from Tufts. Last summer, Tufts carefully selected a group of 22 students to

participate in BLAST. These students represent a diverse range of racial, ethnic and social backgrounds; they have demonstrated a hunger for academic excellence and a lively interest in becoming active citizens and strong leaders. Through an extensive orientation program, regular meetings and specialized workshops, BLAST hopes to ensure they make a successful transition into school and, subsequently, a successful college career.

A high participation rate in study abroad programs is one of Tufts University's trademark components. Almost 50% of each junior class participates in a semester, year-long or summer study abroad program. Because this international element is such a significant part of the Tufts experience, it seemed important to make this opportunity available to the BLAST students. So this summer Tufts will provide additional financial support to send four BLAST students to the Priory to participate in the Tufts in Talloires program. Their participation at the Priory will provide them with a vehicle to experience a culture other than their own, and to gain a more global perspective — all goals very much in keeping with Donald and Charlotte MacJannet's educational philosophy.

'I can't believe people live here'

Reflections of MacJannet Scholars—Tufts in Talloires, summer 2012

Editor's note: Tufts in Talloires is a six-week summer program that offers academic courses to Tufts undergraduates at the Tufts European Center while simultaneously 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 in the summaries excerpted below.

— D.R.

In just six weeks

In France, I saw it all: the French marriage, election day, music festival, a family golden jubilee, Father's Day, Mother's Day, family gatherings, neighbors' feast, the monuments, the French food, touristic sites, French class in France, International Festival of Animated Films, the book festival. I truly fulfilled the purpose I set out to achieve: to study the French culture, and guess what? In six weeks only!

Chiamaka Chima '14
Onitsha, Anambra, Nigeria
Electrical Engineering



'How could six weeks go by so fast?'

Stepping out of my comfort zone

The two classes I took in Talloires were the History and Archaeology of France Under the Roman Empire and Romance Linguistics. I had not yet taken a history course at Tufts, and as a biochemistry major, I was stepping out of my comfort zone and into chapter after chapter about Gaul and the Roman Empire. While this class further proves to me that I should remain a science major, I really enjoyed being able to take the courses in France. It made a huge difference taking a class focused on the region that you are sitting in at that moment. For the archaeology class, the field trip to Vienne was really great, because we got to see in person the city ruins and roads that were actually there thousands of years ago and mentioned in the assigned class reading.

I will never have an opportunity like this again in my life—one that allows me to delve into the culture, explore infinitely, and create relationships that I will carry on throughout college.

Courtney Connelly '14
Fairport, N.Y.
Biochemistry

Invasions of Gaul

I took two semester-long courses crammed into six weeks, both taught by Tufts professors in an 11th-Century monastery

on the edge of a crystal-clear lake with the Alps as a backdrop. Basically, I studied the Classics—a course on the art and archaeology of France, and a course on Romance linguistics.

These were ideal subjects to study together. One morning in class I might learn about Germanic invasions of Roman Gaul, and then my afternoon class would explore how the invasions shaped Romance languages. These were also ideal subjects to study in France: Our frequent field trips included visits to nearby Roman aqueducts, museums and archeological digs, all rich in Gallo-Roman history—and all relevant to the life I was living in France.

Dylan Dempsey '15
Easton, Conn.
Major undeclared

The French are different

What changed me the most was an appreciation of the *joie de vivre* that the French exude. I think the French live more in the present than Americans; they place greater importance on their daily lives. Despite the running jokes that the French never work, I believe they work hard enough to be fulfilled, while at the same time, leaving

enough time for a three-hour meal with family and sometimes friends. They've realized what's important in life, and that's enjoyment of living day-to-day.

They don't mind going to the boulangerie to buy a new baguette every day despite the time it takes—fresh bread is better. Errands aren't a hindrance, they're enjoyable. Cooking large meals isn't a burden, it's a family affair. I've taken these new ideas with me back to America, and honestly, it's been great. I have a stronger appreciation for time spent with my family, I enjoy cooking more, I notice the small things, I get caught up in the greatness of every day. Talloires has definitely changed me for the better.

Audrey Dunn '15
Little Rock, Ark.
Major undeclared

A glimpse into French life

The academics of Tufts in Talloires are obviously important, but it was living with a host family that meant the most to me. Through my host family, I was given a glimpse into French life and culture. This included everything from playing games with my host brother, to discussing the *bac* with my host sisters, and learning about French politics from my host parents.

