

# Les Entretiens

BUILDING A COMMUNITY OF GLOBAL CITIZENS

THE NEWSLETTER OF THE MACJANNET FOUNDATION

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1918: Dreaming of France, Donald joined the U.S. Air Service. But the dream eluded his grasp.  
(Tufts U. digital archive.)

## The making of a mentor

### Disappointment and failure

marked Donald MacJannet's post-college years. What changed?

HERBERT JACOBS

In the spring of 1916, Donald MacJannet had just turned 22, a handsome, blue-eyed, persuasive young Loch-invar armed with a freshly minted bachelor's degree from Tufts University, a jangling Phi Beta Kappa key, and a zeal to conquer the academic world. But the academic world, he found, was indifferent to his credentials. Private school recruiters said they were impressed by his academic record but cautioned him to contact them only after he had some teaching experience.

His persistence paid off when he serendipitously encountered William H. Church, head of St. Albans in Washington, D.C., a prep school founded in 1909 as an Episcopal school for boy choristers at the National Cathedral. At the end of their lengthy interview, Church surprised Donald by asking, "Would you sign a contract to come to St. Albans in September, teaching lower school subjects—everything?"

"I would be very happy to come," MacJannet replied. "But would you mind telling me why you hired me at once, when all the other schools where I have applied demanded that I get some teaching experience first?"

Church replied that when he arrived at St. Albans the previous year, "it had an experienced staff, but that staff was under the thumb of the athletic director. St. Albans was famous for its football team, basketball team, baseball team, and the athletic director ran the school. He told me what I should do and what I should not do, just as he told the other staff members. And I said to myself that I would have my own staff, men that I can train myself, and who will do what I think is the right thing to do."

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Thus, thanks to the school's overemphasis on athletics, in which he himself had been so inadequate, Donald started teaching in Washington's leading preparatory school, most of whose students were the sons of high-ranking government officials. Two were Elliott and James Roosevelt, sons of Franklin D. Roosevelt, then serving as undersecretary of the Navy under President Wilson. When Eleanor Roosevelt drove to the school in her Model T Ford to pick up her sons, Donald (who taught Elliott Roosevelt but not James) often assisted Mrs. Roosevelt by cranking her car (Fords were not yet equipped with self-starters). It was perhaps the first example of Donald's knack for cultivating friends in high places. Mrs. Roosevelt amply repaid all that Ford cranking a quarter-century later, when as First Lady she helped Donald obtain financing after he turned over his camp on Lake Annecy in France to house French war orphans during World War II.

Jonathan Daniels, son of Navy Secretary Josephus Daniels, was also enrolled at St. Albans. Neither he nor Elliott Roosevelt did very well as students, MacJannet found, though Daniels later performed ably as editor of his father's newspaper, the Raleigh (N.C.) *News and Observer*.

## Unruly students

Donald's lack of teaching experience soon became evident when he encountered difficulties maintaining order in his classroom. His boys would throw things and yell, to the point where the mild-mannered next-door teacher protested. At a time when teacher guidebooks were unknown, Donald was at a loss until Headmaster Church came forward.

Usually, Church suggested, just one boy was the bad actor: "Take him up to the classroom with you when it is empty and you are preparing lessons or reading," Church said. "Have him sit in a corner, facing the corner, and go ahead with your work. Don't speak to him. Let him just meditate there. If you do that for a few days, he'll be quite different." Donald tried this remedy and found that it worked. Since he was already philosophically opposed to physical punishment, bullying, and violence in education, Donald made this practice one of his principles when he opened his own school nearly a decade later.

Donald's salary that first year was \$800, plus room and board and free laundry service—up to 21 pieces of laundry each week, with each sock and handkerchief counting as one piece.

## Two critical lessons

When his contract was renewed (at \$900) for the second year as head of the school's French department, St. Albans sent Donald to the Harvard summer school to brush up on his French. For the rest of that summer of 1917 he became hut

master for the Appalachian Mountain Club at the organization's hut on Mount Madison, in the Presidential range of the White Mountains. Here he cooked simple meals for the climbers scaling the rugged slopes.

One guest at the hut, Dr. A. A. Crane, had just returned from the World War battlefronts in France. The U.S. had formally entered the war in April, 1917, and American industry was busy producing armaments for the Allies, but Donald had absorbed the prevailing view among his fellow St. Albans teachers

that this was "Wall Street's war." Crane's descriptions of the fighting, as well as the threat posed by a German victory, changed Donald's view. Able-bodied American men like himself, he began to feel, had a duty to join the war effort. The prospect of a free trip to France reinforced those feelings.

Meanwhile, back at St. Albans, Donald was commandeered against his will to direct a student variety show to raise money for a war charity. Throughout the preparations, he agonized that the whole venture would fail abysmally. The variety show's subsequent success brought him no satisfaction—only the fear that he would be saddled

with more such tasks in the future.

## Profanity in the barracks

That fear may have provided the final push that caused Donald to tell Headmaster Church late that fall of 1917 that he planned to volunteer for the U.S. Air Service, then a branch of the Army Signal Corps (at a time when America had no separate air force).

Church appealed to Donald's conscience: "You can't leave the students in the lurch," he said. "At least you must stay with the school until you are actually called into service." Donald agreed, so every week he told his classes, "This is perhaps my last week, so let's make it a good one." But as the weeks wore on, this plea to the students wore so thin that Donald had to discard it. He wasn't called to active duty until mid-June of 1918.

When Donald received the Army's telegram to report for aviation ground school training at Princeton, N.J., he stepped into a new and, for him, shocking world. After two years in the refined atmosphere of St. Albans, with its morning and evening chapel, he was horrified by the barracks profanities of military trainees. "They were all college men," he later recalled, "but they had a vocabulary that shocked me. At first I was quite turned off from them. But I soon found out that they were wonderful fellows, and I forgot their language."

## Instead of France, Oklahoma

By this time, the German drive on Paris had been halted, and the subsequent infusion of fresh American troops was beginning to turn the tide of the war in the Allies' favor. Of the 200 recruits who entered the class with Donald, only 54 survived



**1916 found Donald inexperienced and unprepared for his first teaching job at St. Albans.**  
 (Tufts U. digital archive.)

the cuts. Donald finished the ground training course as head of the class in all divisions. The new cadets were transferred to an Army camp in Dallas, Texas, where Donald and his group found themselves quartered at the agricultural fairgrounds, in the section reserved for prize hogs. Here their biggest concerns were the boredom produced by constant drilling, and the fear that the war would end before they could reach France.

