

Les Entretiens

BUILDING A COMMUNITY OF GLOBAL CITIZENS

THE NEWSLETTER OF THE MACJANNET FOUNDATION

SPRING 2015



A magical childhood in an awesome setting, with a real-life Mr. Chips: On a camp trip in 1928, Howard Cook (wearing tie), age about 13, stands on the lip of the rear window.

The mentor and his protégé

Donald MacJannet changed many lives. He inspired Howard Cook to do the same.

TONY COOK

I am among today's fortunate few who actually knew Donald MacJannet in his active years. This link comes to me by way of my father, Howard Alexander Cook (1915-1996), who was by turns a MacJannet pupil, a MacJannet camper, a MacJannet evangelist and, ultimately, a lifelong MacJannet friend.

Howard first crossed paths with Donald MacJannet in the 1920s in Paris, where "Mr. Mac" ran a school for young scions of American families living in France. Howard was there because his father, Howard Bell Cook, had been convinced by his wife – my grandmother, whom we called "Baba" – that he needed a break from his demanding job as the managing partner of the New York accounting firm Haskins & Sells. Grandpa and Baba decided to do what a number of affluent Americans of that era did: They decamped for Europe

along with my dad and his three sisters to experience the elegantly bohemian lure of *La Vie Parisienne*.

Those Roaring '20s were a Gilded Age much like our own in 2015, and Paris provided a sophisticated playground for expatriates. Grandpère Howard purchased a beautiful chateau in Normandy built for Louis XIV's "Master of Horse," and he and Baba entertained some of the writers, artists, and elegant fashion plates whose lives were later chronicled in fiction by the likes of F. Scott Fitzgerald. There were enough American families like ours living abroad in that era that a resourceful 20-something educator like Donald MacJannet could butter his bread— first as a private tutor and eventually as the proprietor of "The Elms," a boys' day school (later co-ed) in St.-Cloud that attracted students like my dad.

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“Hooky,” as my dad was known to family and friends, found Donald MacJannet an inspiring teacher whose zest and enthusiasm transformed the solemn business of learning into a wondrous, hands-on adventure. Perhaps because he had been orphaned at a young age, Mr. Mac felt a special kinship with young people, and his character-building lessons left a lasting impact on his privileged charges.

“Why are we traveling Second Class?” one student famously (and perhaps apocryphally) asked him during a train ride en route to a local landmark for a history lesson. “Because there is no Third Class,” replied the flinty Scottish-American who was their mentor and guide. That story, though never verified, was widely believed, if only because it captured Mr. Mac’s facility for transforming an innocuous question into a memorable teachable moment.

MacJannet’s pedagogy emphasized character-building as much as classroom instruction, and my father later ascribed his moral code to the lessons imparted by his own “Mr. Chips,” the benevolent schoolmaster who preached integrity, courage, hard work, discipline and good humor. For Hooky and his classmates, this “education as fun” experience continued during the summer, when the kids were ferried in a rickety van to the shores of Lake Annecy, where the group pitched tents and invented their own version of summer camp – swimming, hiking, playing ball and performing dramatics, all in a majestic Alpine setting that to this day must be seen to be believed.

Farewell to the good life

For young Howard, it was a magical childhood. He traveled the length and breadth of Europe, became fluent in French and German, skied and climbed mountains, and in the process acquired the gifts of resourcefulness and self-reliance at a relatively early age. A side benefit was the worldly perspective that he derived from rubbing shoulders with youngsters from many distant ports of call. His classmates at the Elms included Prince Phillip of Greece (now the Duke of Edinburgh) and two sons of the Chinese ambassador to France. A fellow camper at Lake Annecy was Indira Gandhi, the future prime minister of India. And through it all there was the charismatic ringmaster, Mr. Mac, who became a sort of surrogate father to my own dad. “He made life interesting and learning fun,” Howard later recalled.

Alas, the Crash of 1929 and the onset of the global Depression lowered the curtain on this version of the Good

Life. In 1931 the Cooks returned stateside and my grandfather went to Washington to help run the Reconstruction Finance Corporation, the New Deal agency created to re-open America’s failed banks. Hooky went to prep school, then Harvard, then took up his father’s calling as a junior accountant at Haskins & Sells in New York. He joined Squadron A, a sporty National Guard cavalry regiment, whose members rode in Central Park and marched in parades for public entertainment. Then World War II intervened.

At this point Howard abandoned the comfortable path carved for him by his father and followed instead the more

adventurous route of his mentor and role model, Donald MacJannet. World War I had inspired young Donald MacJannet to join the U.S. Army Signal Corps as an aviator with the hope of flying a biplane in France. The Armistice of November 1918 doused his ambition to see action in France, but not his ambition to see France itself (he finally arrived there in 1920). With the coming of World War II, and at a similar age, Donald’s protégé Howard joined the

U.S. Army field artillery as a forward observer— island-hopping in the Pacific, landing with the Marines and crawling behind enemy lines to call in gunfire from offshore, using his wits and good luck to enable his return unscathed after three years in combat.

Confronting disaster

But the war changed Howard. On his return from the Pacific, he took a page from his childhood experience abroad and, with my mother’s encouragement, went to Stanford to study international relations. Having witnessed war first hand, he wanted to build a career as a peacemaker. In the early 1950s Howard joined the U.S. State Department, and subsequently he became president of International House, a residence and program center for graduate students from around the world who were studying at the various universities in New York City.

Throughout his adult years Howard maintained his ties to his happy childhood through travel abroad and visits to the people and places that had shaped him as a youth. He sent me—the eldest of his five children—to the MacJannet summer camp, where I too, hiked, climbed mountains, and learned enough French to impress my four siblings. Howard and my mother attended the summer “Entretiens” programs organized by Donald and Charlotte at the Prieuré in Talloires, and my sister Lee Winship, who was living in Paris



Students at The Elms, 1927. Howard Cook is in the middle row, third from right. The blonde boy front and center is Prince Philip, later the Duke of Edinburgh.

'I don't know how he did all of these things'

Excerpts from "Memoirs of Howard A. Cook," an interview with Gordon Evans at International House, New York, July 1990.

In 1926 my mother got bored with living out in the country and, I imagine, said, "Why don't we move back to Europe?" So we moved to Paris in 1926. I went to the MacJannet School, called "The Elms," and learned French, of course.

The Elms was located right outside of Paris, in St.-Cloud. It was started by Donald MacJannet, a young Scots-American who realized that there were a number of Americans and foreign nationals who wanted their children in an American school system— basically the sons of businessmen or diplomats in Paris. There were a number of Americans— one of my best friends was the son of the head of the Otis Elevator Company in France at the time. It was a wonderful school.