Jonathan Duval '14
Manville, R.I.
Architectural studies
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A thousand-year-old hangout

When Gabriella Goldstein first told me that I would be spending most of my time at the Prieuré, I thought she was joking. Why would anyone want to spend most of his time in a thousand-year-old priory? But as the first couple of weeks passed, I realized that if I wasn't at home with my host family, I was at the Priory. Whether I was doing homework, meeting new people, or hanging out with friends, the Prieuré became my second home. Although I didn't have classes on Fridays, I would still take the Crolard bus into Talloires just to spend time with people at the Priory. It was an amazing building that I will have fond memories of.

Kendrick Terrell Evans '14
Boston
Anthropology and drama

Unique courses, unique relationships

My classes were the most unique courses I have taken at Tufts. In no other setting could courses have utilized the area's surroundings the way they did in Talloires. After a two-year hiatus from any Tufts French course, I managed to take my level of speaking from "rusty" to conversational in almost any type of social situation.

And the friendships I made in Talloires will last for years to come. While I had briefly known some of the other students going to Talloires, I couldn't have imagined becoming as close with some of them as I did. Talloires put me in a position to create relationships with Tufts students whom I would not otherwise have crossed paths with back in Medford.

Words cannot paint the picture I saw when I would wake up and walk out onto the patio overlooking one of the cleanest lakes in Europe. Talloires is simply something all Tufts students should take a chance on, because I strongly believe it is the only program of its kind.

Alex Goldfarb '13
New York
Economics

Effort pays off

My favorite part about Tufts in Talloires was meeting other Tufts students whom I would not have met normally on campus. One of my best friends that I made on the trip plays basketball, and since I play frisbee and am really involved in the Tufts Wilderness pre-orientation program, our paths probably wouldn't have crossed in Medford.

I also really enjoyed the physics class I took at Talloires, called Physics for Humanists. It was extremely hard for me, but the class taught me that putting one's best effort into something always pays off (or at least makes a big difference).

Hadley Green '15
Andover, Mass.
Major undeclared

'I'll never get tired of this'

By the end of my second full week in Talloires, I declared my love, Rousseau-style. I loved knowing the route from my host house to the Prieuré with perfect accuracy, to the point where I could take the walk without second-guessing my directions. First, down the road leading from my house, past the parapenting school, then across the gravel pathway. Through a small courtyard and past a large backyard garden, past a small orchard, then another. Turn right at the gnome painting (my favorite landmark!), and continue down the path. I loved pausing at the top of the first hill and seeing Lake Annecy in front of me, the docks, and the crystal blue waters.

"I'll never get tired of this," I repeated to myself at least twice each morning.

Yes, I took classes (I promise!). But my soul needed Talloires more than my GPA or academic record needed it.

Brionna Jimerson '13
Florissant, Mo.
American studies



'Seeing Lake Annecy in front of me, the docks, and the crystal blue waters.'

What made Rousseau happy?

In my French class, I had the opportunity to study Rousseau's writings and his philosophy on nature, isolation and thoughts. I

spent many hours by Lake Annecy, thinking about Rousseau's life and his works. It fascinated me that Rousseau had found happiness only before he became truly famous. Once his political writings brought him fame, his happiness only went downhill. My French class went for a field trip to visit Rousseau's summer home, and we also visited "Le Lac," the subject of Lamartine's poem.

Natalie Jung '15
Middletown, N.Y.
English and French

A heavy heart

It is a shame that the majority of youths in the world today will never have the opportunity to travel abroad and experience an entirely new culture and people. Only through the immersion in a foreign country and culture could I learn so much about my place in the world as an American, as well as the implications—both beneficial and detrimental—that such a label carries. That understanding is probably the most valuable lesson I have learned anywhere, and it is something that I will carry with me for the rest of my days.

It was with a heavy heart that I departed from Talloires, but I know that I brought small pieces of it home with me, from the unforgettable memories made and lessons learned to the reblochon cheese I smuggled through customs in my suitcase.

