

# Les Entretiens

BUILDING A COMMUNITY OF GLOBAL CITIZENS

THE NEWSLETTER OF THE MACJANNET FOUNDATION

SPRING 2020

# A mystery solved



Ruth gives a batting lesson at The Elms: One place where the Great Bambino was still adored.

# Why Babe Ruth visited The Elms

#### **DAN ROTTENBERG**

It's a treasured piece of MacJannet folklore: The great Babe Ruth, the most dominating figure in the history of Major League Baseball, once visited the MacJannet American School—better known as "The Elms"—at St.-Cloud, outside Paris.

That such a visit actually took place seems indisputable, as the two photographs reproduced in this issue attest. In one, the Bambino provides a star-struck student with a lesson in how to hold a bat while the boy's delighted classmates and teachers look on. (The woman at right, who seems less impressed, may be Donald MacJannet's new wife, Charlotte.) In the other photo, Ruth chats with Donald MacJannet while the main Elms building looms in the background (see page 2).

When Charlotte MacJannet donated these photos to Tufts University in 1993, her cover letter remarked, "During his visit, Babe Ruth hit a baseball, from where he and Donald were standing, over the roof of the school, a superb home run." This brief snippet by Charlotte constitutes the only known firsthand account of Ruth's visit to The Elms.

Precisely when did this memorable visit take place? (Charlotte's letter mentions only that (Continued on page 2)



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it occurred "during the mid-1930s.") More important, how did Donald MacJannet manage to attract such a superstar to his unpretentious school? Those questions, long shrouded in mystery, may finally have been answered, thanks to some detective work by your intrepid Entretiens staff.

For one thing, Donald MacJannet enjoyed an extensive network of high-powered contacts. As proprietor of what was virtually the only American-style school and camp in Europe, he appealed uniquely to American movers and shakers—business executives, diplomats, army officers, show business celebrities—who were stationed in Europe with school-age children. (For a list of celebrity parents at the MacJannet school and camp, see *Les En-*

tretiens, Spring 2014.) The 1982 Herb Jacobs biography of Donald MacJannet, Educator of Kings, mentions Ruth's visit only in passing, citing him merely as one of the school's many notable visitors.

"MacJannet brought many visitors," Jacobs wrote, "usually for lunchtime talks and informal question sessions. Dr. Wilfred Grenfell, the famous 'Labrador doctor,' told of his experiences treating fishermen on that icy

outpost. His son, Wilfred T. Grenfell, was later a teacher at the school for a year and a [camp] counselor for three summers. 'Babe' Ruth, the New York Yankees' home run king, gave the boys a lesson on what a bat could do in the right hands. General Henri Gouraud, military governor of Paris, spoke at the school and donated his library of books in English inscribed to him by American authors. The famous and witty French scholar André Maurois spoke twice, in English. Amelia Earhart, first woman to fly the Atlantic solo, came to the school. She was brought by Colonel Frank Lahm, then military attaché at the U.S. embassy in Paris."

Still, what attracted Ruth to The Elms? Biographies of Ruth are less than fastidious about such details, tending to rely on secondary sources. In *Babe Ruth: A Biography* (2006), Wayne Stewart writes:

"In 1934, after making a trip to Japan to play against some Japanese college teams and All-Stars, the Ruths decided to return to the United States via Europe because he had never trekked to that continent. Ruth found Paris to be a disappointment because, accustomed to being recognized and idolized by fans everywhere, he complained that he wasn't noticed there, mumbling, 'Nobody gave a damn.' It would seem that instead of seeing the sights, Ruth was more concerned about being seen."

Here we find a likely motive for Ruth's visit to the Elms: ego-gratification. As an institution full of baseball-happy American boys, The Elms was perhaps the one place in Paris where people did give a damn about Ruth—where he was guaranteed to be appreciated and adored.