The word passed down from the higher-ups was that any airman could get to France in a hurry if he volunteered to go as an observer. MacJannet and some of his colleagues promptly volunteered. Soon they found themselves on a military shuttle train that took them to Fortress Monroe in Virginia to train in handling heavy artillery.

They were still at Fortress Monroe on November 11, 1918, when the Armistice ended any hope of their seeing France. Instead, the group was transferred to Post Field, Oklahoma, a forlorn place where pedestrians crossed the muddy streets on stoneboats hauled by oxen, at a dollar per crossing. Here the trainees performed light artillery work and Donald received one silver wing, certifying him as a trained observer. But nothing more.

## First flight

Then these flying enthusiasts decided to take training as aviators. At a pleasant stretch in Memphis, they roved the countryside on weekdays, loading crashed planes on trucks to be hauled away. Among these fledgling pilots was Ralph Damon, who remained a friend of Donald years later when he became president of TransWorld Airways.

Next the trainees were shuttled to Carlston Field, in Arcadia, Florida. Here Donald found himself badgered by a savage instructor who repeatedly assured Donald that he would kill himself because he was such a terrible pilot. Coached by a friend, Donald improved until the instructor begrudgingly asked Donald for a handkerchief, which he affixed to the plane's tail, signifying, "Pilot starting first solo flight. Give him a wide berth." Soon Donald completed the necessary work for his second wing. But with the war over, and no academic job available so late in the session, he had to remain in the service for several more months.

At this point Donald was stricken with the Spanish influenza epidemic that swept the U.S. and Europe in 1918. In a roomful of 40 other victims, where the chief remedies seemed to be Epsom salts and whiskey, he nearly died.

## Scrambling out West

In March, 1919, MacJannet, now a reserve second lieutenant, and a comrade with the same rating set off, resplendent in their uniforms and glistening aviator's wings, to tour the American West. When their money ran out en route, Donald took a job harvesting wheat in the Great Plains, which he found much more rugged than piloting a plane (although he found the \$10 a day pay fabulous). After resigning as a harvest hand, he journeyed to Colorado, where he found work as a chef at Pike's

Peak, a job that entitled him to call himself "the highest paid chef in the world." Later that summer Donald moved on to Yellowstone Park in Wyoming, where he ran a team to haul wood and ice and fetch hot water from Old Faithful.

Returning to St. Albans in September, 1919, Donald encountered both the benefits and drawbacks of postwar inflation. His pay increased to \$1,200 for the year from the previous \$900, but he had to replace the civilian clothing he had auctioned off when he joined the Army Air Corps. A new suit, he discovered, would cost \$100. To pay for it, as well as other expenses, he obtained the football schedules of nearby colleges and arranged to print them on 2,000 desk blotters. He sold the blank squares next to the football schedules to Washington department stores for advertising, rented a motorcycle and sidecar, and delivered the free blotters to the college campuses.

## Opportunity, or scam?

With his school's approval, Donald arranged to leave St. Albans at the end of the 1919-20 academic year to seek further training in French at the Sorbonne in Paris. His last year at St. Albans—teaching French, German, and English—passed smoothly, and he was gratified when, at the end, all his students fared well on their college board exams.

In the spring of 1920 Donald noticed an advertisement placed by a teacher in an Eastern private school. The man sought assistants to help guide a group of college students through Europe, but he demanded \$1,750 for this privilege. When Donald wrote that he had only \$400, the promoter agreed to take him for that amount, which should have aroused Donald's suspicions. At the New York rendezvous

that July, Donald and the students found that the promoter had switched ships and signed up with a tour agency in order to save money.

For the English segment of the tour, the tour agency provided three aged taxis at Southampton; but two of the cars broke down near the end. The promoter frequently disappeared and finally vanished altogether in Rome, having reimbursed Donald's \$400 fee in depressed Italian lira, which brought Donald less than \$300. Fortunately for the 13 students, Donald had their return boat tickets in his own possession. In Genoa he found a ship for them to return on. But he had never bought a return ticket for himself. After seeing the students off, Donald took a solo sightseeing tour through Italy, Germany, Belgium, and Holland before arriving in Paris in time to register for the Sorbonne's two-year course for potential instructors in French. Donald presumed that this course would lead to

a teaching post in some American college. Instead, it led to a career as an educator in France that would last—with only a World War II interruption—for more than 60 years.

*Excerpted and edited from Educator of Kings, the biography of Donald MacJannet.*



**1917: As a park ranger in the White Mountains, Donald cooked meals for climbers while mulling his uncertain future. (Tufts U. digital archive.)**

## NEWS OF THE FOUNDATION'S PROGRAMS

# MacJannet Prize: 2021 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 421 universities in 83 countries on six continents, all committed to developing student leaders who are actively engaged with society.

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. In 2021, the competition received 28 nominations from 15 countries across five continents. Of these nominees, three were awarded prizes last October by a selection committee consisting of respected educators from member universities of the Talloires Network as well as representatives of the MacJannet Foundation (see page 5). Three others were recognized for Honorable Mention. Tony Cook and Wenke Thoman Sterns, representing the MacJannet Foundation, announced the Prize winners at the Talloires Network's Leadership Conference in Boston.

## Revitalizing local education

### First Prize (\$7,500): Nine Tenths Programme (Rhodes University, South Africa)

The Nine Tenths program was launched in 2014 by Rhodes University to address the unequal education sector within its own impoverished city of Makhanda. Utilizing the university's own student volunteers, Nine Tenths provides one-on-one mentorship to local high school students in order to improve pass rates of local public schools and also enable more local high school students to qualify for admission to Rhodes itself.

Rhodes University is a significant institution in Makhanda: the largest local employer and the educational hub around which the city functions. The Nine Tenths program strives to revitalize education in Makhanda while equipping young people to transform their socio-economic status.

Nine Tenths functions as a partnership among Rhodes

University's Community Engagement Division, local high schools, and a local non-profit educational organization. Rhodes student volunteers who apply—about half the university's student body—are put through a rigorous training regime. Student leaders, elected by the volunteers, each take responsibility for 14 volunteer mentors.



**Mentoring session at the Nine Tenths Programme: Changing a city, one student at a time.**

The program's success is reflected in the higher pass rates of university entrance-level exams, which have seen annual increases of approximately 30 bachelor-level passes, with the program's participants delivering at least 80% of all bachelor-level passes produced by Makhanda's six local high schools.