Mr. MacJannet also had a camp on Lake Annecy that I went to in 1927 and '28.

Mr. MacJannet was a very resourceful person who kept thinking of interesting things for young people to do. Every weekend he'd take us to the battlefields and



Howard in Talloires, 1982, age 81: Pilgrim's return.

various places. Then at vacation times he rented a hotel in Chamonix and took all of the kids plus some of their families there. In the springtime he organized a trip for the families and their kids to North Africa. Then he ran this camp in the summer. I don't know how he did all these things because he did it on a shoestring and he was a man who worked 128 hours a day.

My father never spent much time with

us. The only time we got to know him was on that year abroad. In fact, I think Donald MacJannet probably had a greater influence on my life than my dad.

and studying mime with Etienne Decroux, spent a summer at the Prieuré, heading a mime workshop during that summers' entretienne about "Communication."

The MacJannets' many exploits, the triumph and tragedies of their experience as educators during a century marked by two world wars and a contentious cold one, became an integral part of our family lore and dad's dinnertime conversation. Eventually we came to realize that these two men, unrelated by blood, had a kinship based on common traits and values.

Hands-on construction

In the 1960s Mr. Mac began sponsoring foreign exchange students, entertaining them with his wife Charlotte at their vintage apartment in Geneva. Howard, meanwhile, championed the cause of international student exchange for 40 years, inspiring students and International House patrons worldwide with his sunny disposition, idealism and personal charm.

After purchasing the Prieuré in 1958, Mr. Mac restored that thousand-year-old ruin with his own hands and the help of students like me, who were recruited to join his multi-year construction project. Howard, meanwhile, built his own country house out of an old pig barn in the Hudson Valley with his own hands and the help of foreign students and my two brothers, Tim and Jonathan.

Both men learned to contend with tremendous loss. Donald lost both his parents in his teens, and in 1940 he had to give up his school, his camp and his way of life amid the German occupation of France. Howard's family

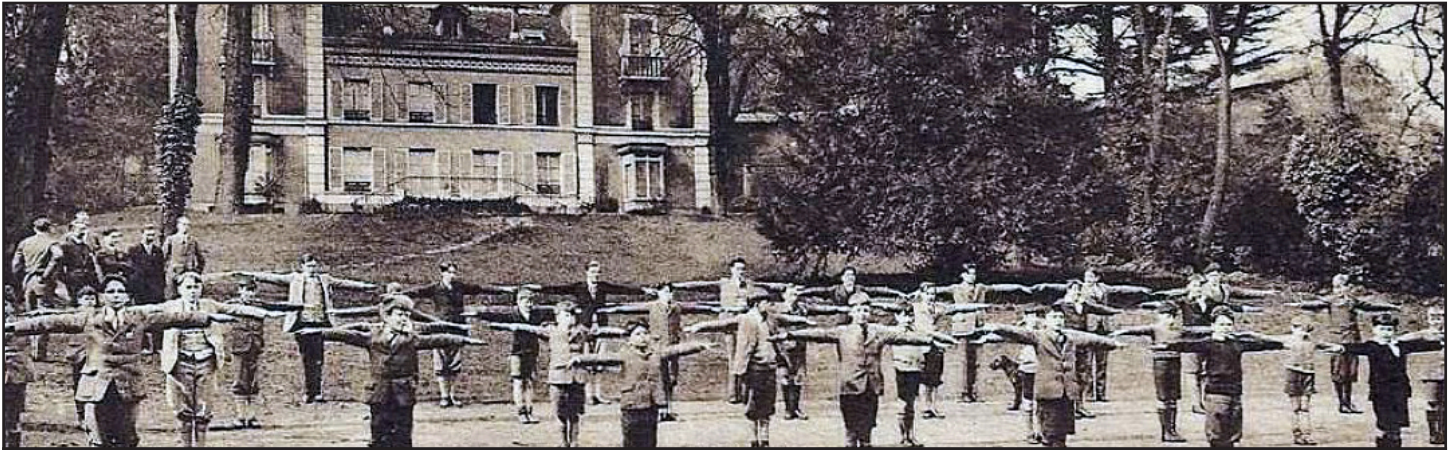
lost a fortune during the Great Depression in the 1930s, and many of his wartime buddies died in uniform. But step by step, both men turned those losses into lessons in bridge building, believing that a better world could be forged by fostering international understanding.

Return to Talloires

To the end, they remained inter-generational blood brothers. Howard regularly paid his respects to the Macs during his global travels to raise money for International House. In 1968 he joined with a core of fellow MacJannet alumni and teachers to form the MacJannet Foundation, and he made regular pilgrimages to Talloires, the childhood venue that resonated most in his heart — the place where the Tufts European Center now stands and where Donald and Charlotte were laid to rest under a stone reading "Pax et Lux" ("Peace and Light," the Tufts University motto), in a corner of the 11th century building they had donated to his alma mater.

When Howard was buried in 1996 at age 81 near his Hudson Valley home, we laid his ashes to rest in a silver trophy he had earned at the MacJannet Camp and inscribed on his tombstone, "Citizen of the World." Teacher and student, Mr. Mac and my dad helped establish the MacJannet Foundation's expanding global community. Each left the world a better place, offering examples of lives well-lived that resonate today even among people who never knew them— and in many cases never heard of them. They were educators and role models in the best sense, and I feel blessed to have known them.

In our mailbox



Calisthenics at The Elms, 1920s. This is one of the old postcards discovered recently by Anne-Marie de Vaivre, a St.-Cloud neighbor.

Chance meeting in Geneva

Dear Friends,

I want to tell you about a wonderful and stirring event that occurred on Monday evening in Geneva after we left Talloires. Tony Cook, his wife Ciji, my husband Bill Sterns and I wanted to have dinner in the old town, near the MacJannets' apartment on rue de l'Hotel de Ville. Which we did with great gusto.

After coffee, we decided to go to the Macs' old residence at Number 12 (the big door remains). We went in and peeked through the window onto the large staircase. A gentleman came in, and I said, "*Bon soir*" and explained that we used to know someone who lived here. He answered, in perfectly French-accented English, "Of course, the MacJannets!"

He invited us upstairs into Mrs. Mac's flat for a drink. Here he introduced himself as Georges Haour, a professor at the International Institute for Management (better known as IMD). He said he knew the Macs and took over their apartment after Charlotte MacJannet died in 1999. He lived there with his Canadian wife, who had recently passed away. He could not have been nicer. The apartment remains almost as it was, albeit not quite as elegant.

