

Les Entretiens

BUILDING A COMMUNITY OF GLOBAL CITIZENS

THE NEWSLETTER OF THE MACJANNET FOUNDATION

SPRING 2014



The celebrity link

What attracted so many famous people to the MacJannets' humble orbit?

BY DAN ROTTENBERG

What did Dwight D. Eisenhower, Jawarlal Nehru, Risë Stevens and Audrey Hepburn (above) have in common?

All were world-famous figures of one sort or another. And all— not to mention dozens of other notables, including corporate executives, diplomats, generals, admirals and writers— entrusted their children to the egalitarian and frugal hands of two educational revolutionaries, Donald and Charlotte MacJannet.

The impressive sampling of noteworthy MacJannet parents listed below is matched only by an equally remarkable catalogue of accomplished MacJannet alumni— from U.S. Supreme Court Justice Potter Stewart to Britain's Prince Philip to India's Prime Minister Indira Gandhi to the leveraged buyout pioneer Thomas H. Lee (see page 3).

Yet the MacJannet American School, which operated at St.-Cloud outside Paris from 1924 to 1940, never enrolled more than 60 students at any one time. Camp MacJannet never housed more than 80 campers during its summers on Lake Annecy from 1925 to 1963. Both were the sort of institutions where, as former junior counselor Maria Robinson puts it, "the bread was bought to last for more than one day, and we were exhorted to 'think of the millions of starving Chinese' when some child would turn up his nose at some part of the meal."

How, then, did such small, unpretentious and unconventional places exert such disproportionate appeal to

global movers and shakers? And how did this camp and school produce so many overachievers?

In their day, the MacJannets' operation inadvertently enjoyed a virtually unique niche: The MacJannet School at St.-Cloud was the only co-ed, predominantly American progressive country day and boarding school in Europe, and the MacJannets' summer camp served as an extension of the school. The school enjoyed a strong track record for Ivy League college admissions and College Board score performance. (At one time, every member of the MacJannet School board was a Harvard graduate— except for Donald, who had graduated from Tufts.)

The camp, similarly, was the only American-style overnight summer camp in Europe, and consequently it served as a convenient and even economical place for sophisticated American parents to park their children while they toured the Continent. (The Camp MacJannet fees were so low that, as my mother once pointed out, it actually cost less to send my brother and me to Camp MacJannet— even including the airfare— than to send us to camp in the U.S.)

In retrospect, the MacJannets devised an educational formula that caught on within a circle of knowledgeable parents who possessed the confidence to take educational risks— and whose confidence was reinforced by their peers' experiences with the MacJannets.

(Continued on page 2)

Today, similarly, the Tufts European Campus in Talloires draws adventurous high school students to Tufts University and adventurous Tufts students to Talloires, where the MacJannet principles of “learning by doing” in a foreign environment are pursued every summer.

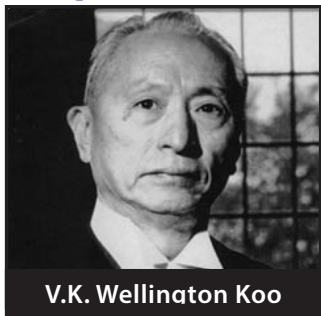
The products of the Tufts programs will be worth examining soon. For our purposes here, the roster of MacJannet parents and students—listed roughly in chronological order—should suffice. Impressive as it may be, it barely skims the surface.

Notable parents: A sampling

General William W. Harts (1866-1961). After service in the Spanish-American War and World War I, he was appointed military governor of Paris and military aide to President Woodrow Wilson during the Versailles Peace Conference in 1919. From 1926 to 1930 he was military attaché to the U.S. Embassy in Paris. His daughter Cynthia Harts Raymond (1913-2011) was a counselor at the MacJannet Camp in 1930 and, years later, a longtime trustee of the MacJannet Foundation.

Henry Latrobe Roosevelt (1879-1936) was assistant secretary of the U.S. Navy (1933-36), like his cousin Franklin D. Roosevelt before him. When he was European manager for Radio Corporation of America (1923-28), he sent his two sons, William and Henry, to the MacJannet American School at St.-Cloud.

V.K. Wellington Koo (1887-1985), a prominent Chinese diplomat, represented China at the Paris Peace Conference of 1919; served as an ambassador to France, Great Britain and the U.S.; was involved in the founding of the League of Nations and the United Nations; and sat as a judge on the International Court of Justice in The Hague from 1957 to 1967. He also served briefly as acting premier and interim president of the Republic of China, 1926-27. His sons Wellington Jr. and



V.K. Wellington Koo

Freeman attended the MacJannet School at St.-Cloud in the late 1920s while he was China's ambassador to France.

Jawaharlal Nehru (1889-1964). Paramount leader of the Indian Independence Movement; he ruled India from its establishment as an independent nation in 1947 until his death in office

in 1964. He sent his only child, Indira, to the MacJannet Camp in 1929 (see below).

Dhan Gopal Mukerji (1890-1936), author of adult and children's books, the first successful Indian man of letters in the U.S. and winner of the Newbery Medal (for children's books) in 1928 (for *Gay Neck, The Story of a Pigeon*). His half-Indian, half-American son Dhan attended the camp in 1928 or 1929, and later wrote the MacJannets: “It was at camp that I discovered who I was. I had been very worried before. Was I white? Was I dark? Was I Indian?

American? What was I? And then I came to the camp. I loved everything Mr. Mac said, and the way he ran the camp, and all the bunch of boys and girls. The people called it the American camp. And I said this is the American spirit, and this is what I want to be. Why shouldn't I be? I'm an American.”

Dwight D. Eisenhower (1890-1969). The future World War II commander and U.S. president was stationed in France after World War I as head of the U.S. War Monuments Commission. In 1925, when Donald MacJannet opened a branch school for younger children opposite the Trocadero Gardens in Paris, Eisenhower sent his son John there. John later became a U.S. Army major and historian. “The first day, when my mother dropped me off [at the Trocadero school], I howled and screamed,” John recalled in his 1974 autobiography, *Strictly Personal*. “But when she came by to pick me up that evening, I refused for a while to go home.”

Robert D. Murphy (1894-1978) played an important role in American diplomacy from the 1930s through the 1950s. During World War II he was considered the State Department's specialist on France and was instrumental in preparations for the Allied invasion of North Africa in 1942. His three daughters attended the MacJannet School and Camp for four years in the 1930s when Murphy was the American consul in Paris. (See Rosemary Murphy below.)