"This award is a fitting tribute to our students, who recognized the deep inequality in our city, and who have made a profound impact on the lives of young people," says Dr. Sizwe Mabizela, who has led Rhodes University since 2014. "As engaged citizens, these university students are not just content with seeing our society or the world as

it is but can imagine a better society and better world and are prepared to work with courage and compassion towards a more just, humane, a more equitable, and a more inclusive and compassionate society." (See Amy Carzo's interview on page 6.)

## Spreading kindness

### Second Prize (\$5,000): Art of Giving (Kalinga Institute of Industrial Technology, India)

Since 2013, the Art of Giving program has sought to spread the spirit of generosity and kindness to its community and the world in order to address a variety of societal issues. The program offers resources and student-led initiatives to improve access to inclusive education, support gender equality, uplift indigenous communities, and promote sustainable development. According to its staff, the program acts as a bridge between students and the indigenous community, so that students "understand and empathize with the problems which exist outside the four walls of their university."

In practice, the program trains students to provide social services to students at a sister institute, the Kalinga Institute of Social Sciences, which provides free education, boarding and lodging to more than 30,000 poverty-level tribal students. The program also partners with local community leaders, who act as "change makers."



**Art of Giving: Providing social services with a smile.**



**Humanizing Healthcare: Creating doctors who care.**

## Beyond health care

### **Third Prize (\$2,500): Humanizing Healthcare (University of Manchester, United Kingdom)**

Humanizing Healthcare seeks to encourage civic engagement among healthcare practitioners. In its original incarnation as “Humanizing Dentistry,” the program was a MacJannet Prize finalist in 2018; since then it has expanded into the fields of optometry and pharmacy. Its curriculum, according to its mission statement, is “based on the premise that we cannot create excellent healthcare professionals of tomorrow without creating engaged ones.” Students lead programs and deliver free health services to refugees, asylum seekers, LGBTQ+ community members, and native non-English speakers, aiming to break down the barriers to healthcare that these communities often face.

In the ten years prior to the onset of COVID-19 in 2020, about 1,000 dental students in the program treated 38,720 pediatric patients and 140,800 adult patients as a core part of the curriculum.

The program’s concept has “successfully interwoven service learning pedagogy into the health care curriculum,” suggests its leader, Dr. Raj. Ariyaratnam.

## Honorable Mention:

**Penggerak Pendaulat Borneo 4.0 (National University of Malaysia)** addresses the lack of electricity, clean water resources, and education in the university’s local rural communities. Its services include a comprehensive clean water supply through the River Harvesting project and water filters installed in Kampung Lumampau. The program also addresses how climate change, geographical structures, and weather affect the lives of local communities who rely on the river as a main source of water.

**Positive Psychology and Wellbeing Research Lab (Effat University, Saudi Arabia)** responds to negative attitudes toward mental and psychiatric illnesses by publishing articles, hosting informational events, and providing free counseling and support sessions during the COVID pandemic. “We envision a world where conversation about mental health or seeking assistance for mental illnesses is no longer taboo or controversial,” says its mission statement.

**Penitentiary Program “Don Bosco” (Universidad Católica Silva Henríquez, Chile)** provides access to education and professional training for incarcerated people through a variety of programs, including literacy workshops and a Manual for Adult Literacy written by the university’s students, along with an effort to destigmatize Persons Deprived of Liberty.

# 2021 MacJannet Prize Selection Committee

- Zamima Islam Saba (Student, BRAC University, Bangladesh)
- Pakiname Yousri Mamdouh (Senior Manager, Civic Engagement Unit, American University of Cairo, Egypt)
- Kate Morris (Head of Campus Engage, Irish Universities Association, Ireland)
- Chau Au (Talloires Network Steering Committee Student Representative, University of Technology Sydney, Australia)
- Phil Mlanda (Co-founder and Program Manager, paNhari, Zimbabwe)
- Carole Hambleton-Moser (Trustee Emeritus, MacJannet Foundation, South Africa)
- Ursina Pluess (Trustee, MacJannet Foundation, Switzerland)

# At this university, 'It's all about the relationships'

## A conversation with our first-place Mac Prize winners

AMY CARZO

*Editor's note: Last year's first place MacJannet Prize was awarded to the Nine Tenths Programme at Rhodes University in Makhanda, South Africa. Following the announcement in November, Amy Carzo of the MacJannet Foundation sat down with the program's two administrators: Diana Hornby, the university's director of Community Engagement; and Anna Talbot, coordinator of Rhodes University's Community Engagement Office.*

**Amy Carzo:** How did the Nine Tenths Programme get started?

**Diana Hornby:** When our vice chancellor, Dr. Sizwe Mabizela, was inaugurated in 2014, he said, "We are not just geographically located in Makhanda, but we are of and for the city." It was a deliberate departure from the old ivory tower kind of image—to say that we do not live in isolation and we are inextricably bound and we are part of our community.

After his inauguration, he made a commitment to work in public education, the local municipality, and to achieve Internet access for the city. First he set up a committee (including the dean of education and key community members) to look into how we might begin to transform public education in the city.

In 2011, only nine people entered the university from the local community. By 2020, that number had grown to 120. In 2016, Makhanda was one of the four worst-performing school districts in the country; in 2020, results showed we were the best performing city in our province. We naturally started at the top end and created these matriculation programs to create that kind of impact and access to our university, because we can't be a university that educates everyone else's children and not our own.

Once the Programme was in place, we started to see that many of the deficits we were dealing with were created in early childhood. One study showed that 80% of our city's third grade children could not read for meaning. So we realized that it was futile just to work at the top end; we actually needed to go back to early childhood education. We couldn't do that ourselves as a university; we had to bring everyone working in education in the city together. So we put together educators in primary, middle school, and high school, who previously functioned separately, to develop this pathway. Now we all see ourselves

with the same goals, complementing each other and getting excited about it.

**Amy:** What's the meaning of the program's name—"Nine Tenths"?

**Anna Talbot:** It comes from French poet Anatole France's remark that "Nine tenths of education is encouragement."



Diana Hornby with student mentor: Up from apartheid.

So we really focus on mentoring, as opposed to tutoring, to give students that encouragement. We work with matriculating students in their final year of high school, to help equip them with the skills that will get them through that year. It happens in three phases:

Phase 1 teaches them how to set goals.

Phase 2 hones in on study techniques.

Phase 3 creates guidance to set up a trajectory beyond school—something that is positive and engaging and worthwhile doing, once they leave school.

These three phases occur across nine sessions at strategic points through the academic year. These sessions are one-on-one, matching one student volunteer mentor with one mentee, and last for about an hour each.

