

Rebellious roots

Donald before Charlotte... and Charlotte before Donald



Donald MacJannet,
age 21, c. 1915.



Charlotte Blensdorf,
age 22, 1923.

As husband and wife for 54 years, Donald and Charlotte MacJannet jointly pursued a radical educational vision that transcended national borders. But both were well into their 30s when they met and married in 1932. Two memoirs recently discovered in the Tufts University archives — one by Donald, one by Charlotte — shed light on the forces that shaped them separately before they joined forces with such inspiring impact. See pages 2 and 3.

Teachers without borders I: Donald's story

The minister's son, on his own

Editor's note: In 1979, when he was 85, Donald MacJannet taped an extended interview conducted by Seymour Simches, the first director of Tufts University's European Center at the Prieuré in Talloires, France. The first part of the transcript was recently discovered in the Tufts University archives; it provides new insights into Donald's background, as well as the evolution of his educational philosophy. Some excerpts are provided below.

— D.R.

Background and childhood

I'm from a small Massachusetts village called Sterling near Boston. My father, Robert MacJannet, had come from Scotland when he was nine years old, on a sailing ship to Canada with his family, and the journey lasted, I understand, 31 days. He worked his way through McGill University and was ordained a Baptist minister and served for a time in that denomination. But he soon decided that one should not be paid for preaching the gospel, so he joined the Plymouth Brethren, a fundamentalist church that met on Sundays in a circle with no ordained minister, somewhat as the Quakers do.

My father became an Evangelist, and so I didn't see very much of him during my boyhood days. He was an eloquent preacher but very strict. We were not supposed to do anything on Sundays but read the Bible or go to Sunday school—certainly not to play games. It was my mother that I knew and admired greatly.

We moved from one place to another, mostly in western Massachusetts. We were five in the family, and father had great confidence that God would provide for us—and so He did, through my work and the work of my brother and sister. We used to help the neighboring farmers, weeding, picking strawberries for two cents a quart, and string beans at five cents a peck.

My father died in 1909, when I was quite young [14], and we all moved to Boston, where my father had friends. Until I entered college at 18, I lived with a widow named Mrs. Mitchell and her small son. When I entered Tufts, my tuition was only \$75 a term, but I had to help support Mrs. Mitchell, her son and my own younger sister Jean (who was away at school in Northfield) as well. I earned money by selling aluminum cooking utensils—a

new product at the time, so I gave demonstrations before women's clubs and church groups to show that aluminum wasn't poisonous.

I also took a job as sexton of the Universalist Church in Medford. Another job was reading gas meters. I was paid only one cent a meter, but the job helped me develop a technique for remembering numbers, because the meters were often located in dark corners of tenement basements, and I found I could remember five or six at a time, then I'd come to daylight and write them down. Rarely did I make a mistake.

Disciplining unruly kids

My first job was in Washington. As a Phi Beta Kappa, class orator, and so forth, I had been interviewed by a number of headmasters who asked me, "What experience have you had?" And I said, "None." They'd say, "That's too bad."

Finally I talked with William H. Church, who was headmaster of St. Alban's School in Washington, connected with the Episcopal Cathedral. It was the best school in Washington. He explained: "I came to St. Alban's last year, with a staff that was experienced. Under the thumb of the athletic director. And the athletic director ran the school. He told me what I should do and what I should not do. And I said, 'I'm going to have my own staff, and in many cases I'm going to have men that I can train and will gladly do what I think is the right thing to do.'" I taught there eventually for three years.

Teaching wasn't so sweet at first, because I lacked experience. But Mr. Church was very good, and he had the room next to mine. And when the boys would be through with my class and go to his class, he would say to them, "I cannot understand it. When you're with me you behaved beautifully. When you're with Mr. MacJannet you were disorderly." Eventually I found out how to do it. The disorderly student was usually warned.

He would start shrieking or something, and if I sent him out of the room, he'd still shriek. Mr. Church would say, "Take him out when you're preparing your lesson or doing something in your room. Have him sit in a corner, looking into the corner, and you go ahead with your work. Don't speak to him. Let him just meditate. After you do that for a few days, he'll be quite different."

(Continued on page 4)



"God will provide": Donald (left), with sister Jean and brother Malcolm, c. 1902.

Teachers without borders II: Charlotte's story

'It is up to you to find the way'

Editor's note: Charlotte MacJannet was born in 1901 in Elberfeld (Wuppertal) in the German Rhineland. Her father, Otto Blensdorf (1871-1947), was an innovative music teacher, composer and gym instructor. After participating in Jacques Dalcroze's first summer course in "rhythmic gymnastics" in Geneva in 1906, Otto organized numerous rhythm courses for children, adolescents and adults, despite resistance from school authorities. The following memoir by Charlotte, partly typed and partly handwritten, was found recently in the Tufts University archives. It appears to have been intended as a tribute to Gerda Alexander (1908-1994), who devised a method of self-development called Eutony after moving to Denmark in 1929.

D.R.

My father became famous as a poet and composer of his delightful "*Kinder Spiel-und Tanzlieder*." He was invited all over German-speaking Europe to give introductory courses for kindergarten and school teachers, social workers and leaders of youth groups, as well as educators coming from other countries.

Gerda Alexander and her comrades sang, danced and acted in some of these classes, to learn to observe and to recognize the elements of rhythm, dynamics, sound, space and form in a child's spontaneous actions in daily life and play, and to build their lessons from there.

Soon their teacher was asked to train actors and singers at the famous Louisa Dumont School of Dramatics in nearby Dusseldorf. A special hall was being built for the purpose, and the position of music director in a nearby college was proposed to him, when the war of 1914-18 broke out.

Hard times of cold and hunger soon struck, but the lessons in the different towns went on as before. In fact, they became more important to the young, as in movement and music they could express what they felt but could not say in words.