These meetings are not chance or coincidence; they are meant to be. I know that Charlotte had a hand in this "rendezvous."

Wenke Thoman Sterns

New York

June 6, 2014

I so appreciate Wenke's message. What a continuing presence of Mrs. Mac!

It takes me back to 1998 when, in Geneva for the International AIDS Conference, I visited Mrs. Mac at Number 12. We had a lovely reunion. Although she was then 97, she even contemplated going to a lakeside candlelight ceremony one of the following evenings. (A very nice young Latin American woman was assisting her.) That didn't come to pass, but her spirit was with it.

Augustus Nasmith, Jr.

Rutland, Vermont

June 9, 2014

Elms post cards

This is a congratulations message. I am French, living in St.-Cloud, France, and I recently discovered an old 1930 postcard picturing "The Elms"—the MacJannet school in France. I have done a lot of research to learn about this "country day school," as it was shortly described, and I discovered, also with pictures from 1926 to 1939 in France and afterwards at Sun Valley, what a fantastic and tonic educational program it was, and how "prescient." Huge "bravo."

Anne-Marie de Vaivre

St.-Cloud, France

April 19, 2014

(Editor's note: The writer provided five post cards bearing images from the MacJannet School—two printed here—as well as a trove of clippings about the school from French newspapers in the 1920s and '30s. These will provide grist for future issues of Les Entretiens.)



Elms junior soccer team, 1925-26. The postcard refers to the MacJannet school as "The Elms Country Day School."

NEWS OF THE FOUNDATION'S PROGRAMS

MacJannet Prize: 2014 winners

The MacJannet Prize for Global Citizenship, launched in 2009, recognizes exemplary university student civic engagement programs around the world. The prize is sponsored jointly by the MacJannet Foundation and the Talloires Network, a global association of 334 universities in 75 countries on six continents committed to fostering civic engagement in higher education.

For 2015, 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.

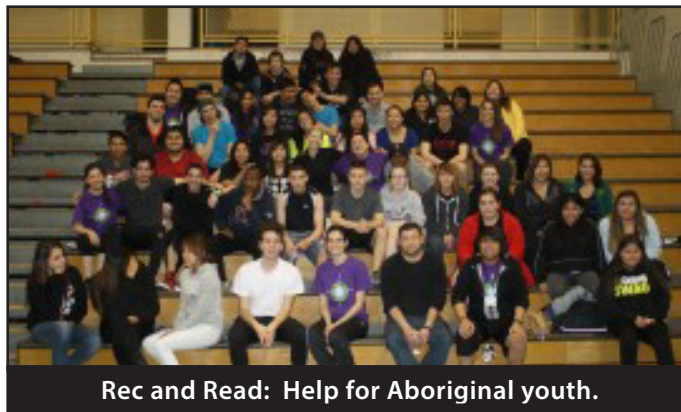
As this newsletter went to press, the winners for the seventh year of the MacJannet Prize (2015) had not yet been announced. But the diversity and extent of the student-led programs can be seen from the winners for 2014, representing three continents:

First Place (\$7,500):

Rec and Read Mentorship Program, University of Manitoba (Canada)

In 2001, Professor Joannie Halas launched a research project that investigated the quality and cultural relevance of physical education for Aboriginal youth in Manitoba. The Rec and Read Mentorship program emerged from this research project four years later as a community physical activity program for Aboriginal youth as well as young people in other diverse communities.

Through the program, university and community mentors work with high school mentors to plan and deliver a weekly after-school program of physical activity, nutrition and education for early years students. Since 2006, more than 1,400 high school and elementary students and 220 university students and community mentors have participated.



Rec and Read: Help for Aboriginal youth.

Second Place (\$5,000):

Legal Services Clinic, National Law School of India University (India)

The Clinic works to bridge the gap between the justice system and the underprivileged by organizing legal literacy and social action mobilization camps, conducting socio-legal surveys on issues relating to the urban poor, pursuing public-interest litigation, and interacting with social welfare organizations.

Students who participate in the Clinic learn legal skills in class and then put them into practice in social action work, in the process developing their own practical and professional skills. In the future, the Clinic hopes to expand pro-bono legal services, improve the state's legal aid policy, and spread legal awareness across the Indian state of Karnataka.

Third Place: (\$2,500):

Wits Initiative for Rural Health Education, University of the Witwatersrand (South Africa)



Legal Services Clinic: Justice for the poor.

This program was founded in 2003 to recruit disadvantaged students from rural areas—many of them unaccustomed to university academic standards—into health science programs and into careers as health professionals. The program began as a pilot program with nine students; today it serves more than 50 students and admits 12 new students each year. When students are accepted into the program, they sign a commitment that, upon completion of the program and their necessary medical training, they will return to their communities. They must also agree to participate in community activities in their home communities during school vacations. Through this connection with the community, the program hopes to nurture a culture of service

....but does the Prize make a difference?

Editor's note: Since 2009 the MacJannet prize for Global Citizenship has honored 39 college civic engagement programs in 21 countries on six continents. But does the Prize ultimately make a difference to the work performed by these programs? We posed that question to recent winners. Here are three replies:

Inspiration

Through this Award the MacJannet Foundation and the Talloires Network have recognized our efforts and commitment in giving voice to the voiceless and making the justice delivery system reach to the poorest sections of the society. The award inspires us to further make a difference in the life of the common man—to make access to justice a reality.

Basavanagouda Patil, Legal Services Clinic, National Law School of India University (second place winner, 2014).

Recognition at last

It is gratifying that our efforts over the last decade to improve rural health care by intervening in the lives of individual students, who in turn will impact on rural communities they serve, are being acknowledged, although ultimately the success of the

graduates of our program is what brings the greatest rewards. Dr. Justice Mautjana, a recent graduate of our program, said in response to this news, "I learned through the scholarship that, no matter how bright you are, it takes people who care to change your life. ... We are grateful for what the program has done for our community and the skills it empowered us with as we rebuild our community from foundations of poverty."

Another recent graduate, Dr. Boitumelo Mosimane, had this to say: "This award will help advance the vision and mission of the program, thereby improving the lives not only of individuals but of rural communities at large."

Dr. Ian Couper, Wits Initiative for Rural Health Education, University of the Witwatersrand, Johannesburg, South Africa (2014 third place winner).