Many of these student volunteer mentors join us in their second year at the university and continue through to fourth year. But that's their decision. But we have quite a high retention among the volunteers, because of the relationships they form. And mentors often go beyond the planned nine sessions, meeting privately between sessions as well. Many of our volunteers come from very similar socio-economic circumstances and never had that support, so they appreciate its importance. And even though they are 17 or 18 years old, they connect much better with someone who is dealing with similar issues. This is the exact reason why we prefer student mentors over academics (although staff are allowed to become volunteer mentors too).

What makes the program unique is that volunteers are not tutoring a subject; they're imparting life skills. Some student volunteers who've matriculated within the past few years can pass on tips about writing exams, subject knowledge—that sort of thing. It's more a big brother, little sister sort of familial relationship than a teacher relationship.

**Amy:** What was Rhodes University's original mission?

**Diana:** The university was established in 1904. It's a relatively small university, in a semi-rural town: Makhanda.

Also, during apartheid, Rhodes was designated for whites only. There was strong separation between the university and the community at that time. After apartheid ended, in 1997, all universities were mandated to introduce community engagement. So at that point, the aim for the university was to play a much broader role in society.

When we speak of the purpose of higher education now, we speak of two main roles: How do our academic projects contribute to social and economic development? And how do we grow socially responsible young people to be the change agents that our civil society needs?

And you can see that in our numbers: Almost 50% of our 8,500 students are involved in some community engagement. And almost half of those are volunteers.

**Amy:** What's it's like for a typical student who participates in the program?

**Anna:** Before the mentors work with the learners, our partner organization conducts training to teach them the skills that they will pass on— like being able to regulate and take control of your own learning.

COVID has been a huge learning curve for us.

Most of Makhanda's schools are located in low socio-economic areas with very minimal/non-existent Internet access. So we've been really lucky that a local Internet service provider has installed Internet service in the schools, which has really made mentoring online much more accessible. Especially during COVID, we really had to think innovatively about how to build those relationships between mentors and learners. Now, with these Internet connections, you can have much richer experiences. We've also been able to increase the number of mentees/learners, because we don't have to transport people back and forth. We're not bound by the number of seats on a bus.

**Diana:** I think for a lot of students, it's all about the relationships. Our mentors have said being engaged in the program holds you accountable. The mentees push you to learn these skills because you have to teach them. There's plenty of mutual learning as well.

A lot of the mentors say, "We can't tell the mentee how to use a timetable if we're not using a timetable ourselves." Things like that.

There are also some bright young school kids who are capable of managing at university but didn't get good enough marks for a bachelor pass (which is what you need to attend university). In those circumstances, we offer three options: a second chance schooling at one center called the Assumption Development Center; a standard matriculation school; or a "bridging year." If their grades are not high enough to get into Rhodes, then we offer them the bridging year. We have a partnership with Gadra, a "second chance" school. For one year, these students take two subjects at Gadra and one subject at Rhodes. Then the following year, if they've passed the subject at Rhodes and they've improved on the other two, they're automatically accepted into Rhodes.

**Amy:** How is Nine Tenths funded?

**Diana:** It was an unfunded mandate. We get funding from corporations and foundations. Our salaries are paid by the university, but the money we need to run programs needs to be found elsewhere.

**Amy:** Can you share a story of a student who benefited from the program?



**Anna Talbot: Instead of teachers, big brothers and sisters.**

**Diana:** Zanele Toyisi was a mentee of our pilot program in 2015. The following year, she became a mentor and mentored people at her previous school. And a year later she became a student leader, mentoring mentors to work with the mentees. Now she is a teacher at our partner organization and a board member there as well. So she's come through the full iteration of the program. And she's thrived in that education space and it's formed her career and who she's become in the community. She studied environmental science, and now she teaches geography.

**Amy:** Looking forward, what's next?

**Diana:** At the end of every year, we re-conceptualize the program, because there were areas left wanting. Then, last year, we realized the program is now running on oiled wheels. And we see the results in the impact data.

So what now? Do we sit on this amazing model, or do we share it?

We went to other universities and asked if they were interested. Two universities expressed interest, and in fact, the Talloires Network and winning the MacJannet Prize helped us enormously. And next year, we'll be rolling the program out to two other universities.

We feel we have a responsibility to share these models we've developed. It's not about trying to sell it or benefit financially. We tell other colleges: Rather than everyone creating and learning from the beginning, here's learning you can build on.

Here's something you can adapt to suit your circumstances. In that way, we can contribute to the global stock of knowledge by having mastered something and developed a model of excellence in our own space.

If one child out of a family has a Rhodes University degree, that changes the circumstances of the whole family. A study by one of our units shows that 96% of Rhodes students are meaningfully employed in about a year after graduation. So students know now that the program is a pathway to success. With their efforts and a good degree, they can change not only their own circumstances but those of their whole family. They pull up the other children, who see them as their role models. The earning power of that one family member changes the circumstances for the rest of the family. It is true intergenerational change.



The Lir-ô-Lac Festival hosted prominent French authors, drawing capacity audiences to MacJannet Hall at the Prieuré.

## Making lemonade from lemons: The Prieuré bounces back

GABRIELLA GOLDSTEIN

For the second straight summer, the COVID pandemic prevented the Tufts European Center from operating any of its signature exchange programs — Tufts in Talloires, Tufts in Annecy, and Tufts Summit—at the Prieuré in Talloires. Nevertheless, in July 2021, COVID conditions in France had subsided sufficiently to finally allow the European Center’s staff to return to Talloires. After 21 months away, it was a rather magical homecoming.

Although we had no students or faculty last summer, we managed to host a variety of cultural events at the Prieuré. It was wonderful to open the doors again and welcome our Talloires friends and neighbors to our venerable building.

In late July, we were thrilled to welcome the classical musical ensemble, Le Bestiaire, back to the Prieuré. They performed a series of beautiful noontime concerts in MacJannet Hall that featured the many talents of these young performers.

In August, in partnership with the Chateau de Menthon, we hosted the Toujours Festival theater troupe. They created a beautiful stage and set in the Prieuré gardens and welcomed audiences for a weekend of outdoor performances.

In September, we opened the Prieuré doors for the Journées du Patrimoine (French Heritage Days), featuring an exhibit created by the Talloires Mayor’s Office

that included nine large-format panels relating the story of Donald and Charlotte MacJannet, the steps they took toward establishing the European Center, and the Center’s current programming.

In early October, we participated in the Lir-ô-Lac Festival (formerly the Talloires Fête du Livre). As one of the event’s designated venues, the Prieuré hosted several of the author talks and welcomed the esteemed French authors Justine Lévy, Lilia Hassaine, Florent Oiseau, Charlotte Pons, Amélie Cordonnier, and Stéphanie Hochet for panel discussions about their recent works.