Miki Sawada (1901-1980). Mitsubishi Motors matriarch. After World War II she devoted 37 years to orphanages that she financed in Japan for more than 2,000 children of African-American GI's abandoned into what was then an overtly racist Japanese society. Her three sons,

all then under ten, attended the MacJannet Camp in 1932, when her husband was second in command at the Japanese Embassy in Paris, and later they were enrolled in the MacJannet School as well. A 1981 book about her efforts—*The Least of These: Miki Sawada and Her Children*, by Elizabeth Anne Hemphill—includes an introduction by Donald MacJannet.

Munro Leaf (1905-1976). Author/illustrator of whimsical children's books, like *How to Behave and Why*, *Brushing Your Teeth Can Be Fun* and *The Story of Ferdinand* [the bull]. His son Gil Leaf attended the MacJannet Camp in 1955.

George W. Anderson Jr. (1906-1992). U.S. Navy Admiral; Commander of the U.S. Sixth Fleet, 1959-61. His son George and daughter Nan attended the MacJannet Camp in 1959.

Buster Crabbe (1908-1983), Olympic swimming champion who also played the title role in the movie serials *Flash Gordon* and *Buck Rogers*. He also played the title role in the 1950s TV series, “Captain Gallant of the Foreign Legion.” His son Cullen, known as “Cuffy,” attended Camp MacJannet in 1954 and later appeared in the “Captain Gallant” series as the legion mascot.



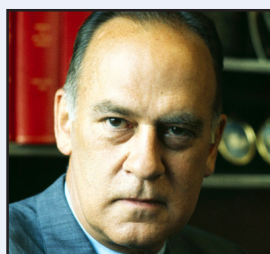
George W. Anderson Jr.



Miki Sawada

A few notable students and campers

Peter Tompkins (1919-2007), the smallest and youngest boy at the MacJannet School outside Paris in the 1920s, grew up to join the World War II Office of Strategic Services



Potter Stewart

and subsequently wrote several books, including *A Spy in Rome* and *The Divining Hand: The 500-Year-Old Mystery of Dowsing*. With **Christopher Bird** of Boston (1928-1996), a post-war MacJannet Camp counselor, Tompkins co-authored a best-seller, *The Secret Life of Plants* (1973).

Potter Stewart (1915-1985). Associate justice of the U.S. Supreme Court, 1958-81. During his

tenure there he made major contributions to criminal justice reform, civil rights, access to the courts, and Fourth Amendment jurisprudence. He was a student at the MacJannet School at St.-Cloud in the 1920s.

Prince Philip (1921-), Duke of Edinburgh, attended MacJannet School at St. Cloud, 1927-30, which he later described as “three of the happiest years of my life.” (See *Les Entretiens*, Spring 2012.)

Rosemary Murphy (1925-) — Actress who appeared in some 15 Broadway production, from *The Tower Beyond Tragedy* (1950) to Noël Coward’s *Waiting in the Wings* (1999). She also appeared in films like *To Kill A Mockingbird*



Rosemary Murphy

(1962). She attended the MacJannet Camp and School for four years in the 1930s when her father, Robert D. Murphy, was general counsel to the U.S. Embassy in Paris. (See above.)

Indira Priyadarshini Gandhi (1917-1984). Prime minister of India, 1966-77 and 1980-1984. She was the only child of Indian Prime Minister Jawaharlal Nehru (see above). Her father was under house arrest in London for his political activities in 1929 when Indira was sent to the MacJannet Camp. Years later she told the MacJannets that her camp experience had inspired her to found camps in India to promote the same ideas of tolerance, teamwork and respect for others.

John Casablancas (1942-2013). Founder of Elite Model Management, which now manages more than 2,000 models on five continents. He attended Camp MacJannet in 1957 (when he won the award for life saving) and 1958; Donald MacJannet referred to him as “a genuine ladies’ man” even then.

Thomas H. Lee (1944-). A pioneer in private equity and leveraged buy-outs through Thomas H. Lee Partners, which he founded in 1974. He was a MacJannet camper in 1957 and ’58.

Michel Ray (1944-), child film actor in *The Divided Heart*, (1954) and as Faraj in *Lawrence of Arabia* (1962). Attended MacJannet Camp in 1953. As an adult, he became an investment banker in London and was a member of the British Olympic ski and luge teams in 1968, 1972 and 1976.



Indira Priyadarshini Gandhi



Buster Crabbe

soprano, 1938-61, who virtually owned the title role in Bizet’s *Carmen* during her tenure there. Her son Nicholas Surovy attended the MacJannet Camp in 1955 and later became an actor himself.

Stephen Max Kellen (1914-2004). Prominent New York investment banker and philanthropist. His daughter Marina attended the MacJannet Camp in 1953 and 1954, winning the camp ping-pong tournament both years.

William Woodward Jr. (1920-1955). Heir

Edgar Faure (1908-1988). French politician and historian, twice served as French premier (1952 and 1955-56). His daughter Agnes was a MacJannet camper in 1955 and won the award for “Personal progress” that year.

Risë Stevens (1913-2013). Metropolitan Opera mezzosoprano,

to the Hanover National Bank fortune and owner of the great thoroughbred racehorse Nashua. His older son William III attended MacJannet Camp in 1953 and won he award for “Personal Progress.”

Audrey Hepburn (1929-1993). This iconic film actress was ranked by the American Film Institute as the third greatest female screen legend in

the history of American cinema. In 1957 she and her actor husband Mel Ferrer (1917-2008) sent his children (who thought of her as their mother) to the MacJannet Camp while they were living in Switzerland. “It was a big day for us at camp when she arrived in a blue Ford Thunderbird with a port-hole window in the back,” recalls former camper George Halsey.



Thomas H. Lee



Edgar Faure

Camp days, 1953: All this and decent food, too

Excerpts from an 11-year-old camper's diary

(Editor's note: What follows are excerpts of a recently discovered Camp MacJannet diary that I kept as an 11-year old in 1953, the second of three summers I spent at the camp. Among other things, it suggests how the camp's diverse variety of activities—often in a single day—were brought to bear on a single camper. Among other things, note the mixture of structured activities and free time, my pleasure at achieving tasks and winning recognition, and my concern about the food.

—D.R.

BY DAN ROTTENBERG

Wednesday, July 8: After driving two hours from Grenoble, we finally came to camp. We got our places and met our new chalet-mates. My counselor is an Australian man who is lots of fun.

Swimming was the first thing I did. Then dramatics, then lunch, then siesta, next ateliers, in which I started a head of clay. In free time I played tennis, then free swim, then dinner, after which Larry, my counselor, told a story about Australia at campfire.

Friday, July 10: At siesta I received my first copy of the *Paris Herald-Tribune*, which I read with glee. My faceless clay head in ateliers finally started shaping into Theodore Roosevelt.