Positive reinforcement

This award shows us, once again, that the path is right, especially in what concerns the participatory and community-strengthening approach that we have maintained in all our academic actions.

Sandra Méndez Fajardo, Programa Social, Pontificia Universidad Javeriana, Bogota, Colombia (2013 second place winner).

(Continued from page 5)

so that the contracts become unnecessary. With the program's support, the pass rate of students in the program is around 90%. Many of the program's graduates are now professionals working in rural public hospitals in their home districts.



WITS Initiative: Science careers for rural youth.

Honorable Mention:

Centro de Desarrollo Comunal, Universidad Señor de Sipan (Peru)

The Centro, established in 2009, enables students studying law, psychology and management to get hands-on experience by providing free, quality professional services to the community.

In 2013, nearly 60,000 community members benefited from the professional services; 80 families have been rescued from domestic violence; and 2,000 children have been provided with non-formal education.

Pathways to Higher Education, Ateneo de Manila University (Philippines)

The program, which evolved in 2002 out of a student-led summer school initiative, aims to nurture the next generation's leaders by providing academic and formative training to talented but underprivileged public school youth in order to increase their chances of admission to reputable universities while molding them into young leaders.

'They were not wealthy, but they were rich'

WENKE THOMAN STERNS

Remarks delivered by Wenke Thoman Sterns to the Talloires Network conference prior to presenting the MacJannet Prize winners in Cape Town, South Africa, December 2014.

Good afternoon. My name is Wenke Thoman Sterns, I am a trustee of the MacJannet Foundation, and I feel extremely privileged to be here in beautiful Cape Town and South Africa among so many distinguished representatives of the Talloires Network academic community and the impressive MacJannet Prize winners.

Donald and Charlotte MacJannet would be amazed and proud that their name graces the MacJannet Prize. They were global citizens before there was a United Nations. Donald MacJannet launched his humanitarian career following World War I with a noble but limited vision: to build bridges between Americans and French, first through his small international school in Paris and then, in 1925, at a summer camp in the beautiful village of Talloires on the shores of Lake Annecy in the French Alps. By the time he died in 1986, Donald and his German-born wife Charlotte had expanded the vision to embrace people of all backgrounds and numerous nationalities.

Their co-educational schools promoted hands-on and experiential learning. They believed in physical hard work, creativity and the salutary effects of exposure to natural beauty. They were problem solvers. And above all they were listeners.

They developed a legion of students and campers who never forgot the life lessons they learned, and in fact many of their students have become passionate about carrying on their legacy. Our own Dr. Robert Hollister, one of the architects of the Talloires Network, was a MacJannet camper in the 1950s, and my former husband and I were recipients of a scholarship that allowed us to study in Geneva, Switzerland in 1967 and 1968. I never forgot that experience and have worked tirelessly to enable students to have an opportunity to study abroad.

Donald and Charlotte MacJannet were not wealthy, but they were rich—rich with big ideas, ideas that started small and became global. Their summer camp was closed in 1963 and another chapter began. Mr. and Mrs. MacJannet bought a beautiful crumbling 11th-Century Priory in Talloires, not far from the old campsite. Donald recruited visitors, former campers, and friends to help in the restoration. The Priory became a sanctuary for writers and poets, international sym-

posiums and cultural events of all kinds. Donald MacJannet, a Tufts graduate, made sure that the presidents of Tufts University came to visit. The Macs and Dr. Jean Mayer held the first international meeting of the University Presidents Conference in 1982. How prescient—this meeting was the forerunner to the Talloires Network in 1990. And as some of you know, in 1978 the Macs donated the Priory to Tufts University, and it is one of the most successful “remote” campuses of any university in North America.

The MacJannet Foundation was formed in 1968 with a corpus of \$50,000. What could we do with such a small amount? Did I mention that the MacJannets were frugal—that they could stretch a penny for a mile? The Foundation relies heavily on volunteers to run the organization, and our philosophy is to use small grants to seed programs that will grow and prosper if the idea is right.

Building a community of global citizens—that is our mission. Most of the programs we seeded are now fully mature and don’t need much help from us. So that brings me to the next chapter in the MacJannet legacy: The MacJannet Prize!

The Talloires Network is a shining example of an idea that has become a huge success, and I am in awe and honored to be standing here today. Faculties and students engaging with their local communities—this is the end product. Service and experiential learning—this is global stewardship and citizenship. This is why we send our children to university. This is why we learn. This is what mattered to the MacJannets.

Since the inception of the MacJannet Prize in 2009 there have been 400 nominations from 303 universities in 136 countries. These programs have involved thousands of teachers, students and community members. We could not appreciate then how meaningful it would become—not only to the 39 MacJannet Prize winners but for the peer and community recognition the Prize recipients have garnered and the press coverage that the Prize has attracted for participating student programs. And finally, the prizewinners have been able to meet and share and compare experiences and to discover that, despite their geographical and language differences, they can learn from each other how to overcome common challenges.

The Talloires Network and the MacJannet Prize have moved the bar and have heightened public, private and governmental awareness across the globe about the value of community engagement and the importance of the commitment by universities to elevate civic engagement around the world.



Wenke Thoman and Rob Hollister at Talloires Network convocation in Cape Town, December 2014.

Chess, whales and Thoreau

From Talloires to Boston, for a memorable month

Editor's note: With funding from the MacJannet Foundation, each year Les Amis du Prieuré de Talloires provides scholarships to students living around Lake Annecy to spend four weeks attending the English summer program at Tufts University in Medford, Mass. One of the four students chosen last summer, Leo Dancette, who is 19, lives in Annemasse, near Geneva, and attends a highly selective post-baccalaureate course at Lycée Berthollet in Annecy. His written account follows.

LEO DANCETTE

I was over the moon when I heard I was going to Boston after being awarded this scholarship. It was even better than what I expected. Everything they tell you about travelling to learn a new language and a new culture is true, but what is even better is the friends you make when you actually go there.

My first day at Tufts University was the FIFA World Cup final, and it was a great event for everyone. We watched it in the lounge; it was fun to watch this global event with all those people from all around the world.

We attended school every morning from 9 a.m. to noon. We had two different courses. The first one was history-based and we debated about society issues; the second one aimed at making us discover America "from the inside," with more mundane topics such as football and baseball games, the Boston Marathon or even lobsters! We also discussed politics and learned about the views of both the Democratic and Republican parties on varied issues ranging from abortion, gay rights, war or the death penalty to economics. It was very interesting to be able to discuss those issues in English, and with so many people from different backgrounds. I have learned a lot about U.S. culture, but also about Japan, China and the Dominican Republic.