As for the date: Karl Wagenheim's 1974 biography, Babe Ruth: His Life and Legend, mentions a visit Ruth

paid to Paris early in 1934, probably in January. It says that one day Ruth went over to the "American Boys' School," where he knocked out fly balls in the playground. At first glance this would appear to refer to some school other than the Elms.

But a Google search turned up an Associated Press dispatch from Paris, dated January 18, 1935, concerning Babe Ruth's visit to that city. This AP



Ruth with Donald MacJannet (right): A home run that cleared the building.

dispatch says Ruth visited "an American boys school." One can comfortably conclude that this school was indeed the MacJannet American School at St.-Cloud (although, to be sure, the MacJannet school admitted girls as well by this point).

This conclusion is supported by the clothing worn by the adults pictured in the photos. The men are wearing coats; the women are wearing fur coats. It's clearly winter.

On the date of his visit, Ruth was three weeks shy of his 40th birthday. His last Major League game, on Memorial Day 1935, was barely four months in the future. In the twilight of his career, this aging hero offered a priceless experience to the students at The Elms; and they, in their adulation, provided him with something of value as well.









# A MacJannet guide to 'The Crown' A TV series offers clues to Prince Philip's formative years

## **DAN ROTTENBERG**

For nearly seven decades, the Duke of Edinburgh has been known to the world as the self-effacing and devoted consort of Britain's Queen Elizabeth. Now, just as

Prince Philip recently announced his retirement from public life, a new TV audience has been exposed to a much more intimate (albeit fictionalized) view of him: The popular Netflix TV series The Crown, portrays the Duke as the often frustrated but perhaps best adjusted member of Britain's perpetually uneasy royal family. Yet the MacJannet community perceives Philip through still another lens: As he turns 99 this June, Philip is the oldest living alumnus of a MacJannet institution as

well as the last surviving honorary trustee of the MacJannet Foundation (see page 16).

As a six-year-old in 1927, Philip was enrolled at "The Elms," Donald MacJannet's innovative American school on the outskirts of Paris. Philip's royal family had fled Greece during a revolution in 1922, smuggling the infant Philip out of the country in an orange crate. Philip later described his time at the Elms as "three of the happiest years of my life." He remained in touch with Donald and Charlotte MacJannet at least through 1970s. The Duke of Edinburgh's International Award, which Philip created in 1956, seems patterned after several key MacJannet values: It honors such activities as volunteer service, physical development, social and personal skills, adventurous journeys, and participation in a shared activity while living away from one's home. (For more about Prince Philip's MacJannet connection, see "Prince Philp's school days" in Les Entretiens, Spring 2012.)

The first three seasons of *The Crown* purport to dramatize the private life of the House of Windsor, beginning with Philip's marriage to Elizabeth in 1947 and concluding with Elizabeth's silver jubilee as queen in 1977. Among other things, the series reminds us that nothing in Philip's life was pre-ordained. When he married Elizabeth in 1947, for example, the newlyweds had no way of knowing that within five years she would be thrust on the throne by the untimely death of her father, leaving Philip at age 31 as his wife's permanent second fiddle, a role his activist mascu-

line personality instinctively rebelled against.

How Philip adjusted, or failed to adjust, makes a fascinating drama. How well the character in *The Crown* reflects the real Prince Philip is another story. Although it alludes periodically to his tumultuous childhood, *The* 

Crown hasn't yet mentioned Philip's years at The Elms. In any case, MacJannet acolytes who read between the lines of The Crown will derive added benefits from this highly intelligent and entertaining series. The following summary is offered as a quick MacJannetoriented guide to The Crown's first three seasons. These episodes should be accessible on the Internet as well as on Netflix itself.



Tobias Menzies as Philip, Olivia Colman as Elizabeth in 'The Crown': New insight through a MacJannet prism?

# Season 1 (Released November 2016)

**Episode 1 ("Wolferton Splash"):** On November 20, 1947, Prince Philip of Greece and Denmark renounces his titles and citizenship and takes the name Philip Mountbatten before marrying Princess Elizabeth, elder daughter and heir presumptive of King George VI.