Anthony Lombardi '14
North Attleboro, Mass.
Classics and political science

Skyping friends back home

Each morning started with my reaching over my bed to tug at the cord that opened the shutters. My window looked out onto Lac d'Annecy, which was closely guarded by the white-capped French Alps. From there my eyes would float down the scaled shades of blue sky, taking in the sounds and smells, and rest on the flower garden planted in the yard. Each time I Skyped friends or family I would put my laptop on the windowpane and listen with immense satisfaction to sighs of disbelief that came from the speakers. By my second week there, the Alps had become my Alps, and the lake my lake, the village of Annecy-le-Vieux was my village, and it was my pleasure to show it off to the world.

Lewis McQuarrie '15
 Charlotte, N.C.
 Political science

A welcoming community

Although I often felt recognizably American in France, I never felt like an unwelcome outsider. I found myself in a community that was friendly and welcoming to Tufts students like me.

This time last year, I had never even heard of Talloires. Now, Talloires holds a very special place in my heart. For the rest of my life, I will look back fondly at mornings filled with sleepy conversations over coffee with my host family, afternoons spent swimming in the lake, evenings of exploration and people-watching in Annecy, and everything in between. I eagerly look forward to returning there some day.

Carley Minkler '15
 Palm City, Fla.
 Major undeclared

On my own in Annecy

Some of the most fun experiences I had, I planned on my own or with other Tufts students in the program. Together, we frequented Finn Kelley's, Le Munich and General Lee's, some of the local bars in Annecy. We walked around the crowded streets of *centre-ville*, savoring all the food and ice cream that the restaurants, cafés and shops had to offer. I was able to meet locals and have conversations with them through invitations to fellow students' host families' dinners. Also, my host family brought me along to family dinners and birthday parties, which opened the doors to new relationships. These initially awkward moments were the most beneficial to my French.

Natasha Mitra '15
 McAllen, Tex.
 English

Someone to talk to

We were a full house in Veyrier. With two of the most hospitable host parents, a 19-year-old sister, a 16-year-old brother, 22-year-old sister and her boyfriend, we certainly kept the house bustling. However, for me this was quite refreshing. For an only child from a quiet town, it was certainly a nice change of pace to have people to converse with around the house, despite my linguistic shortcomings.

Julius Moye '15
 North Chatham, Mass.
 Major undeclared

Money isn't everything

Before going to Talloires I was a person going through the motions of life. I knew that I had to do well in school, go to a good college and be involved in my respective communities. Now I have an inner drive to surpass my goals and make a difference in the world.

Another way Talloires has changed my perspective is on the value of money. All my life I was told to work hard, to become rich. Now, for the first time in my life, I'm questioning how important that is to me. The people I met in France were very content with the way they lived—working fewer

hours but being productive in other ways that produced more enjoyment. I think after a certain point, money isn't going to make me any happier. I just want to live a life where I am, content with the way I live, and make sure that I'm working to make the world a little better for the future.

Andrew Núñez '15
 Westbury, N.Y.
 Major undeclared



A Saturday of firsts

Last Saturday, I woke up in the mountains with my friends, Joey, Caitlyn and Ali. The night before, we had climbed to the top of the mountain to see the view of Annecy and to go camping. At 7:30 that morning, we cleaned the campsite while watching the sunrise.

Next, Joey and I returned to our host family's house. My host dad, host brother, roommate and I drove to see a bicycle race at Bauges. We parked the car on the side of the road and, with Savoyard and Luxembourg flags in hand, climbed the hill. As soon as we found a place to stand, the cyclists arrived, buzzing like bees—each

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trying to beat out the next. The entire scene only lasted a few minutes, but it was truly incredible. It was the first time that I had seen a bicycle race in person.

After the race, we drove through beautiful rolling hills to Arith (my host mother's home town) to see her parents (Gilbert and Monique). Their house and its surroundings were beautiful and well kept, with lots of plants. There I took a nap in a hammock, we tasted delicious dessert that Lolo had made, I ate a fresh apricot for the first time, and then we left for the top of the mountain to see the chalet belonging to Lolo's family.

When we arrived, we discovered that the woods and meadows surrounded the chalet, and that it had a tree house and an interior well equipped with a suspended cheese platter. On the way back toward the base of the mountain, we stopped to pick *muguets*—the flowers that people sell for good luck on the first of May. It was for me, the first time seeing these flowers, and also, the first time making a bouquet of wild flowers.