Every Wednesday we were able to join a tour called "Discover America." On the first Wednesday we went on the Boston Freedom Trail. I remember that one very well, because it was basically the first time I saw Boston's historic



Dancette in New York Harbor:
Discovering America
'from the inside.'

center. The Old North Church was beautiful, and I will not forget it.

I also visited Harvard. What I preferred was playing chess with the specialists on Harvard Square: I spent two entire afternoons playing with them, and I learned a lot about their lives. Most of them were poor or even homeless, and they played to earn a few bucks (they would charge you two dollars only if you lost the

game). They said chess was a mind frame that kept them alive. I will never forget them.

My favorite day was the day I saw the whales. A whale watch had been organized so that we could go on a boat and see whales off the coast of Boston. It had been my dream since I was a kid, and I was lucky, because we saw many of them at sunset. It was beautiful.

I enjoyed Walden Pond very much—the last "Discover America" tour and also my favorite—because I am a literary-minded person. We read excerpts from *Walden* by Thoreau in class and discussed transcendentalism, which I think is an enriching topic. To see the actual place where the book was written was very impressive. It is fortunate that up to now the place has been preserved and kept clean. One could feel the spirit of the place.

The day I left was sad because I had to say goodbye to my friends, with whom I shared this experience and played chess, music, soccer or squash. I am still in touch with them, and we're planning to meet up again—possibly next summer, which would give me another chance to improve my English, and also my terrible soccer!



The four Les Amis students who attended Tufts last summer were reunited in December with MacJannet Foundation overseers Elisabeth Rindborg (who helps the students prepare for Tufts) and Jean-Michel Fouquet, president of Les Amis du Prieuré. From left are Pierre Grognet, Leo Dancette, Elisabeth Rindborg, Clémentine Odion, Jean-Marie Fouquet and Alan Sallet.

'Could it all be real?'

Reflections of MacJannet Scholars— Tufts in Talloires, summer 2014

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 in the letters to the Foundation, which are excerpted below

The way we walk

Upon arriving in Europe, you quickly notice two things: the manner in which they organize their meals, and how French people hold themselves. Food is of much more importance in France than in America. People view their breakfast, lunch, and dinner as a way to enjoy another's company or to revel in cuisine. It was something that I did not realize I was missing in the day-to-day life back at home. Dinner became over an hour-long affair, and food was made with such time and care. My host mom taught me the importance of fresh bread at a table and showed me what yogurt should taste like.

As I take the Crolard bus to the Priory or walk the streets of old town Annecy, you pass by people who are so well dressed and who hold a certain charisma. It was so interesting to see how differently people carry themselves on a daily basis across different countries. It has made me more self-conscious of those around me and has made me realize how different cultures influence little things, such as the way we walk and the way we dress.

Aileen Ly '17
Alhambra, Calif.

Relating to my professors

To travel and study with a group of fellow Tufts students was very cool, because it was a small enough group that it was possible to get to know everyone and feel like a Tufts in Talloires community, but big enough to make new friends. I enjoyed the very cool relationship with the professors; they are much more willing and ready to spend time with students in a more casual setting because of the small classes and the nature of the program.

I felt my time was best spent when I left my comfort zone and tried to see new sights and try activities that scared me.

Even just practicing my French with the citizens of Annecy, which is very intimidating, always ended up a good experience and one with positive feedback. Furthermore, the less time spent inside and away from the various screens we surround ourselves with, the better. It serves well to try and do things that you do not want to at first, or are too nervous to at first, because it's the best (although not easiest) way to ensure that your abroad experience is as enriching as possible.

Brendan Donohue '16
Merrick, New York

Who needs Paris?

Once I arrived, I realized that travelling would not be the highlight of this trip. Of course I enjoyed the weekend I spent in Paris, but other than those 48 hours and my two field trips to Geneva, I have not left this place at all, and don't plan to until I head back to the states. The MacJannet Games and the St.-Germain Pilgrimage, childish and summer camp-like as they seem, were some of the high-

lights of my time here. The group trip to Chamonix, the day hike, and my field trip to the Red Cross and the UN were more rewarding than any extravagant weekend I could have had jet-setting to London or Berlin, because I got to get to know my classmates better and really enjoy the area we came here for.

In my first economics class, I spent hours the first night taking notes, and complained to my friends on the bus about the intense workload so

early in the program. This is when my economics teacher, who had been sitting two seats ahead on the Crolard bus with his wife, turned around and told me he hadn't thought he had assigned that much. I was mortified, but was also given my first lesson in how small the Talloires community really is. Luckily, my professor was a good sport, and asked if I'd like to play volleyball with some others in the class later that day. So I got my second lesson that day: that the relationships, even with the professors here, are just as close as the community. After that, the classes didn't seem so bad, because I knew I had a support system of classmates and professors that would help me through each lesson before we went for a run or down to the beach together.

Annalise Grammerstorf '16
Greenlawn, N.Y.



Field trip to the International Environment House in Geneva:
'Every day was unique.'

Exploring Rousseau's world

My main goal in traveling to France was to improve my French language skills. My host family was incredibly helpful with that. After the initial hesitation and worry about making mistakes (of which I, of course, made plenty), I dove in to talking to my host family about everything. I bonded with my French host mother over our favorite chic fashion icons and designer brands. My roommate and I went out for dinner with my host sister, and I talked to my host sister and her friends about French movies and TV shows, and we gushed about Matt Damon together. I talked to my host brother about football (soccer) and France's chances in the World Cup. My exposure to speech here wasn't just at home—it was in cafés, at the market, in clothing stores and at restaurants. Every excursion was a new test and an exciting challenge.

In such a prime location as Talloires, I had access to the train system that could and did take me to places all over Europe. My friends and I took a trip to Normandy for the 70th anniversary of D-Day, and we were able to celebrate a once-in-a-lifetime commemorative event with citizens and soldiers from all over the world. The last weekend after the Talloires program ended, I traveled to Florence, Italy, for an architecture research project. The trips that I took with my classes as well were incredible, and one of the most useful tools I had to connect my work in class to the greater picture of the outside world. I took a trip to Chambéry and Les Charmettes for my Non-Fiction English class's trip to explore the world of Jean-Jacques Rousseau. In class, we read *The Confessions*, and being able to actually explore Rousseau's home in Chambéry, and to walk around places he had visited in Annecy, was surreal. I also got to travel to Lyon to see the Lumière Museum and the Musée des Beaux-Arts. Seeing art works that we had studied in class, and works that I had adored my whole life, there, right in front of me, was invaluable to me as an artist.