**Episode 3 ("Windsor"):** As the Royal Family and the United Kingdom prepares for King George's funeral in 1952, Philip requests that Elizabeth ask Prime Minister Winston Churchill to allow their family to keep the Mountbatten name and live at Clarence House rather than at Buckingham Palace.

**Episode 8 ("Pride & Joy"):** Philip grows frustrated over Elizabeth using him as a prop, resulting in a heated confrontation that is recorded by photographers. While Elizabeth convinces the photographers to surrender the recording, she and Philip remain unable to resolve their argument.

**Episode 9 ("Assassins"):** Philip begins spending more time away from Buckingham Palace while Elizabeth begins spending time with her horse racing manager and longtime friend Lord "Porchey" Porchester. The tension escalates after Elizabeth orders a direct line be put in for Porchey, resulting in another heated argument. Elizabeth later tells Philip he is the only man she has ever loved, prompting him to mouth an apology.

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Episode 10: ("Gloriana"): The Queen Mother complains about Philip's domineering attitude toward his eldest son, Prince Charles. Elizabeth asks Philip to open the 1956 Summer Olympics in Melbourne as a way of adjusting to life in her shadow. A five-month royal tour is later added to the itinerary, with Elizabeth suggesting Philip be thankful that everyone is helping him find a public role.

# Season 2 (Released December 2017):

Episode 1 ("Misadventure"): In February 1957, Elizabeth and Philip discuss the state of their marriage, with both acknowledging that divorce is not an option. Five months earlier, as Philip prepares to embark on his royal tour, Elizabeth becomes convinced he is having an affair.

# Episode 2: ("A company of men"): Philip continues his tour, punctuated by an interpunctuated by an interpunctual of the company of the compan

view that he terminates when the reporter asks about his family history. At Christmas, Philip

delivers a heartfelt radio address, prompting Elizabeth to let him know his family is waiting for him as part of her own Christmas address. Meanwhile, the divorce of Philip's private secretary on infidelity grounds feeds press speculation about Elizabeth and Philip's own marriage.

**Episode 3 ("Lisbon"):** Elizabeth brings Philip's royal tour to an end before meeting the royal yacht *Britannia* in Lisbon and privately talking with Philip about their marriage. Philip makes it clear he resents his son Prince Charles outranking him and wants more respect from both the courtiers and the palace staff. On February 22, 1957, Philip is made a Prince of the United Kingdom, with the style "His Royal Highness Prince Philip, Duke of Edinburgh."

Episode 9 ("Paterfamilias"): Philip arranges for Charles to attend Gordonstoun, Philip's old school in Moray, Scotland, despite protests from Elizabeth. who prefers Eton College. (Gordonstoun was founded in 1934 by the German educational reformer Kurt Hahn, who was said to be friendly with Donald MacJannet; it reflected many aspects of Donald's belief in outdoor activities and "learning by doing.") Philip gets his way after using his deal with Elizabeth to compel her to support him. While taking Charles to the school, Philip recalls his time at Gordonstoun as well as the death of his older sister Cecile and her family, for which his father Prince Andrew blamed him. Charles struggles with Gordonstoun's rigorous curriculum. Philip takes Charles

home, admonishing him for being "bloody weak" after an attempt to give him a pep talk fails.

# Season 3 (Released November 2019):

**Episode 4 ("Bubbikins"):** In 1967, Elizabeth learns that Prince Philip's senile mother, Princess Alice, who has been living in Athens, Greece, is endangered by the recent imposition of military rule. (It was Alice who enrolled Philip at Donald MacJannet's school in 1927.) Elizabeth arranges for Alice to come to the United Kingdom and stay at Buckingham Palace despite Philip's protests. While looking after

Alice, the royal family participates in a documentary to show they are normal people. Critics ridicule the documentary following its airing, prompting Philip to arrange an interview with *The Guardian*. The reporter, however, interviews Alice instead; and the subsequent article is published to success, resulting in Philip making amends with his mother.