Expression through movement

In 1923 my father founded the Blensdorf Schule (Dalcroze Seminar) in Elberfeld for professional training in Eurythmics. I returned from several years of teaching in Sweden two years later to help in the direction of the Institute.

Following the years after the First World War, the search for expression through movement in order to release the emotional tension of body and mind became an urgent need in the German population. A wave of schools and methods of various inspirations sprung up, inspired by Isadora Duncan's pre-war barefoot Greek dancing, or by Dr. Bess Mensendiek's anatomical study of muscular functions. One did either "free movement"—modern dance—or "*Korperbildung*" (body building).

Replacing the piano

The Blensdorf Seminar went *in corpore* to attend and to take part in important meetings of the different schools, impressed but not entirely satisfied with what they saw and heard. The Dalcroze way of education—with its reaction to time, dynamics, sound, space and form in movement and music, its training the ear for listening, its creativity in improvised music—made us feel that we were closer to the education of the whole person.

A process of re-evaluation, clarification, of looking for essentials in our work followed. Tambourines, triangles, gongs, the bamboo pipe, etc., joined the piano and replaced it somewhat.

The leaders of the Blensdorf School believed in a great deal of practice teaching for their students, sending them to live and teach for several months in educational institutions, adapting what they had learned to the special needs of their surroundings.

Gerda became my assistant in a center for severely disturbed and/or retarded boys and girls of different ages, as well as working with prostitutes expecting an unwanted child. We also gave lessons to the medical and professional personnel.



Charlotte (left) with sister Eva and father Otto Blensdorf at Lake Annecy, c. 1935.

After the departure of Jacques Dalcroze from Holle-
rau in 1914, devoted German pupils carried out his ideas
in creative ways through the war and subsequent disas-
ters. Misunderstandings had however arisen among different
schools of Eurythmics as well as with the Geneva Institute. As I was
the first German student to receive her license in Switzerland shortly

Donald's story

(Continued from page 2)

There were lots of things I decided I would do if I ever had a school or camp. I would make everyone feel safe and welcome there. In my youth I had been a minority of one: the minister's son—"Get ready for your icy snowballs." I made sure that there was no sort of hazing. Everybody says, "Oh, boys will be boys." Well, not in our camp! No child had to fear that there was someone behind him to give him a push so he would tumble over backwards.

We never had any punishment. Sometimes a child would be sent to my office, and I would talk to him about his being a guest with the other guests, and that he knew from his own experience that when his mother had guests to tea she expected everyone to be kind and generous to the other guests, and it was the best way and it was fun. And this lad who had annoyed the others and played tricks on the others—he must think about it.

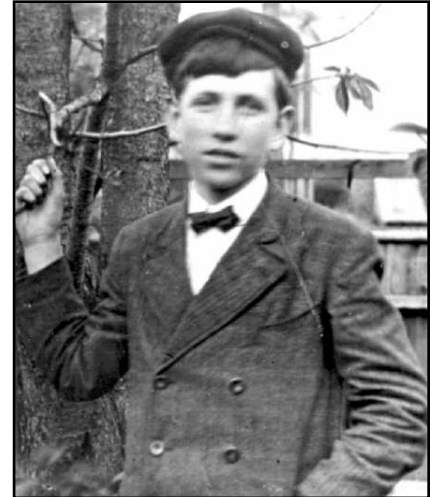
Beyond book-learning

I'd give him plenty of time to think about it.

We felt also that what you learned from books was only a small part of what you should learn. You should learn from your own experience. So when our children came to our camp or school, they formed part of a group right away. They were hand in hand with their "family,"

and they would be missed if they weren't there.

But they were also respected as individuals. One had to discover the strong point of each child. Once you knew that, you could build the child's unused talents that he didn't know about. We'd find out what everyone's talent was, and then give them a chance to show it in front of the others, and get some recognition. Maybe one camper was the best whistler, in a contest. We'd have all kinds of contests. A great many of the children made their own flutes, with a piece of bamboo—very inexpensive, a lot of fun. They made it, tuned it, learned to play on it, decorated it, weaved a sack for it. I know heads of big companies who come back and say, "I've got my flute with me!"



A hard childhood: Donald MacJannet, age about 14, perhaps 1908.

Charlotte's story

(Continued from page 3)

after the end of the war, it became my concern to rebuild ties of understanding and harmonious international exchange between colleagues.

In August 1926 Gerda and other pupils accompanied me to Geneva, where I spoke and demonstrated my work with children during the "First Congress on Rhythm," at the Geneva Institute.

During the summer school that followed, we realized that the Dalcroze Method was in danger of neglecting the relationship of natural rhythmic movement and intellectual pursuit of musical phenomena. Physical and mental strain were apt to result from this lack of awareness, hindering the harmonious development of creativity in the student. Jacques Dalcroze once told me, "It is up to you, the next generation, to find the way." His concern was taken very seriously by our group



'The war interfered with us all': Charlotte (2nd from right), reunited with her Blensdorf relatives in Germany, c. 1946. Otto is at left.

and many others, which eventually led Gerda to devise her "Eutonia."

In 1928 I left for a prolonged stay in England, teaching at an outstanding New Education Fellowship school in Surrey and concentrating on *bel canto* voice training in London. I continued to hold summer schools in Scandinavia. Many of my former students attended, in spite of worsening political and economic conditions in Germany.

Gerda was offered positions at the Philipson School for disturbed children in Vedback, Denmark, and also at the Froebel Training School in Copenhagen. She accepted and soon taught hundreds of children in kindergartens all over town. She also continued our former work in nearby Sweden at the Conservatory in Malmo and at the Institute for Swedish Gymnastics in Lund.

My marriage in 1932 to Donald R. MacJannet, as well as Gerda's very busy life, made our contacts less frequent. Then the war interfered with us all, while Gerda suffered for her new country, Denmark, and helped others in mortal danger to survive.