Despite the pandemic-related challenges that persisted in 2021, the opportunity to safely manage these events provided a burst of energy to the village of Talloires—and to us at the Tufts University European Center. We know that the MacJannets would have been pleased to see how we made the best of a difficult situation.

We are now moving forward with plans to return to the European Center in Talloires for the coming 2022 summer season. Our academic programs are filled with eager students and faculty, and we have a full calendar of meetings and events lined up for the summer.

At this moment in time, international education and cultural exchange are more important than ever. We are happy to get back to this essential work, and we are excited about the potential that the summer holds, for us as well as for all of our summer guests.



After three years in the Chateau de Menthon, the contemporary theater troupe *Toujours Festival* brought its avant-garde performances into the Prieuré garden as well.

## A new face (and sculpture) for Les Amis

2021 was not an easy year for Les Amis du Prieuré. Our main activity—*les conférences du Lundi*— which requires a great deal of preparation, contracts, and scheduling— had to be drastically curtailed, as indoor public events were cancelled and facilities closed through May and June. Because the usual venue— the Prieuré— was not available, what remained of the program was held at the cinema in Talloires.

Our exchange program also had to be curtailed. This meant that, for the second year running, no French student from the Annecy region had the opportunity to attend the English language summer course at the main Tufts University campus in Medford, Mass. And the same will be true once again in the summer of 2022.

At the organization's annual general meeting in December 2021, a new president of Les Amis was elected: Ms. Cécil d'Estienne, a sculptor and Talloires resident. Preparations for a new series of "*conférences du Lundi*" have been duly completed, hopefully to take place at Le Prieuré between May and September 2022. And we look forward to sending a new set of French students to Tufts in the U.S. in 2023.

*L'espoir fait vivre!*

—Jean-Michel Fouquet



Cécil d'Estienne, new president of Les Amis du Prieuré, stands before her sculpture *Les Marches du Temps* along the lakefront in Talloires, between the Abbaye and the Auberge du Père Bise.

# Changing the world—already

## Our 2021-22 MacJannet Fletcher Fellows outfox the pandemic

*Note: Since 1967, an endowment from Donald MacJannet has helped support international studies among graduate students. Initially, this program focused on an innovative exchange program between the Fletcher School of Law and Diplomacy at Tufts University and the Graduate Institute of International and Development Studies in Geneva. By now that Fletcher-Geneva exchange program numbers more than 200 alumni. The MacJannet grant has also provided support to an additional large number of European students studying at Fletcher. Until the global coronavirus pandemic struck in 2020, the MacJannet Foundation sponsored an annual dinner at the Fletcher School to honor these Fellows. What should have been the tenth annual dinner was suspended in December 2020, but the Foundation hopes to resume this tradition in the fall of 2022. Meanwhile, the Fellowship program itself has continued, albeit at a slightly reduced scale. Below, the five MacJannet Fletcher Fellows for academic year 2021-22 discuss their hopes and dreams—for themselves as well as the planet.*

—ANTHONY KLEITZ

### Building a problem-solving network



**Clarisse Marcella Alpaert (Belgium):** I am originally from Bruges, Belgium. As an undergraduate at Ghent University, I studied business economics and majored in corporate finance. Then I enrolled at the Fletcher School to study international business relations and gain a deeper understanding of international development.

My two years at Fletcher have been both rewarding and challenging. In my first year, I became a co-president of the Fletcher Social Investment Group's leadership board and a member of the Wharton School's MBA Impact Investment Network & Training competition at the University of Pennsylvania. It allowed me to continue to demonstrate a proactive and multidisciplinary approach to problem solving while working within a high-caliber cross-functional team.

My favorite class so far was managing NGOs and social enterprises, with Professor Alnoor Ebrahim, with whom I wrote my capstone project. I'm grateful to the Donald R. MacJannet Scholarship for the opportunity to be part of this amazing cohort and to make friendships that will last forever.

### Using technology for peace

**Kyrre Berland (Norway):** After growing up in the town of Molde, in western Norway, I did my undergraduate studies at the Paris School of Political



Sciences, better known as Sciences Po. I've been drawn to international affairs based on Norway's longstanding commitment to peace processes. I chose to come to Fletcher to hone my skills within this field.

Useful advice from Fletcher's Office of Career Services helped me secure an internship at the United Nations Department of Peacebuilding and Political Affairs over last summer, which has largely shaped my further career outlook. That internship also exposed me to the use of emerging technologies and innovation in the UN's work for peace, an experience I hope to utilize after graduation.

After a year of remote studies from Europe, I was delighted to come to Fletcher in person last fall. I am grateful for the opportunity to be the managing print editor of the *Fletcher Forum of World Affairs*, to celebrate my first American Thanksgiving, and to play for the Fletcher soccer team. I am now applying for the Norwegian foreign service and feel well-equipped, based on the knowledge conferred to me by my Fletcher education.

Both academically and personally, this has been a fulfilling experience, and I am excited to continue to take part of the vibrant Fletcher community.

### Across the Atlantic bridge

**Sam Bowers (U.K./Netherlands):**

I am a Dutch-British citizen and completed my undergraduate degree at McGill University in Montréal, Canada. There I majored in international development and geography with the aim of working in development. After graduating, I worked in Kenya on a program supporting small businesses, before joining a U.K.-based startup, where I worked for several years. I returned to graduate school because I wanted to focus my career on climate change mitigation policy.



I chose the master of arts degree in transatlantic affairs specifically because it is a unique program in terms of its scope. Attending the College of Europe allowed me to specialize in European Union affairs, while simultaneously attending Fletcher has given me what I need to become a climate policy specialist. This dual program has helped me develop a robust understanding of the core strengths of the Atlantic bridge, the key institutions that advance the relationship, and the many threats to it. Because both Fletcher and the College of Europe are small, this experience has helped me build deep personal connections both in Europe and here in the U.S., which will stay with me throughout my life and my professional career.

I have learned more from my courses at Fletcher than I could have imagined before enrolling. I can now speak with fluency and credibility about climate and energy issues, and have developed a critical tool kit for assessing the many emerging challenges in the field.

My professors, meanwhile, have been exceptionally helpful in terms of my career development, providing sincere advice and supporting my job applications. I know they will be friends and resources in the future. My thesis supervisor, Amy Myers Jaffe, as well as Professor Kelly Sims Gallagher, who teaches innovation for sustainable prosperity, have been particularly supportive in my development. In fact, I submitted my final research paper on carbon capture research and development for Professor Gallagher as part of my job application to the Clean Air Task Force, where this spring I started a new role as program manager in their Washington D.C. office.