The day continued with lots of other first times for me: buying cheese from a fromagère, eating escargots, drinking alcohol made from Gentiane Jaune, seeing a French deer, and watching a film on the Pâquier. Doing new things is fun.

David Riche '14
Flemington, N.J.
Quantitative economics, international relations

People actually live here

I am still in awe that people actually live here. I have come to appreciate a culture so outside of myself. I just do not know when or how this happened.

Although I miss Tufts and my friends back home, there truly is something special about this place. There is something calming that makes every day special. There is a chance for a new adventure at any given moment. Whether that involves just going to the beach or going out in Annecy for a night, there is always the potential for something new.

Alyssa Ridley '13
Commack, N.Y.
Psychology and sociology

The siblings taught me French

My favorite part of the day was coming back from school. My host family's younger children, Miya and Eiji, would wait by the door for my roommate and me to return. As soon as we would walk through the door, they would run up to us, jump on our arms or legs for a quick hug, and then race to the room to jump on the bed and play with us. They were so interested in everything we had learned, and they always wanted to talk. My French improved so much because of these two amazing children.

Yessenia Rivas '14
San Antonio, Tex.
Drama and clinical psychology



'What I considered mountains back home are now hills.'

Redefining my standards

Haute-Savoie and Lac d'Annecy have just about ruined every other natural sight I had previously thought beautiful or special. What I considered mountains are now hills. Lakes I considered beautiful are now murky, small and lacking the proper backdrop. And any coffee shop or store I considered cute or to have character now seems a generic imitation of the more "authentic" French equivalent.

I was struck by the beauty and charm of seemingly insignificant aspects of day-to-day life: boulangeries open on every block, the café "regulars" who show up every morning, the standard use of "*Bonjour*" before any interaction occurs, the care with which my host mother prepared our meals and took care of everyone, the commonplace adoption of a "green" lifestyle. I am so grateful to have had the opportunity to live abroad and spend my days observing, adapting to and absorbing the culture of the region, rather than simply experiencing the less meaningful, superficial glimpse of life in France provided by a vacation.

Kelsey Wade '15
Wharton, N.J.
Major undeclared

Fletcher's MacJannet Fellows

A glimpse at this year's class

Editor's note: Since 1967, the MacJannet Fellows Exchange Program, launched by Donald and Charlotte MacJannet, has enabled students at Tufts University's Fletcher School of Diplomacy to effectively trade places (for an academic year or, more recently, one semester) with European graduate students of international studies. The program's eight European students for 2012-13 recently shared their thoughts about how the program has influenced their career plans and interests.

Tobias Sommer (Switzerland)

Following my graduation from the University of Geneva in 2010, I was offered an internship at the Swiss Agency for Development and Cooperation—a great opportunity to combine two of my most important interests: international cooperation and development on the one hand, and web, social media and multimedia on the other.

My academic interest, meanwhile, had become more specifically focused on environmental issues and their international implications, most importantly climate change and the energy transition.

I had always desired to study in the U.S., but my financial means did not allow me to complete an entire two-year program at any of the U.S. universities I was interested in.

Here at Fletcher, the benefits of meeting people from all around the world, and the stimulating effect the cultural diversity of the student body has on both academic and personal interactions, only add to a very enriching experience. The only concern I have about my exchange is that one semester is much too short.

I intend to work in the energy sector to deepen my knowledge about how public policies and fiscal incentive systems, as well as structural and technological factors, facilitate or hamper investments in clean energy.

Bernardo Goriupp (Italy)

In line with my interests in agricultural development, over the summer I interned in Uganda, where I run a fish farming development project. It was a precious experience that reinforced my commitment to the field and brought me back to Fletcher with clearer plans for this academic year. This year I also took the leadership of the

Fletcher Social Business club, and I am involved in the MIT 100K competition to launch a venture that promotes professionally targeted educational programs for underprivileged individuals in developing countries.

Jean-Yves Barba (France)

I was born and raised in the south of France, from a military family whose tour of duty took me to spend my early years in Abidjan, Ivory Coast.

In late 2005, I was accepted to an internship in international development in Nairobi, Kenya. Over the next six years, I served various migrant communities in Kenya, Uganda and Somalia, taking on assignments ranging from information management to monitoring and evaluation, to project management. Last year, for the first time, I felt that I was not learning as much as usual and realized that the time had come for me to pursue advanced academic studies.