We met again in 1946, this time in Talloires. From then on Gerda gave her summer schools in Eutonia every year at our camp and later at our restored Prieuré, in its beautiful chapter hall of the Benedictines.

During my 11 years as president of the International Organization of Dalcroze Teachers, I grasped the opportunity to introduce Gerda's work into the Dalcroze Method. Thousands of people are grateful to Gerda for what she has taught them in terms of easing and enriching their lives. Her therapy has given new hope to severely hopeless cases of the handicapped. I and my family and friends are deeply in her debt, and grateful for her example of a dedicated and joyful life.

NEWS OF THE FOUNDATION'S PROGRAMS

MacJannet Prize: 2015 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 354 universities in 75 countries on six continents, all 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 the 2015 Prize, 61 student-run programs were nominated from 48 universities in 17 countries. Out of these, three were awarded prizes last October by a selection committee consisting of respected educators from member universities of the Talloires Network along with representatives of the MacJannet Foundation (see page 6). Three others were recognized for Honorable Mention.

First Place (\$7,500):

Education for Empowerment, Community Service Club (NCSC), National University of Sciences and Technology, Islamabad (Pakistan)



**NCSC Education For Empowerment:
From tutoring to counseling**

Since 2007 this program has served a variety of community needs related to education, all aimed at empowering the community. Its offerings include individual tutoring, career counseling, parent counseling, collecting and distributing textbooks, skill development workshops and vocational training, as well as efforts to improve existing educational infrastructure.

Today some 6,000 students design and implement community projects, either as volunteers or through their course work. A single faculty advisor coordinates the program's annual budget, transportation, supplies, space and security needs.

When students launch new projects, they are required to train a new cohort of students to carry on the program after they graduate.

Second Prize (\$5,000):

Shopfront Community Program, University of Technology/ Sydney (Australia)

Shopfront promotes advocacy and social justice by pairing final-year undergraduates as well as post-graduates with community-based organizations. It also offers the SOUL Award (an acronym for "Social Outcomes through University Leadership"), an extracurricular program incorporating skills development and volunteering. Because all aspects of Shopfront are cross-disciplinary, all students at the university can participate, enabling Shopfront's community partners to take advantage of a wide variety of skill sets.



Shopfront: Advocacy and social justice.



I DEAL: Support for vulnerable children.



create content suitable for a young audience seven days a week, year-round, for 25 primary schools in Ireland. Since its inception in 2010 the students have responded with more than 38,000 comments.

Diplomado en Educacion para el Desarrollo Sustentable (Educational Certificate in Sustainable Development), Universidad Santiago de Chile (Chile).

This program, established in 2011, provides a one-year, tuition-free course on practical and theoretical approaches to sustainable development for students from many universities as well as adults who lack access to higher education.

Roughly 100 students take part in the program each year, receiving classroom education and working on community projects that impact 3,000 people annually.

Third Prize (\$2,500):

IDEAL Sudan, Ahfad University for Women, Khartoum (Sudan)

Since 2012, IDEAL Sudan has provided psycho-social support for vulnerable children, those impacted by war, displaced from their homes, living in extreme poverty, school dropouts or those with special needs. It began as a collaborative project with War Child Holland but has since been incorporated into Ahfad University's curriculum for all psychology students. During their fifth year, 120 students practice skills they are learning in the classroom at six different schools, gaining hands-on experience and addressing an important community need.

Honorable mention:

CLiCNews, Dublin Institute of Technology (Ireland)

CLiCNews is a news website for primary school children that offers a positive Internet experience for Irish school children, mainly those living in socially disadvantaged areas, to improve their literacy skills and their media awareness, and to express their opinions in a thoughtful manner.

Student journalists at DIT practice their journalism skills and education with a real, engaged audience as they



Voluntary Tuition Program, Trinity College Dublin, University of Dublin (Ireland).

This program was launched in 1986 when a Dublin mother sought additional tuition funds for her son. A partnership between Trinity and St. Andrew's Resource Centre was initiated to support the program. Today the program (run jointly Trinity students and St. Andrews' representatives) involves almost 300 Trinity students, who work one-on-one with elementary and secondary school students from surrounding communities. It also introduces students to extra-curricular activities like art, drama and sport clubs.

MacJannet Prize Selection Committee

The MacJannet prize winners are selected by a rotating committee consisting of volunteers from both the MacJannet Foundation and the Talloires Network. Judges for the 2015 Prize were:

Imran Ho Abdullah, deputy vice-chancellor (Industry and Community Partnerships), Universiti Kebangsaan (Malaysia)
 Pilar Aramburuzabala, associate professor, Universidad Autonoma de Madrid (Spain)
 Bruno Asselin, MacJannet Foundation (France)
 John McJennett, MacJannet Foundation (United States)
 Claudia Mora, director, Office of Social Responsibility, Pontificia Universidad Javeriana, Cali (Colombia)
 George Openjuru, deputy vice chancellor, Academic Affairs, Gulu University (Uganda)
 Janice Reid, former vice chancellor, University of Western Sydney (Australia)



'The mountains never ceased to amaze': Tufts in Talloires scholars Kyle Paul, Lucy Gerhart, Rachel Wahler, Morgan Wilsmann, Josh Brown, Michelle Bornstein, Maimuna Ahmad, Daniel Marion on the Tournette.

'The best thing Tufts has to offer'

Reflections of MacJannet Scholars— Tufts in Talloires, summer 2015

Editor's note: Tufts in Talloires is a six-week summer program that offers academic courses to Tufts undergraduates— 91 last summer— at the Tufts European Center while simultaneously housing them with host French families living in and around Annecy. Some of the program's 29 MacJannet Scholars— so named because the MacJannet Foundation subsidizes their fees— reflected on the experience in letters to the Foundation, excerpted below.

D.R.

A more comforting pace

My experience in Talloires allowed me to appreciate a much slower and comforting pace of life. It taught me that even though the bus is always a half-hour late and the waitress never brings the bill, those extra moments are for connecting with people and truly appreciating the incredible beauty that is everywhere.