I am also grateful for the opportunity to make close friends. One highlight of my Fletcher sojourn was hiking the Grand Canyon. Of course, we still tuned in to our online courses from our RV in the desert!

## Fletcher's unique appeal

**Valentin Scham (Germany):** I was born in Germany, where my curiosity about corporate strategy led me to study business administration as an undergraduate in Munich. However, inspired by classes in geopolitics and global governance that I attended during my exchange semesters in Paris and Venice, I found myself increasingly focusing on international affairs. To combine my passion for strategy and international affairs, I chose to pursue a double degree with HEC Paris and the Fletcher School.



I genuinely enjoy studying at Fletcher, since the flexibility of the program and the offered classes allow me to focus on topics that have aroused my curiosity for several years. My studies at Fletcher also allowed me to sharpen my skills to think critically about initiatives in the public sector and showed me ways to improve policy design processes in the future. Professor Julie Schaffner's classes in econometrics and policy analysis and Professor Alnoor Ebrahim's class (managing non-governmental organizations) helped me to approach social or public sector problems in an analytically rigorous way.

In addition to the coursework, I especially value the close-knit community that we have in Fletcher's Somerville campus. In my opinion, the ability to become close friends with students whose backgrounds stretch from peacekeeping to climate change is unique to Fletcher.

## International law meets climate change

**Stephanie F. Springer (Germany):** I am originally from Hamburg, where I completed my first German bar exam in law with distinction. I continued studying international relations at Technische Universität Dresden in Saxony,

which sparked my interest in the intersection of law and sustainable development. My law school mentor Hanna Jang, who was senior counsel at the World Bank, inspired me to apply to the Fletcher School's master of arts in law and diplomacy program (MALD), which allows me to design my degree interdisciplinarily.

During my first semester, I focused on the environmental component of sustainable development, taking classes in environmental problem solving, international energy policy, and climate change adaptation and food security. These courses introduced me to the technical aspects of environmental problems and their origins, while allowing me to focus on legal interactions during class projects. For instance, I was able to write my final paper in environmental problem solving on the question of whether the current international legal framework—in particular the Basel Convention—is equipped to address the environmental problem of e-waste.

I'm currently taking courses in political economy of development, environmental economics, and law and development. The latter class with Professor Chidi Anselm Odinkalu is especially valuable for my specialization, since it exposes the colonial foundations of international law.

I am grateful for the opportunity to learn and develop alongside my fellow Fletcher students—be it in class, during my volunteer work in the Harvard Law and International Development Society, or on friendly outings. Both academically and personally, this has been a fulfilling experience.



At Camp MacJannet, campers made their own pipes and learned to play them too. This 1958 lakeside practice session was submitted by former camper Mervyn Puleston. In the distance, the Chateau de Duingt looms across Lake Annecy.

## DEPARTURES

# Trustees remember Rocco Carzo (1932-2022)

## A self-made MacJannet devotee

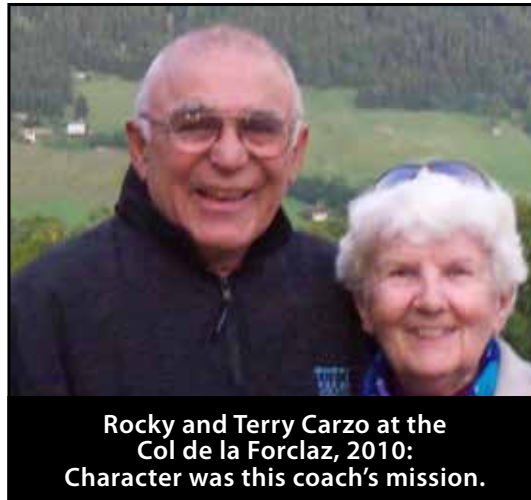
When Donald and Charlotte MacJannet donated the Prieuré in Talloires to Tufts University for a European campus in 1978, Rocky Carzo had been athletic director at Tufts for five years but had never set foot in France. Rocky was 50 when he first visited Talloires in 1982. Donald MacJannet, then 88, charged him with a special mission.

"I want you to bring some life to this place," Donald said. "They're just doing academics. They're not paying any attention to the rest of the body." Thus began Rocky's long relationship with Talloires and the MacJannet Foundation, as well as a series of idiosyncratic MacJannet-style traditions that survive to this day.

The first of these was the MacJannet Games, whose events required not only physical prowess but also mental acumen and teamwork, not to mention a good grasp of local geography (one event was a relay race through the streets and hills of Talloires).

At roughly the same time, Rocky started a "Tufts Alpine Fitness" class that evolved in 1982 into the annual St. Germain Pilgrimage, whose participants run, jog, bicycle, or drive cars up to the Benedictine monk's chapel high up in the hills above Talloires.

Although Rocky retired as Tufts athletic director in 1999 after 26 years, he remained active with both Tufts and the MacJannet Foundation almost up to his death this year on January 16 at age 89. As perhaps the only member of the MacJannet community who first encountered Donald and Charlotte in middle age, he brought a unique appreciation of their values.



Rocky and Terry Carzo at the Col de la Forclaz, 2010:  
Character was this coach's mission.

—Dan Rottenberg

## When the Olympics came

I was the Tufts European Center's director in the late 1980s when Albertville was chosen as the site of the 1992 Winter Olympics. Since Albertville was just a half-hour drive from Talloires, I immediately began plotting a way to involve the Prieuré. Rocky Carzo, then Tufts athletic director as well as a member of the European Center faculty each summer, became my natural ally. With the University's support, he and I made a special trip from Medford to Talloires to meet U.S. Olympic Committee members and host them for several days of visiting Olympic sites and introducing them to the Prieuré. As a result, the committee members chose the Prieuré as their official headquarters, and the people of Talloires opened their hearts and hotels and restaurants to U.S. Olympic athletes and their families. Rocky and several current and former MacJannet Foundation trustees were on hand for the Olympics, and the town of Talloires was featured worldwide during the extensive mass media Olympic coverage.

—Mary Harris

## 'You can do it'

In the realms of "mind, body, and spirit," Donald and Charlotte MacJannet championed physical well-being and athleticism—not to mention competition. Rocky Carzo bonded with them as an advocate for fitness and team building—a coach whose cause was the construction of character.

His can-do spirit was infectious and inspiring. He helped us climb mountains by putting one foot in front of the other. Looking up at La Tournette, I can hear him saying, "You can do it; just take the first step."