The real prince Philip (second from left) at the Elms, circa 1928: 'Happiest years of my life.'

Episode 7 ("Moondust"): Amid the first moon landing (1969), Prince Philip feels dissatisfied with

his lack of achievement and searches for inspiration. When the Apollo 11 astronauts visit Buckingham Palace, Philip arranges a private interview, only to be disappointed by their mundane replies. They in turn ask him what it's like to live in Buckingham Palace. At Philip's urging, Elizabeth replaces the Dean of Windsor Castle with Robin Woods, who opens a new "religious academy for personal and spiritual growth"— a euphemism for burned-out clergymen— on the castle grounds. Philip is invited to take part in the group's therapy sessions, and although he resists at first, he eventually shares his experience with the group. (In real life, Philip and Woods created St. George's House on the grounds of Windsor Castle three years before the moonwalk—in 1966, just a few years after Charlotte MacJannet launched a similar series of Entretiens gatherings at the Prieuré in Talloires.) With Prince Philip's continuing support, St. George's House survives today as a refuge where people of influence and responsibility—like Philip himself—can come together to get in touch with their feelings.

This episode, like the whole series, leaves some questions unanswered. To what extent was Philip influenced by Donald and Charlotte MacJannnet? And if Philip perceived the benefits of therapy as early as 1966, why didn't he apply this insight for the benefit of his own psychologically damaged children, most notably Prince Charles? Perhaps these will be addressed in *The Crown's* fourth season, expected to be released in November 2020.







# **MacJannet Prize: 2019 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 400 universities in 78 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. For the 2019 Prize, 24 student-run programs were nominated from 17 universities in 13 countries. Out of these, three were awarded prizes last July 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.

# 1st Prize (\$7,500):

## University of Sanctuary, University College Cork, Ireland

Since 2014 this program has addressed the needs of asylum seekers and refugees. It emerged from university research that showed that current asylum systems enforce penal conditions, isolating people and resulting in serious mental and physical health deterioration. The program's main goal is to establish University College Cork as a place of sanctuary for asylum seekers and refugees in the Cork region. providing spaces to learn about what sanctuary means, developing a sustainable culture of welcome, and sharing its





practices with other communities and colleges.

Among its many benefits, the program has increased access to education for asylum seekers by providing scholarships for degree programs at University College Cork. It works in tandem with local civil rights organizations in Cork, such as the Migrant Rights Centre, The Irish Immigrant Support Centre, the Movement of Asylum Seekers in Ireland and the Cork City of Sanctuary program. Asylum seekers are directly involved in managing the program.

## 2nd Prize (\$5,000):

# Caring Community Centre, International Medical University, Malaysia

This partnership with the underprivileged Kapar community was founded in 2016 by a group of doctors and nurses to improve family health and education by addressing issues of drug addiction, malnutrition, and poor hygiene. It involves faculty and students from several schools, including dentistry, psychology, and chiropractic. Students play major leadership roles by managing projects and teams, organizing workshops, designing interventions, and participating in medical teams.

The program's founders sought to reach out to impoverished communities that lack access to strong social support. It began through a partnership with the Caring Community Centre, a non-governmental organization that since 2011has provide food distribution and supplementary education classes in Kapar, a town in Selangor state. The program seeks to empower community members with the skills and funding they need to break the poverty cycle that traps many of these families.