Maimuna Ahmad '17
Massachusetts

A new environment

Acclimating to a different culture and language showed me how my preconceived notions of "normal" or "typical" were entirely subjective. It also showed me how quickly it is possible to adapt to a new environment. By the end of my time there, starting a meal without saying "bon appétit" felt rude, and explaining something in English was more difficult than French.

Another great element of Talloires is that all the adjusting and exploring you are doing as a student is

matched by the professors and everyone else who works at the Priory, making it a shared experience.

Rebecca Ennis '18
New York

Living as a French 'citizen'

I spent a lot of time outside, swimming and paddle boarding in the lake, biking, hiking, and just lying in the sun. Eating was also a pretty common activity— I probably had more bread, cheese, and wine than I've consumed in my entire life. Most important, despite my lack of French language skills, I spent a month and a half living as a French citizen, doing my best to blend in and observe the culture of a different country. That's an experience you really can't get anywhere else.

Josh Brown '17
Massachusetts

Language, academic vs. real

I wanted to increase the French language skills that I have slowly developed through my courses at Tufts. Once in Talloires, it was not only about the language immersion; I also experienced cultural immersion in the town and with my host family. I was able to involve myself in French conversations with my family but also with people in town when I traveled to the city or went shopping in small shops and stores.

Jerson Familia '18
Massachusetts

What stopped Napoleon

My Classics class helped me understand the Roman Empire's influence on France. My favorite part was going on archeological hunts in Talloires and finding within the village the Roman characteristics that we had discussed in class. My biology class helped me understand how certain diseases, such as syphilis, affected France as a whole: syphilis prevented the French army from conquering Russia – and thus precipitated the decline of Napoleon's French Empire.

Janet Nieto '18
Texas

I made them laugh

My amazing host family took me for a weekend in Paris, to a cousin's six-year-old birthday party in their mountain chalet, we went wakeboarding to celebrate the end of classes and had countless delicious dinners. I learned how to live with five complete strangers who barely speak my native language. I was able to communicate with kids and make them laugh uncontrollably, using a language that I have never used outside of a high school classroom.

Noah Goldberg '18
Massachusetts

Negative image

The language barrier did not inhibit my mobility within France, but it did lead to the perpetuation of a negative image of Americans by the French people. Several people questioned my motives to study in France if I did not even speak the language. The idea that Americans do not make the effort to learn a different language or immerse themselves in a different culture was even brought up by a host family member. These comments took me by surprise but allowed me to help change these misconceptions as an Indian American Tufts student.

Anika Kumar '18
California

A unique relationship

Every day my unbelievable host family would provide my roommate and me with great food, great company, and assistance when needed. They bought us fresh bread every morning and prepared an amazing dinner every night. One weekend we went up to the mountains to visit with the grandparents and eat a traditional French meal. I went to a professional soccer game with my family— another experience I will never forget.

Alex Snyder '17
Massachusetts

Amazing classes

Classes were amazing. Biology had a focus on epidemiology with a heavy historical lens. This led to a greater learning about diseases and their impact on the world we

live in and showed the significance of awareness of disease prevention, vaccination and of course washing your hands.

My other class, economics, was very different from what I have taken before. It focused on food economy, providing a better understanding of how heavily food stimulates or destroys an economy.

Melissa Batista '18
Massachusetts

Was it the cheese?

Sometimes, that sleeping beauty called curiosity stays asleep as we go about our daily lives. And sometimes it is only awakened by some of the strongest experiences. Maybe sitting by the lake and marveling at the majesty of the surrounding mountains did it for me. Maybe it was taking a bite of Beaufort cheese after finishing an exquisite home-made dinner with my host family. Or maybe it was eating it after going down on the water skis. Whatever it was, I will cherish the past two months for the rest of my life.

Vincent Hwang '18
Ohio

Personal growth

Being a MacJannet Scholar, to me, means working hard to see through an outsider's eyes and adjust to the different cultures to which we are exposed, and then to bring these values back and apply them to our everyday lives. The program taught responsibility, caring and the practice of respect among peers and strangers (our host families). I have grown as a person and know that I am better because of it.

Miguel Rodriguez '18
California

To travel on my own

I must confess that I was a bit disappointed by the host family experience, but I believe it taught me how to be polite and tolerant to new or less ideal culture and conditions. The program also marked my progress in independence and cosmopolitanism, as this was my first time to travel so extensively by myself.

Jiacheng Zhu '18
China

Professors who care

Tufts in Talloires was one of the most joyful experiences of my life thus far, and it was such a singular experience. It's the perfect balance of work and leisure. Two classes: complete some requirements, take really interesting classes with professors who want to be teaching and who really care about their Talloires students. Two classes: the perfect amount of class time and homework, leaving enough leisure time to lie on the docks, get to know new friends, munch in cafés and swim at the beach.

Lindsay Julio '17
Massachusetts

Pushing my limits

"It is the best thing Tufts has to offer." I heard these words over and over again from Tufts in Talloires alumni. Overall I would have to agree. This program is a must-do for anyone lucky enough to have the opportunity.

Michelle Bornstein '17
Massachusetts

Education redefined

The most negative aspect of this program was how fast time went by! I went hiking in the Alps, visited the Red Cross International in Geneva, paddle-boated on the lake during the MacJannet Games, baby-sat a professor's son, and even attended the world-renowned Annecy Animation Film Festival. As a result, my classes became more compelling than typical classes I've taken in the past year. Just being able to sit outside the Priory and have a meaningful conversation with a professor over cheese and bread made me realize that I may never have such a unique experience again. Essentially, Tufts in Talloires has become a new breed of education, and I think it has successfully executed the fine balance between intellectuality and leisure.