—Tony Cook

## Common-sense counsel

I met Rocky only after joining the MacJannet Foundation in 1996 but quickly came to have the highest respect for his honesty, straightforwardness and infectious personal warmth. I especially appreciated the close relationship and superb advice I enjoyed during my presidency of the Foundation, when he provided much needed common sense and wise counsel as I was trying to manage the Foundation's transition to the post-MacJannet period.

—John King

## Magic and electric

He was a magic and electric personality.

—George Halsey

## North Star

Rocky was an indomitable spirit, a "North Star" for both athletes and colleagues. I remember his consistently wise counsel during my earliest days with the Foundation, when I worked to support Donald and Charlotte's initiatives. His image stands alongside theirs when I think about their legacy of peaceful service.

—John F. McJennett III

## Pepping up faculty meetings

Rocky truly reinforced the MacJannet-ness in all of us. And how many liberal arts colleges can say that their athletic director elevated the deliberations of arts and sciences faculty meetings on a broad range of topics, including academic policy? I wish I had some videotape of those marvelous occasions. We'd be mired in stuffy discourse; then Rocky would stand up and humorously break through our stilted nonsense, steering the professoriate to wiser decisions, always in the direction of trying to do a better job at educating the whole person.

—Robert Hollister

# New faces on the Foundation's board

**Katherine Hosmer** (joined January 2022) traces her MacJannet roots to her grandmother, Cynthia Raymond, who served as a 17-year-old counselor at the MacJannet Camp in Talloires, France, in 1930, and subsequently became a close friend of Charlotte MacJannet as well as a MacJannet Foundation trustee for 15 years. Katie first met Charlotte MacJannet in the summer of 1987, when Charlotte arranged for her to spend that summer in Talloires.



Like Charlotte, Katie says, "I have spent my years striving to help the next generations." After earning a bachelor's degree in French and a master's degree in education from Wheelock College, she taught underprivileged kindergarten children in Nashua, New Hampshire. Her subsequent teaching career spanned all age groups and subjects, from elementary school math to high school French to a six-year foray into Montessori, all while raising two children of her own (now ages 19 and 14). Most recently, she spent eight years teaching English as a second language to African and Nepali refugee students in Concord, New Hampshire. She has also served on several leadership and planning committees as well as the board of a not-for-profit organization.

"I believe that the next generations are the keys to a prosperous future for our world," she says. "They deserve our time, attention, and the opportunities we can provide. The MacJannets cultivated and forged such opportunities through their foundation. I am excited to be a part of their enduring mission."



**Catherine Steward Parrinello** (joined June 2021) is a global marketing operations executive with more than 15 years' experience delivering marketing technology strategies in the U.S., Europe, and Asia. In her current role as chief operating officer at Boston Digital, Catherine is responsible for the successful growth of client portfolios and delivering strategic solutions that meet clients' business goals.

Prior to that, Catherine served as executive vice president of global operations for Publicis Groupe, the Paris-based media and advertising company. Catherine

earned an MBA at the Carroll School of Management at Boston College, an MA in art history at Williams College, and a bachelor's degree in art history and French at Tufts University, where she graduated *summa cum laude*. As a Tufts undergraduate, she attended the Tufts in Talloires program as a MacJannet scholar. After graduating from Tufts in 1998, she spent four summers as assistant director of the Tufts European Center, where she created a comprehensive staff training manual and led marketing campaigns that helped the Center increase its student enrollment by 20%. She also taught art history to students enrolled in the Center's high school program.

Prior to her business career, Catherine danced professionally with the Boston Ballet as a member of its corps de ballet, performing diverse works ranging from *Swan Lake* and *The Nutcracker* to Twyla Tharp's *In the Upper Room*. She also served as the union delegate and negotiator for her more than 50 fellow dancers. She lives outside of Boston with her husband and two daughters.

**Alexis Rudisill** (joined January 2022) is a second-generation MacJannet devotee with proficiency in art and real estate development. Her father, Richard Thoman, was one of the four original MacJannet Fletcher Fellows in 1967; and her mother, Wenke Thoman Sterns, has been a MacJannet Foundation trustee since 1988. Alexis met Charlotte MacJannet as a young girl and grew up attending the Foundation's annual events, such as Talloires Night in New York. As a Princeton undergraduate, she spent the summer of 2000 on the staff of the Tufts European Center in Talloires.



After graduating with a degree in art history, Alexis joined the American Paintings Department at Sotheby's in New York. Subsequently she moved to the real estate industry as director of marketing for Extell Corporation, a leader in ultra-high end condominium development in New York. There she used her art background to create cross-marketing partnerships with organizations like the Museum of Modern Art, Frieze Art Fair, and Art Basel Miami.

In 2013 Alexis moved with her husband, an energy executive, and their three children to Denver, where she maintained her love of the arts through her involvement with the Denver Art Museum and the Denver Museum of Contemporary Art, while also fundraising for her children's school. Since 2020 she and her family have lived in Ocean Ridge, Florida.



Students at "The Elms," c. 1928: The writer's father is in the third row, second from right, wearing a tie and scarf. Fifth from the right in the same row is Howard Cook, later a founder and longtime president of the MacJannet Foundation. Prince Philip of Greece, later the Duke of Edinburgh, is the blonde boy in the second row, seventh from right.

## In our mailbox

### Life lessons from Charlotte

Rich reading in the Spring 2021 *Entretiens*. Thank you!

Tony Cook's piece with background on the MacJannet and on the evolution of the MacJannet Prize is excellent. And I loved the pieces on "Life Lessons from Charlotte." The "Trust Mother Nature" from Dan Rotenberg is a humorous commentary of Mrs. Mac's trust in the inherent wisdom of Mother Nature, and proof that her trusting was warranted with regard to screens not being necessary at all on the Prieuré windows. The same holds true for Mary Harris's piece on "Leave Time for Tea." So very Mrs. Mac, with heart-warming examples.

Carole Hambleton-Moser  
Cape Town, South Africa

### Notable alumnus discovered

With all the articles about the death of Prince Phillip in April 2021, I was reminded that my father (John W. Mowinckel) attended The Elms in St. Cloud while Prince Philip was a student there (1927-30). My grandfather, John A. Mowinckel, lived nearby while he was chairman of Standard Oil Europe, then based in Paris.