I was accepted in a number of graduate programs but chose Fletcher due to its unparalleled choice of courses and the possibility to cross-register with Harvard's Kennedy School. My focus is predominantly on international security studies and development economics. Upon completion of my degree, I hope to continue to work in Africa for an international organization working with economic development.

Noemi Renevey (Switzerland)

As an undergraduate, I studied international relations at the University of Geneva. I am currently enrolled in the masters of Development Studies at the Graduate Institute in Geneva, and am truly thankful for the opportunity that the exchange program between the two schools has offered me. The four months I have spent at Fletcher have opened me to incredible perspectives. I now feel that I have been empowered in my ability to attain my professional goals.

After I graduate in May 2013, I hope to start working in international journalism. I am grateful for the education I received at Fletcher and for all the passionate students and professors I have met here. They have confirmed my inner belief that where there is passion, it is always possible to achieve the goals we set for ourselves.



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Fletcher Fellow wins Tufts award

One of last-year's Fletcher Fellows, Marianne Schneider of Germany, received the Edmund A. Gullion Prize at the Fletcher graduation in May 2012. The Prize, which is made possible by Fletcher School alumni, is awarded each year by the faculty of the Fletcher School of Law and Diplomacy to students who, at the end of the second year, "best exemplify high academic achievement combined with participation in the activities of the school and the promotion of its character as an academic community." I happened to be present at the graduation ceremony and was very pleased to realize that Marianne was "one of ours." She is a very attractive, intelligent and articulate young woman who in fact spent one summer working with one of my colleagues as a trainee at the Organisation for Economic Co-operation and Development in Paris. There she researched and drafted a background paper on the regulatory environment of the mining sector in South Africa, in the process contributing to a major project on alternatives to export restrictions.

—Anthony Kleitz



Marianne Schneider

Leonard Ghione (Germany)

I am a German-trained lawyer and gained experience in consulting firms and think tanks covering international relations prior to Fletcher. While at Fletcher, I am working as the regional director and project leader for Initiative on Foreign and International Affairs, a German-based online think tank. The project I am leading there looks at efforts to recover assets from newly elected governments in the Middle East.

Because of my studies at Fletcher and the interactions with my classmates, I became increasingly interested in illicit money flows and decided to expand my skill set beyond the legal realm and focus on international business relations and political economy.

Jacqueline Lehmann (Switzerland)

I was born and raised in Switzerland. After my undergraduate studies in international affairs at the University of St. Gallen, I worked for the World Health Organization in Geneva, where I was an intern for the Malaria Program; the Swiss Department of Foreign Affairs in the Swiss embassy in Lima, Peru; a human rights NGO in Peru; and the Corporate Social Responsibility Department of UBS in Zurich. All these experiences led me to pursue a master's degree in international affairs.

At Fletcher, I focus on humanitarian studies and negotiation and conflict resolution. After I graduate from Fletcher, I hope to practice humanitarian assistance in emergency cases and thus be able to help where it's most needed.

Ana Garcia (Spain)

Prior to Fletcher, I worked in two different non-profits as a humanitarian aid project manager. My last job, with

the UN Agency for Palestine refugees in the Middle East, gave me a deep knowledge of the realities of the Middle East and encouraged me to pursue a degree in international relations, which would allow me to work with international organizations capable of changing conflict contexts.

Last summer, I pursued an internship at the UN Agency that supports Palestinian refugees in the Middle East through humanitarian aid. During this academic year at Fletcher, I plan to deepen my policy and conflict skills. I work as a research assistant in conflict assessment; I volunteer at the admissions office to help interview prospective students; and I am a co-leader of the Mediterranean Club and also a member of the Fletcher Refugee Assistance Program, which organizes student volunteer groups to support incoming refugee families in the U.S.

Ruben Korenke (Germany/Netherlands)

After being born and raised in multiple cities in Germany and the Netherlands, I spent a high school year in the U.S., a year of volunteer development work in Chile and Bolivia, and also pursued academic studies in Singapore.