Saturday, July 11: Today we went on an all-day hike to the chapel of St.-Germain. It was a hard hike going, but easy coming back. On the way there, we came to a giant waterfall [the Cascade d'Angon] which had a special path under it, so we could go under. We went, and it was a very frightening experience.

The whole camp met at St.-Germain, where we ate, and coming back we stopped at Talloires to see the sights.

Monday, July 13: All afternoon we worked on the first camp newspaper, which is printed on a new machine something like ours [rexograph]. I am second in charge, and was very proud when it was given out at dinner.

Tuesday, July 14: We awoke to a beautiful day, but we had to stay in, practicing for the Bastille Day fête, which was very colorful.... For a special day we had special food. At lunch we had leg of lamb with mashed potatoes, and canteloupe melon for dessert. Instead of bread at *gouter*, we dined on cakes.

The meals have improved

Wednesday, July 15: Instead of ateliers, we went on a hike in the afternoon. Each chalet had to get as much of one natural specimen. Then they had to make an exhibit, and ours looks very nice, I think.

Thursday, July 16: In the morning I was notified that I had become chief editor of the camp paper.... At lunch we had leg of lamb and potatoes, and at dinner there was spaghetti. The meals this year have improved greatly over last year's.

Friday, July 17: At dinner there was a prize for the table that was decorated the best. We made an American and French flag out of flower petals, and won the prize for imagination.



Campers outside the Chateau de Menthon, c. 1955: 9,000 books, plus one of St. Bernard's teeth!

Sunday, July 19: The campfire in the evening was about the West, and I played the ukulele and did a square dance.

It seems Sunday lunches always are the best. We had meat, mashed potatoes and good spinach. At dinner the dessert was a delicious tart.

Monday, July 20: At *gouter* Mr. Mac announced that a ration of candy will be given out each day. Am I hearing things?

Wednesday, July 22: In the afternoon my chalet went on an expedition to find snakes, snails, frogs, etc., and make an exhibit. The main attraction of our exhibit was a snake we called Tiger Fang—found right in camp!

Friday, July 24: Please note that I have referred to a meal every day this week.... We made fires and cooked at the cookout [in the evening]. When food is cooked out in the open it tastes delicious. Juicy meat, baked potatoes, toast, tomatoes. Ahh!

Saturday, July 25: This morning we heard that the whole camp was going to Annecy by steamboat, so we got ready. The trip was very exciting. In Annecy we toured around the old part of town after lunch. Also, quite frequently, we stopped at patisseries and souvenir shops. We hiked up to an old chateau, and then came down again. I liked the ice cream and the other shops the best. The city itself is very beautiful. We came back on the *Ville d'Annecy*, having gone on the *France*.

Monday, July 27: At free time we racked our brains for an idea for a campfire, and to help it along, we took a row-boat ride around the environs of camp. It was lots of fun.... The campfire was presented by an older girls' chalet, called "Campers Are Crazy." It was a very good quiz show.

Tuesday, July 28: I feel like the happiest man in the world because I put in two more holes, totaling five, in my pipe, and now I can play "*Frère Jacques*" and other songs

(Continued on page 6)

'We have arrived at the peak of our summer season'

Editor's Note: This letter, sent to camp parents by Charlotte MacJannet in mid-summer 1955, provides a sense of the MacJannets' indefatigably sunny view of their camp and its larger educational purpose. Although I, as a 13-year-old camper, referred in my letters home to nearly two weeks of "awful weather," Mrs. Mac here will have none of it. Characteristically refusing to dwell on their own problems, her letter omits any mention of a presumably pressing concern: At the time it was mailed, Donald MacJannet was hospitalized in Annecy with a high fever.

— D.R.

Talloires, Haute-Savoie
August 3, 1955

Dear Parents and Friends of Camp,

We have arrived at the peak of our summer season. Except for one week of occasional thunderstorms, we can report on a score of perfect weather, sunny and not too hot— just right for swimming twice a day and resting well during the cool nights. The rain gave us a chance to stress specially certain aspects of our camping and scouting skills, which were then put to the test in a cook-out for everyone in camp on a lovely summer evening. Each chalet roasted its sausages, its potatoes, its bread, etc., while the sun, setting behind the Semnoz Mountain and the Castle of Duingt, built a golden bridge over to our shores.

That kind of group activity is of great value to the children, and we can see the good influence by the way they move and busy themselves around the fire. Through the first month we can watch the children gradually become calmer and more deliberate in their activities and their playing. It's good to see tenseness wiped away from their faces by the sun and fresh air and the satisfaction of using their individual talents.

The different chalets have made strides in the art of living together. Honor trips are being taken weekly by the chalets who have best demonstrated their sense of order and neatness. Today such a group took the dear old side-wheeler for a trip to the end of the lake, where they lunched stretched out in a meadow, then continued to St.-Jorioz on the other side of the lake to indulge in ice-cream cones, classic high point of all honor trips....

Today a group of boys has gone to Upper Camp, our chalet in the mountains. They do their own cooking, perched high above the lake, with its villages twinkling in the dusk. Way above them towers Tournette, our highest mountain in the neighborhood.



Charlotte MacJannet with campers:
"An especially congenial group this year."

The older boys have taken overnight trips, taking long lightweight tents, and enjoying seeing the good Savoyard cheese made on the spot, and sunrise over Mont Blanc.

Some of us start to speak equally fluently in two languages by now, thanks to the daily English and French classes. At campfire on Friday nights you can hear French jokes told with a strong American accent, and American jokes rendered with a pointed French inflection. But it is with a foreign language as with a horse: you can take it to the water, but you cannot make it drink. In any case, none of our children hereafter will have to overcome the idea that another language is an unnecessary and artificial invention, because they hear its application in the daily life of people. Many of us jump from one to the other all day long....

This is tournament time in camp. The individual skills in swimming, in tennis, in ping-pong, etc., have been developed sufficiently so that matches are now the order of the day. Baseball games are enjoyed a great deal, and so are the many interesting trips into the neighborhood and farther afield.

We feel we have an especially congenial group of counselors and children with us this year— but then, we have felt that way often through our 31 years of camping on Lake Annecy.

Come to see us and share our pleasure, [at the Fête du Camp] on the 28th of August. Proceedings start at 3 p.m.

Sincerely yours,
Donald and Charlotte MacJannet

(Continued from page 4)

on it. The big headline in the *Tribune* today was, “KOREA TRUCE CONCLUDED.” This means— the war is over!

Wednesday, July 29: We looked for butterflies on our hike in the afternoon. We got about 15 of ‘em. Once we came to a large field, where there were plenty. The only thing wrong was that the field slopes very steeply.