Kyle Paul '18
New Mexico

New friendships

In six weeks I went from struggling to form a sentence in French to being able to explain the U.S. system of mass incarceration in French. Perhaps the best part of the Talloires program was the bonding I experienced with my fellow travelers. I made amazing friends at Talloires and I intend on continuing these great, new friendships at Tufts.

Daniel Marion '18
Pennsylvania

A family village

The small town feel of Talloires was my favorite aspect of the trip. The friendliness of the locals is beyond compare. I had left my wallet at home and was trying to buy a loaf of bread when a local couple just paid for it for me without my even asking. "You looked like you forgot something!" they explained in an adorable French-English accent. The next day I repaid it by buying a local a small sandwich. The community seems to be all one big family together, set in a timeless beauty that is only understood after being there.

Curtis Alexander '16
Connecticut

First things first

I spent most of my time with my host family. I would go to practice with the local soccer team from Talloires. Also, I attended soccer games during the first two Sundays. I took two challenging classes and I needed to be on top of my assignments. On Friday evenings I would go to the lake. I wanted to have a full experience with my family. I figured that I could always travel around Europe, but I wouldn't always live in a French family for six weeks.

Farley Flores '18
California

'Hard not to be happy'

Waking up in such a beautiful place every day, it was hard not to be happy. Even if I was late on a homework assignment or was angry with myself for missing the bus, looking at the picturesque mountains over the vibrant blue lake never ceased to amaze me. It would put me in a trance, where I was only able to think about how beautiful it was and how blessed I was to have this opportunity.

Max Hornung '18
Illinois

Kisses on the cheek

My favorite thing about this program was living in another country — not just visiting another country but really living in one. Menthon St. Bernard felt something similar to a home. My walk to the bus stop, the

sound of the sheep bells, and the dazzling sunset over the lake all became familiar to me. I developed a routine: Almost every morning, I ate a bowl of muesli for breakfast with my host brother. I went to class at the Priory, maybe went to the beach in the afternoon if it happened to be a sunny day, then went home to eat dinner and study. This was my French life, which was refreshingly different from my life at

Tufts or my life at home in Maryland.

Gauthier, my host brother, was a really sweet kid. I was initially surprised when he would give me two kisses on the cheeks before he went to bed, but now I think it's adorable.

Sean Delawder '18
Maryland



Professors are human too:
A class in the Prieuré garden.

Touching the clouds

Beyond the Priory classrooms, one of the best experiences I had during my time in France was on the first overnight hike. Before this, I had never completed trails so difficult. My mouth was open as I panted to the peak of a mountain that literally touched the clouds, ate a satisfying home-cooked meal at the Alpine refuge (wool blankets included) and passed the hours talking with new friends. Whether in an isolated Alpine town or sitting at a packed dinner table filled with host-family relatives and wine glasses, it was times like these in which I felt completely immersed in French culture and the most comfortable.

Hannah Loss '17
Florida

How cool is this?

One early Friday morning, Professor Hitchner took our Classics class on a walking tour of Talloires. He showed us how the ancient and medieval town would have been set up — where the old boundary walls stood, where there might have been guard towers in the corners of the walls or entrances to the town, where the old center of the town was, how some of the shops/ inns/ houses functioned, and how materials from older epochs were re-used in newer buildings. This one little walking tour completely changed my experiences — not just in Talloires, but also in Lyon, Geneva, Vienne, and Annecy's old city.

How cool is it to study history, surrounded by history? The answer: pretty darned cool.

Adi Harris '18
California

Learning from mistakes

Whether it was taking the wrong bus home, or using my nascent French to tell my host family that I had gone to war to pick up my train tickets (*guerre* vs. *gare*), I often found myself making missteps during my stay. But now that I'm leaving Talloires, I feel more confident than ever communicating in French, and no bus driver in the world can scare me!

Ian James '18
California

Beyond my comfort zone

I will forever be grateful not only for the travel experience this trip has given me, but also for the opportunity to step out of my comfort zone and grow tremendously. I was a little nervous about traveling in general, and I was also nervous about the host family situation. But my host family was extremely hospitable and welcoming, and they loved engaging in conversation. I will definitely miss them.

Anna Rodriguez '18
Massachusetts

Out of my shell

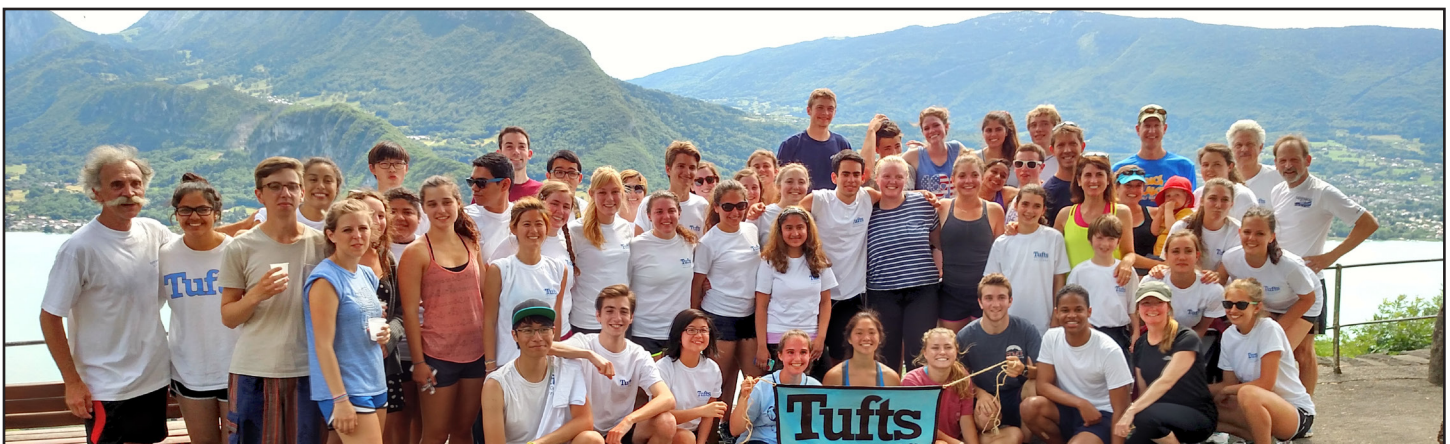
It was such an amazing experience, one that really caused me to break out of my shell, both academically and socially. I didn't really participate in my classes at Tufts in Medford, because I was shy and the classes were large. But in Talloires, I really made the effort to participate and develop relationships with my professors. I was also able to take classes that really interested me outside of my major— classes that I would not necessarily have had the chance to take before.