Nika Korchok '17
Scottsdale, Ariz.

Professors as people

The trip had its bumps, from buses with flat tires to the flaky Crolard bus schedule and the train strike. But instead of detracting from my Talloires experience, they made it that much more authentic.

Living with a family for six weeks, gaining minor proficiency in French, eating authentic French cuisine daily, and getting to know the Haute-Savoie region was a once in a lifetime opportunity. The classes I took through Tufts at the Prieory were fantastic—my sociology class forced me to reflect upon my status as a tourist, and the epidemiology class allowed me to learn about diseases and disease control in the context of the United Nations. The proximity and closeness I felt with my teachers was unparalleled. I began to see my incisive professors in a new light – as real human beings!

Oliver Gonzalez Yoakum '17
San Francisco, Calif.



Impromptu study hall at the Prieuré: 'Classes I never would have taken.'

A Tournette by-product

In six weeks' time we learn a semester's worth of course material and almost a lifetime's worth about others and ourselves. We spent 15 hours a week in class, and still had 153 left for everything else. I spent many of these hours on hikes, my favorite of which was the Tournette. The scenery in my

photos is great, but my friends and family back home don't see the relationships I built climbing the Tournette. My two-hour political discussion with my economics teacher, the group waiting for me on the rocky cliff face as I dealt with one of many blisters, and helping my asthmatic friend climb down do not come across in pictures.

Zachary Flicker '17
Ridgewood, N.J.

From strangers to friends

There were so many things I had never done before—living with a French family (or any family other than my own, for that matter), hiking and spending time with my professors outside the classroom, eating different foods, traveling without adults (in a foreign country), swimming in a lake, talking to Bernard (one of the most interesting people I've ever met), and applying my French skills in real-life situations, just to name a few.

Perhaps one of the most unique aspects of the program—and one of my favorites—is the fact that so many different students take part in it. The first day we arrived, I was struck by the number of completely unfamiliar faces, the number of students who attend the same school as I do yet whom I'd never seen before.

Miranda Wilson '17
Hastings, N.Y.

Two kinds of communication

From my time with my host family, I learned that there is value in both verbal and nonverbal communication, as we used nonverbal communication to fill in language gaps. From my family and the area in general, I noticed that family time (especially evening meal time and genuine interest in one another's lives), personal fitness (especially that which involves the outdoors), and doing that which a person truly enjoys instead of what he/she feels obligated to do are most important.

The French have a much more relaxed work culture than we do in the Northeast, and taking challenging and time-consuming courses in such an environment was beneficial to me.

For me, the only ways I think I could have made my experience more wholesome was by requesting that my family speak only French at home, in order to exercise the little French I knew going in. I also wish I had known more French before enrolling in the program.

Morgen Quintus '16
 Mandan, N.D.

Liberated from time

Tufts in Talloires made me view time differently.

Every day was unique and special. In life, it is easy to abide by a regimented schedule, and to simply follow a standardized routine; in Talloires, it is different. The pace of life is significantly slower, and there isn't as great an emphasis on the hustle-and-bustle that is so familiar in the U.S. While on this trip, I realized the beauty of not setting a time limit on things. Dinners with my host family lasted anywhere from one to two hours and provided the ideal time for everyone to catch up with one another. Time spent in France felt more sincere and valuable. Long after my experience in Talloires has drawn to an end, I know that time will still hold a different and more pertinent meaning in my life.

Emily Reder '17
 Alamo, Calif.

Beyond my expectations

In this past month and a half I have experienced and accomplished so much more than I ever expected. There was just so much that we could do. I was able to go on an over-night hike in the Alps, successfully eat foie gras and escargots, confront my fear of heights paragliding, watch an animation film on the Paquier in Annecy, sip coffee at a café and people-watch, bike around the perimeter of the lake, run up to St.-Germain, play beach volleyball with a professor, and listen to free live music on the streets in Annecy—just to list a few.

Now that I'm back home, I longingly wish to see again the tall slopes of the mountains, the sparkling lake, the lively street musicians, and the colorful old buildings. Being there, you're surrounded by so many beautiful, different, things that at times I questioned if it could all be real—if I were really so lucky as to be there. And I was.

Chelsea Hayashi '17
 San Anselmo, Calif.

Breaking the language barrier

During the bus ride from the airport on the first day, I could not believe how beautiful the place was. Every morning, I couldn't help but be in a good mood just looking out the bus window, no matter how late I had awakened, or how late the bus inevitably came.

Throughout my time in Talloires, I was also incredibly grateful to all the staff, always on hand to answer questions or help us with problems. They facilitated a truly awesome experience for all of the students. Even though I have only been back in the U.S. a few weeks, the entire experience already feels like a dream, albeit a wonderful one. Even on the rare occasion when things were not going well, there were always too many things to appreciate that I could never stay in a bad mood.

The French people were all incredibly kind and helpful, and despite my complete ignorance of their language I never failed to get around or find what I needed. In America, not speaking English is practically a crime. But the people in France were so much more accepting, and willing to speak in the language we were able to understand.

Cara Goodman '15
 Plymouth, Mass.



A suitable word

A recurring theme of my time in Talloires was doing things I never would have otherwise. I'm a computer science major in the school of engineering, so taking a plant taxonomy class never would have crossed my mind. Flowers of the Alps opened me up to a different kind of studying – hard memorization, instead of concepts and logic – but I'm glad, for the sake of mental balance.

The last weekend I went paragliding, hiked for a few hours, stayed overnight in a refuge, summited a mountain in the Aravis range, sang in the host family reception, and then spent the evening in Annecy for the Fête de la Musique. It was quite possibly the best six weeks of my life.

Andrew Stephens '16
Windsor, Conn.

A French superstition

One aspect that I liked very much was the field trips, based on the classes that I took. For example, Roman Classics focused on French identity within the Alps area. After learning about the history, we were able to visit Vienne, a town that was influenced by the Romans.

One French tradition that I found very fascinating was having the bread face up, not face down. I did not think that it mattered, but I learned very fast that my host family cared what way it was faced because it was a French superstition.



'In these surroundings, you can't be in a bad mood.'

Steven Tran '17
Taunton, Mass.

Amazing hikes

The hikes were amazing— to see the beautiful views while also meeting a lot of new people. The overnight hike was one of my best experiences in Talloires, so I would encourage allowing everyone to go on one.