Thursday, July 30: I finished my pipe at ateliers, and the sun shined [sic] at free time again, so about four of us from my chalet and Larry and Linc went out in a rowboat to observe the scenery. We stopped at a restaurant but no one had any money.

Saturday, August 1: Today being hike day, we found that we had a little game. We had to set a trail for Chalet 2, but as they wouldn’t cooperate, the day just turned into a mix-up of trails.

My chalet [4] hiked to a small town called Rovagny. The trail was very steep and slippery, and coming down even worse. But when we got into Talloires we had lemonade and chocolate.

Wednesday, August 5: Instead of regular sports this morning, we all played a new game which is combination hockey, bowling, baseball and cricket and has 16 bases. It is very fascinating.

My chalet had to find how the farmers raise their crops in Angon, but as we had some extra time we hiked up a small hill to a beautiful cove. The farmer who told us about his crops was very nice and gave us all apples.

Thursday, August 6: Since our chalet won the inspection, we went on the honor trip, which included ice cream and cake. The altitude at which Mr. Mac took us was over 4,000 feet and it was so high that our ears started popping. At one spot where we stopped for gouter I could see all of Lake Annecy.

Friday, August 7: [At campfire] Mrs. MacJannet finished the story of the Lady of Angon, in which her husband is taken away by the devil.

Saturday, August 8: I woke up with a pain in my leg, so after breakfast went to the infirmary and missed the hike. I had the honor of eating fried eggs with the staff. Camp is very peaceful when not many people are around.

Monday, August 10: In the evening we had a cookout with sausages, potatoes and gingerbread. Then there were nominations for a camp mayor, and, surprisingly, I was nominated with great acclaim. So ends a good day.

The candidate

Tuesday, August 11: Being a candidate, I made my campaign speech at assembly, and listened to the girls’ speeches at noon. Then there were election songs, skits and speeches. The boys of my chalet had prepared 83 paper planes, all bearing the name “DAN” and creating great excitement. The voting was in the evening, and at campfire I found that I had been elected to the camp council.

Wednesday, August 12: My chalet got up early from siesta to go on a long expedition. We went in boats over to a hotel on the other side of the lake. From there we visited a quarry [at Bredannaz] where they have been blasting in the mountainside for about a year now.

Friday, August 14: [After siesta] we started on an overnight trip to upper camp. When we got there we prepared our beds. We received flashlight signals from camp at night. Since my flashlight is the brightest in camp, I was the center of attention. We went to bed quite late!

Saturday, August 15: At dinner my table was chosen the most mannerly, so we ate our sausages and potatoes outside, near the lake.

Sunday, August 16: After siesta we had a “track meet.” I was in a game called “swat ‘em,” in which I had to hit, while blindfolded, another boy with a newspaper.

Wednesday, August 19: The whole camp went on a hike to St. Bernard’s castle [at Menthon] and saw lots of paintings more than a thousand years old. There is a library with more than 9,000 books and a relic of one of St. Bernard’s teeth.

Friday, August 21: In the morning it started to rain in the middle of canoeing, so there was folk dancing in the main lodge. Then, after siesta, we stayed in our chalets and made puppets out of vegetables and rags. At free time each chalet gave a skit with their puppets. My character was the Sultan of Morocco’s wife [deposed by the French just days before], wearing a bikini bathing suit! There was a mock trial at campfire and I was called to be a juror.

Saturday, August 22: We had quite an expedition this morning. First we set out in rowboats to the other side of the lake, but when we got there, there was some extra time, so we rowed out past the lake dwellers’ site to the Grottes des Oiseaux, and then back to Duingt. Then up the Dragon’s Back, but we didn’t get far when we had lunch. ... After a short siesta we continued to Bout du Lac, where we had lemonade and gouter before getting the boat at that port.

Sunday, August 23: There is a sailboat from Annecy which the camp is using. We went on a little trip around the lake and got quite a view.

Trip to Megev

Tuesday, August 25: My head was drying at my regular ateliers period, so I took pipe playing, in which I learned two songs which I’ll probably play at the Fête du Camp.

Wednesday, August 26: Today was an exciting day. In the morning we got on a bus and took a long ride before getting to Megève. One there, we got on a frightening but fascinating fast-moving téléphérique. When we got to the top we ate lunch and explored around. Later in the afternoon we went back down and shopped around before going back [to camp]. I got ice cream and an emblem saying “MEGEVE.”

Thursday, August 27: Right after assembly, the whole camp had pipe practicing [for the Fête du Camp]. Then I had my model head chipped and now my finished product is beautiful.

We practiced the grand march after siesta and then I played ping-pong. In another surprising upset, I won a tournament match, 2-0, against an older boy. This means at the Fête du Camp I will play in THE finals. Pretty good!

Friday, August 28: Today was a little different. A camper was the “counselor of the day,” and I was appointed assistant counselor of the day.

Saturday, August 29: Today was the annual Fête du Camp— the celebration of the year. Everybody was in practice in the morning. I also played the [ping-pong] tournament finals and lost, 3-1, in close games [to Marina Kellen of New York]. There was the grand march, followed by tumbling, swimming, canoeing, pipes (which I was in) and dramatics.

Sunday, August 30: I was rushing around doing last-minute packing in the morning. Then came the banquet. We had leg of lamb, mashed potatoes and two ice cream cones each. After a short siesta, the honors were given. Got Journalism on the Honor Shield and an emblem with one star. Soon after, we left.

NEWS OF THE FOUNDATION'S PROGRAMS

MacJannet Prize: 2013 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 313 universities in 72 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 2014 as for the previous two years, three impressive student-run programs are awarded prizes by a selection committee consisting 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 press, the winners for the sixth year of the MacJannet Prize (2014) had not yet been announced. But the impressive diversity and extent of the student-led programs can be seen from the winners for 2013:

First Prize (\$7,500):

IMU Cares Program, International Medical University (Malaysia)

Under this private medical university's Kampung Angkat ("Village Adoption") Project, since 2007 each of its three campuses has adopted a village identified as lacking in basic health facilities. One was Kampung Tekir, a village comprising of 500 mainly indigenous people of the Tenun ethnic group, half of whom were under 12 years old. At the time only part of the village had electricity and running water, and the nearest health clinic was 20 kilometers away.



IMU cares: When health facilities don't exist.

The program sought to enable medical and nursing undergraduate students to practice their knowledge and clinical skills in a rural setting. At the same time, the villagers would benefit from the presence of IMU students through regular free health checks and health education, treatment of minor ailments, referrals to appropriate health centers beyond the village, provision of free spectacles for visually impaired villagers and an opportunity for students and villagers to bond. IMU holds regular programs every three to four months, with one major program every year and several smaller programs. Each program was planned and executed by the students.