Alejandra Garcia '17
Connecticut

And now, the future

On our last night together as a group, Gabriella [Goldstein, the director] told us, "No one is ever really done with Talloires." I understand what she meant. It's hard to leave this place that I've come to call my home for the past six weeks, but I know that the things I've learned about myself in Talloires will stay with me for a lifetime.

Claire Gelbart '17
California



A balance between the intellect and leisure: At the finish of the St.-Germain Pilgrimage.



The four Les Amis students who attended Tufts last summer pause here at a fountain in Boston. From left are Fanny Béchet, Marine Faglin, Victor Charlin and Philippe Maillote.

From Haute-Savoie to America

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. Two of the four students chosen last summer, Victor Charlin and Marine Faglin, provided accounts of their experience. Victor and Marine, both 19, are aspiring engineers who have enrolled in a preparatory class in Annecy to gain entry into one of France's selective engineering schools. Mathematics, physics and technology are their main subjects. Victor, who also plays rugby, lives in a village 50 miles northeast of Annecy. Marine lives near Grenoble.

Real American culture

VICTOR CHARLIN

"He who returns from a journey is not the same as he who left."
—Chinese proverb

As I enumerate the expectations I had about this journey, I realize how lucky I am to have fulfilled most of them. Four weeks represent a substantial opportunity but are not enough to discover this country, this state, this city and not even this university!

I really appreciated how easy it was to learn about the USA, from its first hours of life to now, thanks to all the his-

torical places in Boston and all the work we did in class to understand the American culture, far from the Hollywood movie standards. Every day, our teacher introduced us to American idioms, American traditions, and their origins, which was really rewarding.

The biggest enrichment I got from this scholarship is the open-mindedness. It was really interesting to hear the foreign students' viewpoints about societal issues, since no two of them thought the same way. With a little bit of curiosity, it was possible to debate about communism with Chinese, about shale gas with Americans or about war with Syrians. I feel lucky to have met all these different awesome people. Staying open and humble seems to be the essential lesson of what I can (for now) describe as the best experience of my life.

'Bigger than France'

MARINE FAGLIN

During our summer at Tufts we did many things. First, in the morning we had class with a wonderful (and also very funny) teacher, Tony. He held classes outside on the grass because it was too cold inside. He also planned many activities for us (such as films, debates and oral presentation).

The Tufts campus was really nice and very big— like a little town. It's very different from a French campus. In America everything seems to be bigger than in France. Moreover, the dining hall was the best dining hall we have ever tried!

Then, in the afternoon, we were free to plan our own activities. We visited Boston, a big city with many things to see. I most preferred Beacon Hill— all these red houses are very cute. We also went to the beach and to some museums.

One three-day weekend, when we had no Monday classes, we decided to see New York. We traveled there by bus. It was incredible to be in this famous city! But three days were not sufficient to see everything in New York.

This month spent in Boston was an incredible experience. We learned not only many things about American culture but also about Japanese and Chinese culture, thanks to the other students we met.

It was the best summer I ever had.



Cultural immersion: Sampling American culture, American lobster and American friends at a Boston restaurant are Les Amis exchange students Marine Faglin (fourth from left) and Victor Charlin and Philippe Maillotte (at right).



Six MacJannet Fletcher Fellows joined Tufts president Anthony Monaco (left) and MacJannet Foundation president Todd Langton (right) at the Foundation's annual Fletcher Fellows dinner in November 2015. From left, they are Robert Helbig, Stefan Tschauko, Aleka Kessler, Jorge Juan Sanz Levia, Damian Vogt and Rafael Loss.

They're building a better world— already

A glimpse at the 2015-16 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. Each fall the MacJannet Foundation supports an annual dinner at the Fletcher School to honor these "MacJannet Fletcher Fellows," as they're sometimes called. This year's eight Fellows represented five European countries and a broad range of interests and experiences. Their awe-some achievements and youthful optimism — they're all still in their 20s—offer hope for the future to a troubled planet.

— D.R.

Stefan Brantschen (Switzerland): I am currently in my second year at the Graduate Institute of International and Development Studies in Geneva, working toward a master's degree in International Affairs. Prior to graduate school I worked at a small public relations agency in Zurich and did an academic traineeship at the Swiss Embassy in Japan.

Being exposed to an American perspective on international relations/political science is particularly interesting to me, since the U.S. plays an exceptional role in this field. Moreover, the opportunity to study at Fletcher not only allowed me to deepen my academic knowledge but also helped me to perfect my language skills.

My ambition is to work as a researcher in an international think tank and to later join the Swiss diplomatic service or, alternatively, to pursue an academic career.

Saskia Brechenmacher (Germany, second year):

I am originally from a small, sleepy town in southern Germany. In some ways, my path to a career in international affairs and peace and conflict studies began when I was nine years old and my family moved to the multicultural microcosm of the Parisian suburbs. Living in France for seven years sparked my interest in international travel. After returning to Germany, I spent two years in Bosnia at the United World College, an international high school focused on post-conflict reconciliation in the Balkans.

Deeply marked by this experience in a society that was still suffering from the legacies of conflict and violence, I entered Brown University with a strong interest in ethnic conflict, state-building and democratic transitions. I studied political science and Slavic studies and spent a semester in Moscow exploring how post-Soviet societies have addressed — or failed to address — histories of violent state repression. After graduating from Brown, I spent two years as a research assistant in the Democracy & Rule of Law program at the Carnegie Endowment for International Peace, researching the challenges confronting international assistance for human rights and democracy in light of authoritarian pushback in many parts of the world.