My host family consisted only of a mother, who was very sweet. She was an amazing cook, and her house was really comfortable and clean. She was very straightforward with the rules and expectations, which helped us avoid any awkwardness. However, having more members in the family would have been nice in

order to have the chance to interact with more French people. The house was in Annecy, which I really appreciated, especially on weekends. It would have been helpful to explain the differences in where you live initially, before giving the option on the application, because the location of the house really makes a difference in terms of the commute and experiences.

Ava Sanayei '16
Lexington, Mass.

A 'typical' French family?

I expected my hosts to look like the stereotypical idea of a French family. My family, however, was no one's idea of typical, and after having spent six weeks living with them, I can't claim to understand them all that much better. However, those weeks have changed my perspective of other peoples and cultures. I have realized that as humans, we try to categorize things into groups, which removes their individuality while simultaneously making it easier for us to understand each. I realized that just as no American will claim there is a typical American family, the idea of a typical French family is a creation as well. A clearer picture will come through increased understanding.

Robert Sucsy '16
Middleton, R.I.

I can survive

I naively came to France with little knowledge of the language, customs, or values of French culture. I was immediately thrown out of my comfort zone and had to learn to adjust to life in someone else's shoes. I was amazed at how much I learned— not just about the people around me, but also about myself. Through the numerous hikes and field trips, I learned that I'm actually a bit more athletic and healthy than I give myself credit for. From my many endless walks back and forth from Talloires to Annecy and everywhere in between, I learned that I'm a pretty decent navigator and good with maps. In all, I learned that, yes, I can survive on my own in any surrounding, and I can adjust and expand my comfort zone beyond anything I thought possible.

Anissa Waterhouse '17
Henderson, Nev.

Our Fletcher Fellows, in their own words:

A glimpse at the 2014-15 MacJannet Fletcher Fellows

Editor's note: Since 1967, an endowment from Donald MacJannet has supported international studies and exchange programs involving the Fletcher School of Law and Diplomacy at Tufts University. This year's nine Fellows represented four European countries and a broad range of interests and experiences. In a troubled world, their words, deeds and goals thus far—they're all still in their 20s—offer reassurance about the future.—D.R.

Saskia Brechenmacher (Germany, first year): When I was nine years old, my family moved from a rather sleepy small town in southern Germany to the multicultural suburbs of Paris. This experience opened my eyes to a completely different world—and sparked a passion for international adventures that has driven me ever since. From 2006 to 2008, I was lucky enough to be part of the first generation of students to study at the United World College, an international high school in Mostar, Bosnia and Herzegovina, that focused on post-conflict reconciliation in the Balkans. This unique experience allowed me to pursue my undergraduate studies at Brown University in the U.S. There I focused my studies on understanding when and how citizens mobilize for political change and how legacies of war and oppression impact politics in newly democratic societies.

I am particularly interested in the role of informal institutions and non-state actors in the governance and provision of justice and security.

I believe that Fletcher is giving me the grounding in international humanitarian and human rights law, the analytical skills and the multidisciplinary lens needed to serve as an effective and ethical researcher, advocate and peace-building specialist in the future.

Anna Marie Capaul (Switzerland, first year): My interest in international affairs was sparked from an early age, when I travelled to South Africa as a child. There I discovered a vast interest in different cultures and languages, which evolved over time into a curiosity for political, legal and economic relations between countries.

The Fletcher School has broadened my horizon in

many ways. I participate in the European Club as well as in the International Negotiation and Conflict Resolution Club.

Eventually I hope to follow my ultimate career aspiration: to pursue a diplomatic career with the Swiss Federal Department of Foreign Affairs.

Robert Helbig (Germany, second year): I was born in East Germany, and the fall of the Berlin Wall gave me the opportunity to be the first member of my family to live abroad. During my undergraduate studies at American University in Washington, D.C., I majored in international politics. Having worked and studied in Germany, China, India, Brazil and the U.S., I came to Fletcher to tie together my experiences and to focus on international security studies and international business relations.

After my graduate education, I plan to join the German Foreign Service to work alongside the U.S. to promote peace and democracy.



Eight Fletcher Fellows introduced themselves at the MacJannet Foundation's annual Fellows dinner at Tufts in October 2014.

From left: Clara Vandeweerd, Saskia Brechenmacher, Luisa Malcherek, Jorge Juan Sanz Levia, Anna Maria Capaul, Ignacio Del Busto Mellado, Anina Dalbert, and Lukas Meyer.

Jorge Juan Sanz Levia (Spain, first year): I was born in Madrid in 1990, and for most of my life I stayed in my home city with my family. But during two years at the Sorbonne in Paris, I became familiar for the first time with a different culture, and I enjoyed submerging myself in a foreign language. After obtaining my master's in Law in both Spain and France, I pursued an LLM degree in Public International Law in The Hague. Studying so close

to the International Criminal Court, the International Court of Justice and many other international tribunals, I became aware that international law cannot be understood without a broader comprehension of international relations.

Here I am specializing in Conflict Resolution and International Security. The experience is amazing. Fletcher offers such a range of possibilities that I am able to delve into my legal studies while I also learn more about diverse topics such as humanitarian response, negotiation, terrorism, or underground finance. In particular, I found Professor Eileen Babbitt's Conflict Resolution Theory class one of the most interesting in my first semester.

Meanwhile, I am learning Arabic by auditing classes at Tufts. I was also able to visit West Point with a group of Fletcher colleagues and learn more about military training in the U.S. I also watched my first baseball and American football matches. Thanks to the Fletcher annual ski trip, I even learned how to ski!

Clara Vandeweerd (Belgium, second year). During my first year at Fletcher, it gradually became clear to me what I wanted to do after completing my education. Thanks to the guidance of my peers and professors, I realized that I should continue into a Ph. D. program to research the political aspects of a key challenge of the 21st Century: climate change.

Last semester, I took International Environmental Law and International Finance, as well as an intensive but rewarding Political Economy class at MIT. I also completed a paper on public opinion and U.S. climate policy, which I submitted to a peer-reviewed journal.

Ignacio Del Busto Mellado (Spain, second year): I grew up in Madrid, Spain, but have spent many years since finishing university living and working in different places: Norway, Romania, Mexico, Colombia and the U.S. I have always considered it a fundamental part of my education to expose myself to different cultures, and these experiences have expanded the scope of my thought, enhanced my capacity to work in multicultural environments, and driven my current interest to study international affairs.