Second Prize (\$5,000):

Programa Social (PROSOFI), Pontificia Universidad Javerian, Bogota (Colombia)

When this program was launched in 2010 by the university's engineering faculty, it sought to create a model that could benefit both needy communities and the university's own development. It chose to focus for six years on the community of Gran Yomasa-Bolonia in Usme. Working together, university and community members identified six areas of focus: work and business competition; environment, sanitation and sustainable development; public infrastructure, housing and community development; technological communications; comprehensive social development, health and coexistence; and participatory management, local development and public policies. Eventually the program hopes to develop projects in multiple territories and to position PROSOFI as a flagship program and a reference for other universities on both a national and international level.



Programa Social: Health model for needy communities

(Continued on page 8)

Third Prize (\$2,500):

Program de intervention sanitaria en oblations vulnerable de la provincial de Córdoba, Universidad Catholic de Córdoba (Argentina)

This program (in English: “Health Intervention Program for Vulnerable Populations in the Province of Córdoba”) was established in 2007 in response to sanitary and health issues raised by the community of Costa del Rio Pinto. It seeks to improve the quality of life of communities whose structural deficiencies make them vulnerable to communicable diseases, by implementing health education and upgrading sanitation and water systems. This interdisciplinary program brings together students and faculty members from three academic areas: biochemistry, pharmacy and veterinary medicine. Since the program was launched, illnesses in children were reduced by 45% and in animals by 56%. Now the same intervention program is being replicated in Cabildo, a slum in Córdoba.



Intervention sanitaria: Attacking disease

Honorable Mention:

Service-Learning Research Scheme (SLRS), Lingnan University (Hong Kong)

In Hong Kong, a fast-paced modern city where



Science Learning Research: Cultivating Hong Kong youth

people are becoming more apathetic about public affairs, this “Education For Services” program seeks to cultivate socially aware and readily responsive youths, engaging students from all disciplines to delve into social issues, not just from textbooks but also through their own hands-on community experience. Students work closely with community partners to design and implement projects that address urgent social needs like poverty and housing, health and aging, and sustainable development.

Since the program’s inception in 2006, more than 2,000 students have participated in 231 service-learning projects, contributing 75,000 service hours to more than 22,500 people.

Humnawa, Beacon-house National University (Pakistan)

This program, developed by the university’s Punjab Skill Development Fund in 2010, seeks to create sustainable empowerment for members of eight communities in Muzzafargarh and surrounding areas. It

is run by 13 students in the textile and jewelry department under the close supervision of two faculty members, with a larger faculty pool serving as the advisory board. The program informs some 200 women artisans and community members about home-based workers’ rights, fair wages and opportunities; it also provides product exhibitions in Lahore and Islamabad to promote the artisans’ work and self-esteem. Ultimately the program’s beneficiaries should be able to continue their income generating activity without outside support.



Humnawa: Empowering home-based workers

'Not even in my dreams'

Reflections of MacJannet Scholars— Tufts in Talloires, summer 2013

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.

Talloires when it rains

Spending a month in the rain brought me closer with the other students, from crowding under the bus stops, to sharing umbrellas, to huddling together next to the wood stove in the Prieuré. Even on our adventurous hikes, Bernard our guide took us to unbelievable places despite the rain. For a little break from the rain on my first hike, Bernard took us through a cave. I have never been much of a hiker, but I had the opportunity to do things I never thought I would do, including crawling on my hands and knees through a cave and sitting in the pitch black listening to the water trickle over the rocks. The hikes brought all the students close together because it was likely that you would find yourself hiking alongside someone from one of your classes, but that you had yet to talk to.

Amanda Rock '15
Westbrookfield, Mass.

Breaking the language barrier

My host family would often host dinner parties with our neighbors, allowing us to interact with other French families and children. Surprisingly, I bonded well with my young host siblings. My 11- and 14-year old sisters were the most playful, hilarious pranksters, constantly coming into my room to hide my slippers or try on my roommate's four-inch heels. Every now and then, we would pass back and forth the iPad and use a translating app to communicate, since I did not know French at all. One of the most striking things in our interaction is that despite the language barrier, we could bond and have fun. Even though I couldn't understand her, body language, hand gesture, and the universal language of laughter is familiar to all of us. And for that, I am grateful.

Annie Chang '14
Elmhurst, N.Y.

Donald MacJannet's example

One of my first memories of the Talloires program was the video Gabriella Goldstein played for us at the beginning of our time at the Priory, highlighting the history of the Priory and how the MacJannets became its proprietors before donating the newly renovated monastery to the school to form the European Center. I think my biggest take-away from that video was the level of commitment and dedication Mr. MacJannet had to everyone around him. Whether it was helping put out a fire, or in starting up the summer camps, there was an activist within Mr. MacJannet that was considerate and concerned with improving the lives of everyone he came into contact with. Seeing this video at the beginning of the program and seeing how Mr. MacJannet prepared so many people around him for a life of philanthropy and active global citizenship, I realized how important these qualities were to preparing me for a position of social leadership in the world.

Cameron Flowers '16
Chicago, Ill.



Discovering how cultures can change
just over a mountain pass.

A relevant environment

One of the classes I took was Classics 186, "France Under the Roman Empire," and I was living in the very same region in which the historical events being taught had taken place. Learning about ancient Gaul and then seeing ancient Gallic ruins in person during our field trip to Vienne was amazing— the class simply would not have been the same or nearly as enriching had I taken it in Medford.

My other class was "Environmental Economics." The setting was also quite relevant here, since outdoor activities and nature are really emphasized in the French Alps and surrounding areas. Annecy's inhabitants tend to be more environmentally conscious than those of other cities, as I learned from my host; people in the area enjoy water sports and the outdoors, and consequently maintaining the security of the environment is important to them.

Chrissa Salemis '16
Westwood, Mass.

Beyond my dreams

Only in my dreams have I looked up from my bedroom window at the Château du Menthon-St. Bernard and the Dent de Lanfon, summited a mountain in the French Alps,

(Continued on page 10)

or identified flowers of the Alps by family (common name and Latin name), much less walked alongside hundreds of the mind-boggling beautiful organisms. And not even in my dreams could I have come to regard a strictly French-speaking family as my own, or eaten such delicious homemade, garden and farm-fresh, gluten-free meals every day for six weeks. To find such connections with people who could probably not be more different from where I grew up, is beyond my ability to imagine, even after it has happened.