At Fletcher, I study the causes and consequences of political violence in weakly consolidated democracies. During the summer of 2015, I worked with two Fletcher professors on developing, designing and implementing a field research project on patterns of corruption in the police and courts in northern Uganda. I also work as a research assistant at the Fletcher-affiliated World Peace Foundation, where my research focuses on international responses to mass violence against civilians.

After I graduate from Fletcher, I hope to pursue human rights research and advocacy.

Robert Helbig (Germany, second year): I was born in East Germany, and the fall of the Berlin Wall in 1989 gave me the opportunity to be the first member of my family to live abroad. Having worked and studied in Germany, China, India, Brazil and the U.S., I came to Fletcher to tie together my experiences and focus on international security studies and international business relations.

After my first year at graduate school, I took a leave of absence to work in the Energy Security Section of NATO's headquarters in Brussels. After my graduate education, I plan to return to my home country, do a Ph.D. and join the Foreign Service to work alongside the U.S. to promote peace and democracy.

Rafael Loss (Germany): I am a transatlantic citizen. My Argentinian father decided to start a new life in Germany in the 1980s, due to his political differences with the ruling dictatorship and his outspoken advocacy of civil liberties.

In 2014, I was fortunate to intern with Marieluise Beck in the German Bundestag and with the German Green Party's co-chairman, Cem Özdemir. These five months I spent in the heart of German politics were shaped by the Ukraine crisis on the one hand and the humanitarian crisis in Iraq and Syria on the other.

My graduate studies at Fletcher now allow me to further develop skills to help promote peace and international understanding. Inside the classroom I can learn from distinguished academics and practitioners like Alan Henrikson and Antonia Chayes.

Outside, for example, I conduct research on conflict escalation and coalition management for Professor Robert Pfaltzgraff. I will also assist him and Professor Richard Shultz in teaching a course on Security Studies for Fletcher's executive program next spring.

I'm currently considering pursuing a Ph.D. in the U.S. Ultimately, I hope to become what some call a "pracademic." I want to be based in academia and engage in policy-relevant research but I would also welcome every opportunity to serve the public and government.

Luisa Malcherek (Germany, second year): I was born and raised in Germany until age 19, when I moved to London for my bachelor's at University College London. I spent three years there and also one year as an exchange student and researcher at Sciences Po Paris.

Before coming to Fletcher, I worked in London as a corporate banker at Barclays Bank. Eventually I decided to take my client management experiences with me while returning to my academic roots. Fletcher was by far the best academic and personal fit for me, as its M.A. in Law and Diplomacy allows me to integrate my previous experiences and deepen them with specializations in International Security Studies and countering violent extremism, a field I designed myself to thoroughly connect both disciplines. I therefore focus on terrorism and counter-terrorist approaches, violence reduction strategies and illicit finance, especially in the Middle East, East Africa and the Sahel region. (I have started to learn Arabic.)

I also seek to actively put my learning into a practical context, for example by developing a policy panel on countering international foreign terrorist fighter recruitment with influential security experts for the 2015 European Conference at Harvard.

Over the summer, I gained further experiences in my area of specialization as a research fellow at the NATO Defense College in Rome, researching NATO's role in

options concerning foreign terrorist fighters traveling to and returning from Syria. I also conducted a research project for the Hitachi Center for Technology and International Affairs, which analyzes the effectiveness of counter-terrorist Internet censorship in Britain and France.

After graduation from Fletcher, I plan to work in my specialization fields in a research think tank or non-profit organization in the U.S., ideally focusing on counter-terrorism finance and Internet surveillance, as well as the future impact of transnational terrorist fighters.

Jorge Juan Sanz Levia (Spain, second year): I was born in Madrid in 1990. I studied French and Spanish Law in the Universidad Complutense de Madrid and the Sorbonne in Paris, and then specialized in public international law in The Hague. There I realized that international law cannot be understood without a broader comprehension of international relations.

Last summer I interned at Human Rights Watch in Washington, monitoring implementation of human rights standards in development projects around the world, and participated in meetings at the World Bank and the International Finance Corporation, where I provided feedback about human rights performance in development projects. After I graduate from Fletcher, I will join a law firm in Spain to acquire practical legal experience.

Stefan Tschauko (Austria): I work toward becoming a communications specialist, supporting international organizations of the UN in educating the public about the UN's ideal of making the world a better place.

Related experiences form the foundation of my career: I studied Information Management in Austria and the UK, worked in one of Austria's leading branding and design companies, studied for a master's degree in International Management in Austria/Turkey, and my master's thesis researched social media utilization of the UN Department of Public Information.

Fletcher offers a wonderful opportunity to sharpen my expertise in all three areas. Being part of a cohort of international affairs students will provide me with further insights into other cultures and issues.

As my capstone project at Fletcher, in cooperation with the UN Department of Public Information I plan to research how (or if) branding can be employed to create an understanding of the UN's complex system and thereby motivate more people to support the organization's work.

Damian Vogt (Liechtenstein/Switzerland): Before coming to Fletcher, I worked for Liechtenstein's Permanent Mission to the United Nations, handling negotiations on human rights and gender-related issues. Through these experiences, I gained insight into the complexities of small-state diplomacy. My interests in gender equality and women's human rights were first piqued when I was part of the Swiss delegation to the 58th session of the UN Commission on the Status of Women.

At the University of Geneva, I gained a theoretical background during my undergraduate studies in international relations. My goal at Fletcher is to pursue my education in this field but with a deeper focus on public international law. Conflict resolution and international negotiation are two fields of particular interest to me as well. Fletcher allows me to apply my skills while further developing them.