My grandfather always told a story that I thought was apocryphal, and then to my surprise I read a book that repeated the story: *Wings of the Morning*, by Joyce Isabella Mann, which is available on Amazon. Mann



John W. Mowinckel in Luxembourg, 1944, after landing in Normandy.

was my father's nanny, and she dedicated a chapter to the Mowinckel family. In it, she mentions that Prince Phillip signed a paper "Philip" and was told that he had to put his last name, so he added "Philip of Greece," and from then on, he was known as Greasy Philip.

I see my father in the photo (above) of students at The Elms in 1928; he's in the third row, second from the right, with the blond hair. I did a test and asked my wife to also look at the photo to find my father, without any prompting and guidance; she picked the same boy.

Do you have any records about my father's attendance that you could provide me for our family scrap book?

John C. Mowinckel  
London, United Kingdom

*Editor's note: We did not find any records of the writer's father, but we are happy to discover this illustrious alumnus and his equally illustrious family.*

John W. Mowinckel (1920-2003), was a journalist, soldier, diplomat, and businessman. His father, John A. Mowinckel (1883-1978), born in Venice of Swedish parents, was a first cousin of Johan Ludvig Mowinckel (1870-1943), a Swedish shipping magnate who was thrice prime minister of Sweden between 1924 and 1936. John A. moved to America, went to work for the Standard Oil Company of New Jersey (popularly known as Esso), and became a U.S. citizen in 1913. Esso dispatched him to Genoa, where his son John W. was born in 1920. The family moved to Paris shortly afterward when John A. was appointed Esso's European chief. At this point, John W. was enrolled in the MacJannet American School, known as "The Elms." After graduating from Princeton University during World War II, John W. served as a lieutenant in the U.S. Marine Corps, assigned to the Office of Strategic Services. He landed at Omaha Beach during the Normandy invasion in 1944, was said to be the first U.S. officer to enter Paris during the liberation, and earned Silver and Bronze Stars as well as the Croix de Guerre.

(Continued on page 15)

## PRESIDENT'S LETTER

# The Ukraine challenge and the MacJannet legacy

ANTHONY KLEITZ

Dear Friends of the MacJannet Foundation,

When I first sat down to write this letter, I assumed my message would be mostly positive and uplifting. After two years of the COVID-19 pandemic, with all its uncertainties and enforced social distancing, a new normal in health care seemed within humanity's grasp. As the world opened up again, we had reason to hope that the ensuing economic growth would bring the prospect of closer human relationships as well.

Although COVID had severely handicapped the important international cultural exchange programs supported by our foundation, we had nevertheless worked to ensure the continuation and strengthening of these programs when they could be resumed.

Now it seemed such a happy moment had arrived, with the resumption in summer 2022 of the Tufts in Talloires program for college students and the high school exchange program sponsored by Les Amis du Prejuré of Talloires, France.

At the same time, one of our flagship programs—the MacJannet Prize for Global Citizenship, administered by the Talloires Network of Engaged Universities—fortunately survived and flourished during the pandemic. This program, now in its 13th year, recognizes exceptional student-community engagement initiatives among universities around the world (see page 4.)

And yet.... All these hopeful people-to-people steps toward building a better world now seem eclipsed by Russia's appalling military invasion of Ukraine this past February. The violence and misery wantonly inflicted on the Ukrainian population for no reason other than to conquer territory strikes at the very heart of our Foundation's mission: to build a humane world where conflicts can be resolved peacefully by spreading empathy and understanding across international boundaries.

So this is no time to congratulate ourselves for surviving COVID. It's a time to commit ourselves anew to the vision of our founders, Donald and Charlotte MacJannet: to embrace cross-cultural education as a tool to expand individual potential. In our modest way, for more than half a century our Foundation has sought a world where the inevitable interconnectedness of peoples leads to acceptance of others and a mutual sharing of life's richness. Achieving this goal through education is clearly a long-term challenge. The good news is: Russia's unwarranted trampling of Ukraine has awakened governments and people of good will to the need to stand up forcefully for the core values of democracy, freedom, and peace. This global response offers hope that some good may yet emerge from the Ukraine tragedy. But much work remains.

The crisis in Ukraine is one more test of our MacJannet-style optimism and resolve. So in this spring of 2022, I find myself drawing on Donald and Charlotte's indefatigable humanistic values to repeat the same question that I posed a year ago in regard to COVID: How can we help?

In this time of global emergency, your continued strong support makes a real difference. To make a donation to the MacJannet Foundation, please click here: [https://www.flipcause.com/secure/cause\\_pdetails/NjMyNDY=](https://www.flipcause.com/secure/cause_pdetails/NjMyNDY=)

Thanks very much.

With warm regards,  
Anthony Kleitz, President  
The MacJannet Foundation  
[tkleitz@gmail.com](mailto:tkleitz@gmail.com)



(Continued from page 14)

His wartime exploits were mentioned in several books.

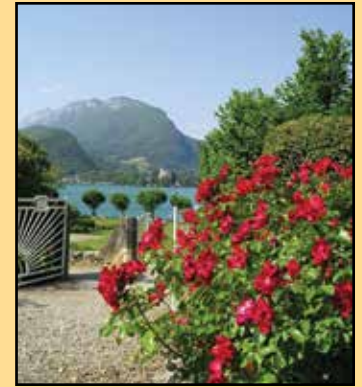
*In Is Paris Burning?*, Dominique Lapierre and Larry Collins recounted John W. Mowinckel's role in seizing the German headquarters at the Hotel Crillon. In *Paris After the Liberation*, Antony Beevor and Artemis Cooper wrote of Mowinckel's carousing with Ernest Hemingway. After the war, John W. Mowinckel was regional editor for *U.S. News & World Report* in Rome and Paris. In 1950, he joined the U.S. Foreign Service, serving for the next 25 years as a cultural and educational officer in Rome, Washington, Kinshasa, Rio de Janeiro, and Vienna. He also worked in Paris for the Organization for Economic Cooperation and Development before retiring to Florida, where he died in 2003.



"Upper Camp," an overnight refuge for Camp MacJannet hikers in the mountains about Lake Annecy, 1958. Photo courtesy of Mervyn Puleston.



MacJannet Foundation board, June 2019. Seated, from left: Jean-Marie Hervé, Christine Bagatelas, Anthony Kleitz, Wenke Thoman Sterns, Dan Rottenberg. Standing: Jean-Michel Fouquet, Gabriella Goldstein, Stephen Callahan, Bruno Asselin, Bruce Berzin, (Note: No group photo was taken in 2020 and 2021, when the board held its meetings online.)



## 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 supports exchange programs, the Tufts University European Center in Talloires, France, and the MacJannet Prize for Global Citizenship. Visit us at [www.macjannet.org](http://www.macjannet.org).

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\*= Deceased