Colby Sameshima '16
Honolulu, Hawaii

Gaining confidence

For a science major, there is not a lot of opportunity to study abroad, and even less in non-English speaking countries. However, I really felt experiencing another culture would be an integral part of informing all my other studies before I took a greater step into the world. Here I was able to travel to different regions of France, realizing how culture can change just over a mountain pass; jump off of a mountain with only a sail to hold me up, testing the limits of trusting a complete stranger; and explore strange cities in a strange language, really gaining confidence in my ability to navigate through the world.

Elizabeth Maloney '15
East Lyme, Conn.

Surprise ending

My situation was unique in that I am a graduating senior and found my way to Tufts in Talloires because I needed to take two Tufts summer session classes in order to complete my degree. Something that could have felt like a burden—staying behind in Medford to take summer classes when all of my friends had graduated and moved out—became an incredible experience instead.

I found it much easier to get to know my classmates and professors than had been the case back in Medford. I saw a huge improvement in my French over the course of the six weeks, thanks to daily conversations with my host parents and brother. At the end of the program I traveled to Paris by myself and was able to confidently communicate in French. I could not have had a better ending to my undergraduate years.

Emilie Parmlind '13
Florham Park, N.J.

The world beyond Medford

Talloires is not only beautiful; it's the most stunning, captivating place I have ever encountered. I spent many hours sitting alone on the docks down the road from the Priory, looking out at Lake Annecy, surrounded by mountains and whimsically painted summerhouses. I was mesmerized by my surroundings and found myself spontaneously laugh-

ing to myself, in awe of the luck that had brought me to this village that appeared to have fallen right out of the pages of a fairy tale.

I've lived in Medford my whole life. In Talloires, for the first time, I didn't feel comfortable with my surroundings and didn't speak the language. I learned that I learn and adapt quickly. Within a week, I felt confident getting around Annecy and Talloires on foot and with public transportation. Within a month, I could understand and express myself in basic French. I couldn't conjugate, but I could communicate.

Emily Nixon '15
Medford, Mass.

Amazing myself

Every day in Talloires was filled with "is this real life?" moments, from casually talking with professors while sunbathing *à la plage*, to sharing a *pain au chocolat* with my pseudo *grandmère*/host mom extraordinaire. Even explaining

to the shopkeeper of a hidden vintage treasure trove in Annecy that my friend lost her wallet was incredible, despite the misfortune, in that I surprised myself with my improved French communication.

Flora Cardoni '16
Buffalo, N.Y.



Fluidity of French life

The first thing I noticed was the fluidity with which people lived. Every day had almost a set routine, which included buying fresh bread and food almost every morning. My own host family experience showed me that the French are very invested

in their families, which I respect a great deal. There was rarely a night where the family did not have dinner altogether. Even in times of argument, I could still tell that these were people who valued family at an extremely high level, and I was lucky enough to be accepted into that close-knit circle for six weeks.

Gabriel Dowdy-Terracciano '16
Portland, Maine

Course recommendation

The Flowers of the Alps class was quite interesting. It was amazing to see some of the gorgeous flowers found only in the alps or remote places, like the beautiful cobalt blue Spring Gentian, *Gentiana verna*. I am now able to impress my friends and family by knowing both the common and scientific names of quite a number of plants we commonly see, as well as being able to comment on the plants' general habitats and attributes. While I had originally chosen this class mostly to fulfill a Natural Science credit requirement, after having taken the course, I would recommend it to anyone who doesn't mind a bit of walking and memorization.

The other course I took was Music, France, and the Revolution, in which I was able to release my inner classical and romantic music geek. The class in which we discussed the last movement of Beethoven's Ninth Symphony was most likely the only Friday morning class I have ever enjoyed, even more impressive considering its duration of two and a half hours.

Hannah Clark '16
 Northfield, Conn.

Professors as pals

Before coming to Talloires, the most interaction I had with professors was in office hours. Within a week at Talloires, I was getting coffee with my professors, or going on runs with professors whom I didn't even have a class with. I loved being surrounded by the professors and their families all day. It made them seem just like normal people, and not strictly authority figures. I was also fortunate enough to become close with a professor whom I will be taking a class from in the fall, and I cannot wait to see my peers' reaction when I call him by his first name.

Hannah Foley '15
 Acton, Mass.

The incredible Priory

The Priory is absolutely amazing, in terms of location and the building itself. The fact that Tufts University owns such a building in such a location is incredible. I am fascinated by history, and this 11th-Century building was the perfect setting for me, especially while I took my History of Religion in France class. I don't think I would have appreciated the class as much if we hadn't had the Priory building and all the field trips. I felt a sense of history every day.

Maria Karam '16
 Ottawa, Canada

Enjoying the moment

I adapted to the slow-paced life in and around Annecy and let all stress slip away. The Crolard bus was late? Eh, it will be there eventually, and class can't start with no one there! Dinner is at 9 tonight instead of 8? I'll just keep working until dinnertime. Without a phone and constant contact with life at home, I learned to enjoy the moment more than I have before. Dinner out with friends no longer consisted of everyone texting and checking Facebook, but of actually talking about our stay in

Talloires, issues in the world, and our separate but now interesting lives at Tufts.

Lauren Redosh '16
 Golden, Colo.

A slower pace

As an international student from Singapore, I transitioned from a lifestyle in the States to one in France very quickly.

I adapted to having dinners late by eating a later and heavier lunch (and sometimes tea if my friends were keen for it). Living in Annecy-le-Vieux also meant that I had to walk 45 minutes from the Town Centre every time I came home later than the Crolard's operating hours. Although this might sound like a chore, I really appreciated these walks along Lake Annecy, as the serenity gave me a chance to indulge in my own music and think about the problems I was facing back home.

Kwan Ki Tang '16
 Singapore



At the Fontaine des Eléphants in Chambéry:
 Nothing in Medford can compare.

Looking forward to classes

In Talloires I took Flowers of the Alps and Physics for Humanists, two classes that now rank among my favorite courses ever taken. In both classes I was able to learn inside and outside of the classroom. I took beautiful field trips into the Alps to study plants in their natural habitat, and I took an amazing field trip to the world-renowned physics laboratory CERN.

Both classes were small, allowing me to get one-on-one attention from the professors and participate as much as I wanted. I genuinely looked forward to going to class each day.

Michelle Gallipeau '15
 Ipswich, Mass.

A healthy shock to the system

Plunging into the biting water of Lac d'Annecy in late May can be quite a shock to the system. Your heart rate speeds up, you gasp for a breath of air and tread water while waiting for your body to adjust. Plunging into the Talloires experience can be much the same; you are readying yourself to be immersed in another culture, arriving at your host family's home while they still feel like strangers and knowing that you will be there for the next six weeks. But just like jumping into that lake, once you are in, you realize how worth it the initial jolt was.