Luisa Malcherek (Germany, first year): I was born in Germany, and attended a humanistic grammar school in Berlin, where I studied Latin, Ancient Greek, English and French, as well as history and life sciences. For college I spent three years in London and also one year as an exchange student and researcher at Sciences Po Paris. During my stud-

ies, I focused on international security and European affairs, while also pursuing advanced language studies in French.

After graduation I worked at Barclays Bank's headquarters in London as a corporate banker, a demanding and fast-paced environment in which I worked directly with clients on several projects.

At Fletcher, I am now focusing on countering violent extremism and terrorism, deradicalization strategies and illicit finance. I also pursue a regional focus on the Middle East, East Africa and the Sahel region, and have started to learn Arabic. I am taking extremely insightful classes, such as Modern Terrorism and Counterterrorism, Religion and Political Violence in Africa's Sahel Region, Cybersecurity and Underground Finance, to name just a few.

I also helped organize the recent European Conference at Harvard, where I worked with security experts like Farah Pandith, Jytte Klausen and Mia Bloom to develop a policy panel on countering international foreign terrorist fighter recruitment.

Two other European recipients spent the fall 2014 semester as part of Fletcher's exchange program with the Graduate Institute of International and development Studies in Geneva:

Anina Dalbert (Switzerland) is pursuing studies in international law with a focus on disarmament and the rights of women and children. She has done volunteer work in Kenya, with UNICEF, with a Zurich-based law firm and with an NGO in Boston.

Lukas Meyer (Switzerland) has held intern positions at the Museum of the Franco-German War in Lucerne, the Swiss Cities Association and, most recently, the center for Security Studies in Zurich.

Departures

Rosemary Murphy, a prominent actress who attended the MacJannet school and camp for four years in the 1930s, died July 5, 2014 in New York, age 89. On stage she appeared in 15 Broadway productions between 1950 and 1999. On TV she won an Emmy in 1976 for her portrayal of Sara Delano Roosevelt, mother of FDR, in the ABC TV movie *Eleanor and Franklin*; she also played George Washington's mother in a 1984 mini-series, and Rose Kennedy, mother of President John F. Kennedy, in the 1991 mini-series *A Woman Named Jackie*. Her film credits include the role of Maude Atkinson, Atticus Finch's sensible neighbor in the celebrated 1962 film *To Kill a Mockingbird*.

Rosemary was born in Munich, where her father, the noted U.S. diplomat Robert D. Murphy, was a vice consul. Until she was 14 she was raised mostly



Rosemary Murphy (left, with Phillip Alford) in *To Kill a Mockingbird* (1962).

in France; while her father was stationed at the U.S. Embassy in Paris, Rosemary attended the MacJannet camp and school along with her two sisters. They were sent to the U.S. upon the outbreak of World War II in Europe in 1939, when Rosemary was 14.

PRESIDENTS LETTER

Come join us!

TODD LANGTON

Dear MacJannet Foundation Friends and Colleagues,
 This has been a very positive year for the Foundation. Our Foundation corpus has risen for the third straight year, and the programs and initiatives we support continue to thrive. Highlights this year include board member Wenke Thoman Sterns's visit to South Africa to present the seventh annual MacJannet Prize (see page 7), our continued progress in updating our website (www.macjannet.org), and efforts to strengthen our constituent network and outreach. This year we also welcomed two new board members, Stephen Callahan and Paul Tringale (see below).

The Foundation's mission is to actively promote and support global citizenship and cultural exchange. We promote cultural immersion and exchange via three key initiatives: First, we provide needed financial scholarships for deserving university students to attend the Tufts University European Center in Talloires, France (see page 9). Second, we support Les Amis du Prieuré, which hosts a summer lecture and concert series and offers scholarships for high school students to master



English as a second language (see page 8). And finally, we support scholarships endowed by Donald and Charlotte MacJannet that enable deserving international graduate students to attend the Fletcher School of Law & Diplomacy as MacJannet Fellows (see page 13).

The Foundation also actively promotes global citizenship and volunteerism efforts through its support of the MacJannet Prize for Global Citizenship, now in its seventh consecutive year (see page 5). The MacJannet Prize recognizes exceptional student community engagement initiatives from 334 universities in 75 countries represented in the Talloires Network of global universities. In 2014, this award received more than 60 nominations from 48 universities in 22 countries. Members of the selection committee selected the top three winners from Canada, India and South Africa.

I invite you to become involved in our efforts by donating to our cause, subscribing to our mailing list, joining us on LinkedIn or Facebook, volunteering for one of our projects, or inquiring about joining our board. I look forward to hearing from you.

todd.langton@Macjannet.org

New faces on the board

The MacJannet Foundation welcomes two new members to its board, both elected in 2014:



Stephen Callahan is an American entrepreneur who has lived in France for nearly 20 years and was marinated in the MacJannet experience well before that. As a Tufts undergrad in 1988, he spent a summer in the Tufts in Talloires program. After graduating in 1989, he joined the Prieuré staff

for two years that included special projects such as the excavation of the arched room and construction of the stairway leading down to the lower level from the hallway near the library.

After Stephen established himself as a European marketing executive with Euro Disney, the Waylon Co. and Momentum Worldwide, in 2002 he and his French-born wife Sandra realized their dream to work together, acquiring Gipsy SAS, a small plush toy company based in Normandy, where they live. Since then they have

built it into the leading plush toy company in France, with distribution in 23 countries.

Paul J. Tringale is Tufts University's corporate secretary as well as director of commencement exercises. Paul made the first of his many visits to Talloires in 1985, and since then he has organized conferences at the Prieuré for Tufts presidents, the Fletcher School and the Olympic games. He has also participated in hands-on maintenance work there, pitching in with gardening, stripping paint from shutters, polishing furniture and similar tasks.

He and his wife, Maria Gove Tringale, a vice president with United Way of Massachusetts Bay and Merrimack Valley, have three sons and live in Medford, Mass.

Although he never met Donald MacJannet in person, Paul says he treasures their single phone conversation prior to Donald's death in 1986. "Mr. MacJannet is a legend to me," Paul adds. "The legacy he built could never be replicated. It has stood the test of time, miles and cultures."





MacJannet Foundation board, June 2014. Front row, from left: Bruce Berzin, Jean-Marie Hervé, John King, Todd Langton, Wenke Thoman Sterns, George Halsey. Second row: Bruno Asselin, Gabriella Goldstein, Tony Cook, Maria Robinson, Tony Kleitz, Dan Rottenberg, Rocco Carzo. Back row: Stephen Callahan, John Iglehart.

THE MACJANNET FOUNDATION

The MacJannet Foundation is a non-profit charitable foundation created 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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*= Deceased