In the future, I can imagine working in diplomatic service to achieve a world where gender equality is a reality.

PRESIDENT'S LETTER

Hope for the future

TODD LANGTON

Dear MacJannet Foundation Friends and Colleagues,

I write at a tumultuous time in history. From the Middle East to Europe to America, the forces of terror, fear and reaction seem to have gained the upper hand against the forces of hope, reason and peace. In such a world, how can ordinary citizens make a difference?

One thing we can do is remind ourselves that those incurable optimists, Donald and Charlotte MacJannet, lived through much worse times and ultimately triumphed. How? By focusing their attention not on the gloomy present but on young people, who represent the hope of a better future.

This year we celebrate the 48th anniversary of the MacJannet Foundation, the 38th anniversary of the Tufts University European Center, and the eighth anniversary of the MacJannet Prize for Global Citizenship. The Foundation's mission is to actively promote and support global citizenship and cultural exchange—which goodness knows the world needs now more than ever.

While some politicians speak of building walls, we promote cultural immersion and international understanding via three key initiatives. First, by providing needed financial scholarships for deserving college and high school students to attend the Tufts University European Center in Talloires, France (see page 7). Second, through our support of Les Amis du Prieuré, which hosts a summer lecture and concert series in Talloires and offers exchange scholarships for French high school students from the Haute-Savoie region to study English as a second language in the U.S.



(page 11). And finally, we provide scholarships for deserving international graduate students to attend Tufts University's Fletcher School of Law & Diplomacy as MacJannet Fellows (page 13).

The Foundation also actively promotes global citizenship and volunteerism efforts through its support of the MacJannet Prize for Global Citizenship (see page 5).

Today the Foundation continues to sustain our core programs, update our website (www.macjannet.org), strengthen our constituent networks, incubate new programs and develop our board of directors. This has been a year of transition for the Foundation: Our longtime and beloved secretary, George Halsey, has passed the torch of that critical operational position to Paul Tringale. We are deeply appreciative to both of them for their past and future support.

I invite you to join 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.

What's in it for you? First, we offer an opportunity to broaden your personal horizons. Second, it's a chance to play a part in making the world a better place for the next generation. Third, our annual board meeting provides an excuse to spend time and revisit Lake Annecy, which Donald MacJannet astutely perceived more than 90 years ago is one of the most beautiful spots on Earth.

I look forward to hearing from you.

todd.langton@macjannet.org

In our mailbox



**'Every day is a good day':
Juliana Koo**

She's still here

The Sunday *New York Times* of October 4, 2015 contained a note about Juliana (Mrs. Wellington) Koo. She is the widow of Wellington Koo, whose two sons attended the MacJannet School outside Paris in the 1920s. She is 110 years old (not a typo—that is one hundred and ten years old!).

According to the Times article, Juliana attended and danced at a birthday party given by her daughter, Genevieve Young (age 85). Some 250 guests attended the event at the Pierre Hotel in New York. Juliana Koo plays mah-jongg three times a week with her friends. Her motto, she says, is: "Every day is a good day."

Wellington Koo (1888-1985) graduated from Columbia College, Columbia University in 1908. He later served as prime minister of China, China's ambassador to France (1936-1940), ambassador to Britain, and ambassador to the U.S. In 1919 he was a member of the Chinese delegation to the Paris Peace Conference that led to the Treaty of Versailles; he also represented China in the League of Nations, was the first person to sign U.N. charter, and later served on the International Court of Justice at The Hague.

Wellington Koo was about 71 years old when he married Juliana Koo, his fourth wife, in 1959.

George Halsey
 Winchester, Mass.
 October 17, 2015



MacJannet Foundation board, November 2015. Front row, from left:
Mary Harris, Robert Jerome, Anna Swinbourne, Todd Langton, Wenke Thoman Sterns, Dan Rottenberg, Rocco Carzo. **Back row:**
George Halsey, Gabriella Goldstein, Paul Tringale, Bruce Berzin, Anthony Kleitz, Anthony Cook, John McJennett III.

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.

OFFICERS FOR 2016

President: Todd Langton
Vice President, Europe: Jean-Marie Hervé
Vice President, Programs: John King
Vice President, Development: Wenke Thoman Sterns
Secretary: Paul J. Tringale
Assistant Secretary: George R. Halsey
Treasurer: Bruce Berzin

OTHER TRUSTEES

Stephen Callahan
Rocco Carzo
Anthony P. Cook
Caren Black Deardorf
Gabriella Goldstein
John Iglehart
Anthony Kleitz
Anthony P. Monaco
Maria Robinson
Dan Rottenberg
Anna Swinbourne

HONORARY TRUSTEES

Leonard D. Carmichael Jr.*
George Forman*
Jean MacJannet Foster*
Indira Priyadarshini Gandhi*
W. Averell Harriman*
Suzanne Lansé*
Henry J. Leir*
Jean Mayer*
Charles Mérieux*
Prince Philip, Duke of Edinburgh
Cynthia Harts Raymond*
John O. Rich
Herman Rottenberg*
Miki Sawada*
Seymour O. Simches*
Colonel Lynn F. Woodworth*
Anita Woodworth*

TRUSTEES EMERITI

Lawrence S. Bacow
Grace Lee Billings
John DiBiaggio
Pierre Dietz
Carole Hambleton-Moser
Mary van Bibber Harris
Robert M. Hollister
Robert Jerome
John McJennett III
Gerard Lignac
Douglas Marston
Sally Pym
Philip Rich
Willard B. Snyder

CONTACT INFORMATION

396 Washington Street #200,
Wellesley Hills, MA 02481 USA
Tel: (617) 875-7780
Email: info@macjannet.org

OVERSEERS

Bruno Asselin
Jean-Michel Fouquet
Gary Friedman
Andrew Pierre
Elisabeth Rindborg

FOUNDERS

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

NEWSLETTER EDITOR

Dan Rottenberg

*= Deceased