Reema Al-Marzoog '16
 Beaverton, Ore.

(Continued on page 12)

Three lessons from French culture

Some things that I picked up from my host family:

Respect: The *vous* and *tu* forms in French say it all. I think the automatic respect you pay to new people and elders is an important part of the culture, and it made me feel that much closer to my host family to use the informal form with them, especially with the parents. My only prior interaction with French adults had been as authority figures (teachers, professors). It was nice to get to know some adults on a different level.

Simplicity: Keeping things fresh and simple, from food to conversation topics.

Honesty: People always say that the French are blunt. It took a while to get accustomed to the little spats between my family members at the dinner table. But eventually that faded. They just didn't hide what they thought amongst themselves and made me wonder if perhaps honesty was better than beating around the bush or talking behind someone's back.

Claire Sleigh '16
Chevy Chase, Md.

A dedicated staff

One thing that really stood out to me was the dedication and enthusiasm of the program director and staff. They were always on hand to give advice, to help with problems, or just to chat. I got a lot out of my two classes—Nonfiction Writing and Gaul under the Roman Empire—and both took advantage of the fact that we were in France.

Ultimately, the most important thing that I will take home from this program is the new perspective that I gained from being in a foreign country for a lengthy period of time. I loved meeting French people and discussing history, current events and politics with them, and getting exposed to a new way of looking at the world.

Spencer Beswick '15
Bozeman, Mont.

Walking in the rain

The very first week I was here a group of students and I missed the bus and decided to walk from Veyrier to Talloires. Ordinarily, walking an hour and a half in the rain would have made me somewhat miserable, but due to the people I was with and our shared enthusiasm, this walk

was one of my most memorable experiences. We shared life stories, swapped jokes, and later that day we got to brag to everyone that we'd walked four and a half miles to school in the pouring rain. After that day I made a point of walking to school with one of my friends from Veyrier du Lac at least once a week.

Tala Heather Brewster '16
Calgary, British Columbia, Canada

A unique experience

I shared some truly wonderful experiences with my friends in between classes and on the weekends, exploring the towns of Annecy and Talloires. My absolute favorite was the time ten of us took paddleboats to the cave near Talloires, climbed up the adjacent rock face and proceeded to jump off the cliff into the lake. This was only one of the many examples of how Tufts in Talloires pushed the boundaries of my comfort zone.

Walton Lee '16
Hong Kong

Opportunity knocked



Where monks once walked:
Celebrating a Mac Games victory in the Great Hall of the Prieuré.

My Talloires experience would unequivocally not have been possible without the MacJannet Scholarship. I have looked into similar programs before, enduring the roller coaster of initial excitement—this is the life-changing opportunity for which I've been waiting—that inevitably screeches to a halt when I notice the cost. I have come to expect that opportunities like this simply won't work out in the end. Even right up to the departure date for Talloires, I couldn't

believe it was happening.

Stina Stannik '16
Doylestown, Pa.

Linguistic improvement

Although I've been to France before, I'd never encountered the Haute Savoie region. The people here have been friendly and interesting, and my adaptation to the culture has been pretty good. My command of the French language, although far from perfect, has improved far from where it was before I came here to Talloires.

Daniel Brady '15
Houston, Tex.



Old and new: Fletcher's MacJannet Fellows (right) are greeted by supporters from Tufts University and the MacJannet Foundation.

Our oldest program, and our newest tradition

Rekindling the MacJannet legacy among our Fletcher Fellows

BY ANTHONY KLEITZ

Since 1967, one of the major programs of the MacJannet Foundation has been its support for international studies and exchange programs involving the Fletcher School of Law and Diplomacy at Tufts University. At its inception, this “MacJannet Fellows” program provided one of the academic world’s first opportunities for graduate students to personally study at one of the world’s outstanding institutions of international studies while experiencing another country’s culture on a day-to-day basis. The specific forms of this program have evolved over the years, but it remains inspired by Donald and Charlotte MacJannet’s strong interest in strengthening international understanding through education and individual development.

In the program’s early years, all MacJannet Fellows participated in the Exchange Program operated since 1967 between Fletcher and the Graduate Institute of International Studies (now the Graduate Institute of International and Development Studies) in Geneva, Switzerland. In recent years, however, the program has been expanded to include a wider range of European students studying at Fletcher.

The eight remarkable students in the 2013-14 program represented six European countries and a broad range of interests, from development economics, environmental economics climate change and energy to international business, security and politics (see page 14). They aim at an equally diverse variety of careers, which in many cases have evolved and clarified as a result of their experiences at Fletcher: from research to business and development projects, and from non-governmental organizations to governmental foreign service. Most say they’re attracted to Fletcher by the chance to design a personal program of studies that enables them to draw from multiple

disciplines while honing their specific interests.

But today’s MacJannet Fellows lack any personal memory of the MacJannets—the oldest were barely ten years old when Charlotte died in 1999—and many of them have had at best only a vague sense of the MacJannets’ revolutionary ideas about maximizing individual potential in an international and academic context. To fill that void, each fall since 2011 the Foundation has sponsored a dinner with the MacJannet Fellows. These gatherings seek to personalize the fellowships and promote the MacJannets’ legacy by explaining the source of the fellowships and by sharing the students’ experiences, as well as their hopes and dreams for the future. Through a combination of cocktail conversation, good food, toasts, speeches and anecdotes, these dinners provide the sort of personal touch that Donald and Charlotte MacJannet considered so important to international understanding.

This year’s reception and dinner, held on October 28, 2013, on the Tufts campus in Medford, Mass., attracted some 25 people, including the eight MacJannet Fellows and many MacJannet Foundation board members. Fletcher faculty and staff members on hand included Executive Associate Dean Gerald F. Sheehan; Professor Alan Henrikson, director of Diplomatic Studies; and Laurie Hurley, director of Admissions and Financial Aid.

The annual dinner also produces benefits for the MacJannet Foundation board members who attend. This opportunity to hear the fellows’ goals and experiences enables board members to help mentor the students when possible and to gently encourage them to think more about ideals like international understanding and global citizenship.

Eight remarkable students

A glimpse at this year's MacJannet Fellows

The MacJannet Fellows for academic year 2103-2014 are:

Jean-Yves Barba (France). Following his first year as a MacJannet Fellow at Fletcher in 2012-13, he spent last summer working as a UN intern in Senegal. Having previously worked for several years on development in Africa, he is now focusing on development economics and international business. He hopes for a career with a UN agency.