For the last two years I have worked at a non-profit consultancy on energy and the environment in Heidelberg, Germany. I enjoyed working on renewable energy integration in smart electricity grids but missed a more global perspective on the issue. To avoid global warming, we have to break the link between development and fossil energy use. My curriculum at Fletcher reflects my interest in this challenge.

Working at the intersection of my interests on international cooperation, environmental issues and development concern would be my dream job. The World Bank, where I am planning to do my summer internship, seems to be an organization where I could really have an impact on economic development in much of the developing world.

Foundation's 'fourth generation' president

The MacJannet Foundation this year elected its eighth president: Todd Langton of Medfield, Mass., a magna cum laude Tufts alumnus whose MacJannet roots stretch back to 1983, when he spent a summer as an exchange student and subsequently served as assistant director of the Tufts European Center at Le Prieuré under Mary Harris for five years.

Todd is the founding principal of TGL Associates, a consulting firm specializing in executive team assessment, strategy and development. He joined the MacJannet Foundation as an overseer in 2008 and was elected a trustee

in 2011. In effect he becomes the first president from the MacJannet community's "fourth generation," following in the footsteps of Donald MacJannet, Howard Cook, George Halsey, John King, Robert Jerome, Willard Snyder and Tony Cook.

"Todd brings to the presidency a rare combination of MacJannet sensibility, management skills and youthful energy," says outgoing president Tony Cook. "I think I speak for others of my generation on the board when I say I'm delighted to turn the reins over to him."

— Dan Rottenberg



Todd Langton

PRESIDENT'S LETTER

What I learned from Donald and Charlotte

BY TODD LANGTON

Dear Friends of the MacJannet Foundation,

I first visited Talloires in 1983 as a Tufts undergraduate exchange student and then returned to work at the Prieuré the following summer. Upon graduating, I accepted a full-time job as assistant to Tufts European Center director Mary Harris for five subsequent years. Since I had grown up on a New Hampshire farm with horses and had earned money as a teenage landscaper and maintenance man, Mary Harris and Charlotte and Donald MacJannet were only too happy to press me into service in the upkeep of their beloved 11th-Century Prieuré.

At that time, Mrs. MacJannet often asked me to run an errand for them in Geneva, and on such occasions she invited me to join them for tea or a meal. She was an incredible woman and a towering force, as all who knew her are well aware. I have never met anyone who possessed such a combination of sophisticated grace, social skill, cultural awareness and personal persuasive powers. If she wanted something done, it was eventually done, one way or the other!

Mr. Mac was then frail and losing his eyesight, but he was still sharp as a tack, with a terrific sense of humor. He would run through his observations of the Prieuré's maintenance needs, mixed in with his commentary on French or international politics and even the histories of various Talloires townspeople. He seldom finished a story without a contributing comment or observation by "Lottie." Some

of my fondest memories of them were listening to their banter, which derived from their long and deeply shared experience together. He would delight in politely teasing her for her interruptions or slyly try to beat her to his story's punch line.

My early experience and interaction with the Macs changed my life and my perspective. They gave me a true appreciation for the power of cross-cultural immersion and global understanding. And they exemplified an important lesson: You often learn more about yourself and your own culture by exploring the similarities and differences in others.

My goal as president of the Foundation is to sustain and continue the legacy started by the MacJannets. Our cultural exchange programs and international prize for civic volunteerism change lives and deserve to be sustained for years to come. I hope to continue our ability to identify and support useful cultural exchange programs, to recruit and retain committed Foundation volunteers, and to raise the funds necessary to sustain this legacy for future generations.

I invite you to become involved in our Foundation by 1) donating to our cause and sponsoring a student exchange or international volunteer prize, 2) signing up to receive our newsletter, 3) volunteering for one of our projects, or 4) inquiring about joining our board.

Please contact me at: todd.langton@Macjannet.org.



MacJannet Foundation board, June 2012. Front row, from left: Bruce Berzin, Todd Langton, Tony Cook, George Halsey. Second row: Jean-Michel Fouquet, Rocco Carzo, Gabriella Goldstein, Jean-Marie Hervé, Dan Rottenberg, Tony Kleitz. Third row: John Iglehart.

THE MACJANNET FOUNDATION

The MacJannet Foundation is a non-profit charitable foundation created in 1968. Its 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.

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CONTACT INFORMATION

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

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Dan Rottenberg

*= Deceased.