Ignacio del Busto Mellado (Spain). Grew up in Madrid but has since lived in Norway, Romania, Mexico, Colombia and the U.S. He seeks a career in international development.

lands. He plans to return to the Foreign Service after graduation from Fletcher.

Robert Helbig (Germany). Born in East Germany before the fall of the Berlin Wall; studied at American University and has also worked in China, India and Brazil. Focusing on international security and international business relations in the hope of joining Germany's Foreign Service. This summer will intern in the Energy Security Section at NATO headquarters in Brussels.

Angelica Schempp (Switzerland) has a background in tourism public relations. While at Fletcher she worked on a project in "Managing Spoilers in



MacJannet Fellows for 2013-14 (left to right) : Jean-Yves Barba (France), Clara Vandeweerd (Belgium), Ruben Korenke (Germany), Mia Schob (Germany), Robert Helbig (Germany), Ignacio del Busto Mellado (Spain), Angelica Schempp (Switzerland) and Lars Hansen (Norway).

Ruben Korenke (Germany). Raised in Germany and the Netherlands; has also spent a high school year in the U.S., a year of volunteer development work in Chile and Bolivia, and studied management in Singapore. Interested in energy, environment and development; spent summer 2013 working in microfinance in Delhi, India.

Lars Ragnar Hansen (Norway). Born and raised in rural Norway; spent a high school year as an exchange student in New Zealand, then finished high school at the other end of the Earth: Svalbard (Spitsbergen), above the Arctic Circle. Subsequently spent four years as assistant defense attaché at the Norwegian Embassy in Moscow; also served in the Foreign Service in Baku, Azerbaijan and The Hague, Nether-

land. He plans to return to the Foreign Service after graduation from Fletcher.

Mia Schob (Germany) has worked for German political foundations in several countries in southern Europe and Latin America. Her special interest is understanding the underlying factors of armed conflict.

Clara Vandeweerd (Belgium) holds a master's degree in theoretical psychology, now seeks to expand in to international politics— "why people make the choices they do," especially concerning energy and climate change.

PRESIDENT'S LETTER

Streamlining our mission

BY TODD LANGTON

Dear MacJannet Foundation Friends and Colleagues,

It has been a good year for the Foundation. Our programs continue to flourish and, thankfully, our corpus is up from recent years. We have also been able to update our website (www.macjannet.org), outline a new strategic plan for future fund-raising and program efforts, and begin to recruit the next generation of Foundation board members to help with future efforts.

The Foundation continues its mission to promote cultural exchange and immersion by its support of three key initiatives.

— First, by providing needed financial support and scholarships for deserving university students to attend the Tufts University European Center in Talloires, France, the former home of our benefactors Donald and Charlotte MacJannet (see page 9).

— Second, via our support of Les Amis du Prieuré, which hosts cultural and educational programs and offers scholarships for local French high school students to attend Tufts summer English language programs in Medford, Mass.

— Finally, through its original program of grant scholarships provided for deserving international graduate students to attend the Fletcher School of Law and Diplo-

macy as MacJannet Fellows (see page 13).

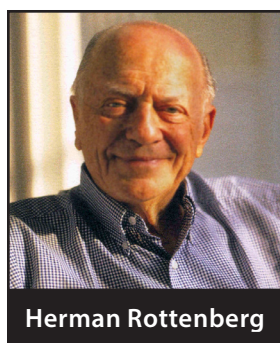
— The Foundation is excited to announce its support of The MacJannet Prize for Global Citizenship for the sixth year. The MacJannet Prize recognizes exceptional student community engagement initiatives from more than 300 universities and 72 countries represented in the Talloires Network of universities dedicated to promoting community service and global citizenship. In 2013, we received 61 nominations for the Prize, from 48 universities in 22 countries. Members of the selection committee selected the top three winners from Malaysia, Columbia and Argentina (see page 7).

I invite you to become involved in our efforts by donating to our cause, joining our mailing list, volunteering for one of our projects, or inquiring about joining our board.

I look forward to hearing from you. Please contact me at todd.langton@Macjannet.org.



Departures



Herman Rottenberg, a MacJannet Camp parent in the '50s and honorary trustee of the Foundation, died November 4, 2013 in New York, age 97. Inspired by Donald MacJannet's example, in 1962, at age 46, he sold his prosperous knitted wear manufacturing company to devote himself to fostering international goodwill through folk dancing.

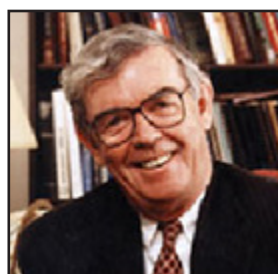
A folk dance class he taught at International House in New York evolved into the Allnations Dance Company, which over the next 35 years toured the globe, spreading its motto—"Joy in Every Land"—in as many as 300 performances a year. (See "Leading by example, too," *Les Entretiens*, Spring 2011, page 7.)

Alexa MacKinnon de Payan, who taught at the MacJannet School in St.-Cloud, France, in the 1930s, died February 18, 2014 in Cuernavaca, Mexico, age 102. During World War II she worked as a free-lance journalist in South America, where she met and married Jorge Payan

Herce of Lima, Peru. They traveled extensively through Latin America and Europe, finally settling in Mexico City in 1954. There she taught at the French Lycee from 1958 until she retired as head of the English Department in 1976. In retirement she wrote *Flora Tristan: Duena del Porvenir*, the definitive biography of a noted 19th-Century French feminist (House Mondadori, Barcelona, 2003).



Thomas Murnane, Tufts University's senior vice president for university development from 1976 to 2003, died March 20, 2014 in Marblehead, Mass., age 77. He played a supporting role in Tufts President Jean Mayer's risky 1978 decision to accept Donald and Charlotte MacJannet's gift of the Prieuré in Talloires for a Tufts European campus.





MacJannet Foundation board, June 2013. Front row, from left: Bruce Berzin, George Halsey, Todd Langton, Wenke Thoman-Sterns. Second row: John King, Maria Robinson, Tony Cook, Elisabeth Rindborg, Jean-Michel Fouquet, Jean-Marie Hervé. Third row: Robert Jerome, Mary Harris, John Iglehart, Dan Rottenberg. Back row: Bruno Asselin, Tony Kleitz.

THE MACJANNET FOUNDATION

The MacJannet Foundation is a non-profit charitable foundation launched in 1968 and dedicated to creating a community of global citizens. To unleash individual potential in an international context, it funds exchange programs and supports the Tufts University European Center in Talloires, France and the MacJannet Prize for Global Citizenship. Visit us at www.macjannet.org.

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Dan Rottenberg

*= Deceased