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3rd Prize (\$2,500):

# The Graduate Certificate in Wiradjuri Language, Culture and Heritage, Charles Sturt University, Australia

This partnership with the Senior Wiradjuri Elders seeks to create a space based on the culture of the Wiradjuri, a group of Aboriginal Australian people scattered throughout central New South Wales who are united by a common language, strong ties of kinship and survival as skilled hunter–fisher–gatherers in family groups or clans. The program, launched in 2010, is based upon Yindyamarra (respect) and values the self-determination of the Wiradjuri people on their country, where the university is largely based. The university employs Wiradjuri people to lead and teach within the program. Indigenous and non-indigenous students

learn through a self-reflective exploration of Wiradjuri language, heritage and culture, and each student is required to negotiate an impactful project that benefits the collective. The program seeks to utilize the university's knowledge, skills and resources to ensure a cultural responsive and safe place for Wiradjuri to shape futures of their own design.

#### **Honorable Mention:**

# Women in Technology, Effat University, Saudi Arabia

For more than a decade, this program has empowered underprivileged women by improving their employability skills through quality computer literacy and soft skills training. Its hands-on approach has reached more than 250 women, many of whom have secured jobs and expanded their professional networks. Students take part as mentors and managers, providing tutoring sessions and technical support to participants while strengthening their

own communication skills and sense of purpose.

# **Honorable Mention:**

## Public Square, Simon Fraser University, Canada

Since 2012, Public Square has fostered dialogue between the university and its community by creating inclusive spaces for discussion of critical public issues. Key staff roles over the years have been filled by Simon Fraser University students and recent graduates. Each year, the program hosts a ten-day Community Summit, in which thousands of people participate. Recent themes at this Summit have included the new world of work and the proliferation of disinformation. These activities are free to the public and the City of Vancouver is an annual sponsor.

# **MacJannet Prize Selection Committee**

- Fabienne Gaudemard, Board of Trustees, MacJannet Foundation (France/USA)
- Abigail Herrera Gómez, Universidad Veracruzana, Mexico
- Hlekani Kabithi, Walter Sisulu University, South Africa
- Georgina Manok, Brown University, United States
- Zainab Faiza, Ziauddin University, Pakistan
- Stan Hok-Wui Wong, Hong Kong Polytechnic University, Hong Kong













# Six weeks in a magical place MacJannet Scholars recall Tufts in Talloires, summer 2019

### **GABRIELLA GOLDSTEIN**

Every summer, the Tufts University European Center organizes the Tufts in Talloires program, a six-week academic program for Tufts undergraduate students. Its students—84 in summer 2019—receive a unique combination: two creditbearing Tufts University courses from a range of disciplines, plus the opportunity to live with a French host family and inhale firsthand experience of French culture. In keeping with Donald MacJannet's belief in learning by experiencing, all the classes offered in Talloires connect in some way with the Haute-Savoie region to give students an experiential component to their coursework.

As students have become more globally minded, the popularity of our program has grown. The Tufts in Talloires Program has become an important (and sometimes the only) vehicle for Tufts students to live abroad and to discover the world beyond what they've always known.

The MacJannet Foundation has been instrumental in making this possibility a reality for many students through its generous annual support of the Tufts European Center's scholarship fund. Last summer, the MacJannet Foundation's grant of \$38,000 helped the European Center offer financial support to 26 students who might not otherwise have been able to travel to Talloires. These "MacJannet Scholars," in turn, help ensure a more diverse student community for the

Tufts in Talloires Program, something that enriches our own community while also teaching our French neighbors and hosts about the richness and diversity of American students.

Every year, we on the Tufts staff see how six weeks in Talloires can exert a profound and long-lasting impact on students' lives. Last summer's MacJannet Scholars reflected on their experiences. Excerpts of their comments are below.

Gabriella Goldstein has served as director of the Tufts University European Center in Talloires, France, since 2002.

# Misgivings averted

I was originally very hesitant about coming, because six weeks is a long time, I don't speak French, and I was nervous about classes. Looking back on my time here, it would have been a huge mistake not to come. I have met so many people that I otherwise would not have met at Tufts, and the memories I have made here are irreplaceable.

## **Outdoor activities**

I loved being in Talloires. I loved that everyone wanted to be active and outside all the time. There were so many activities to participate in. I went hiking a few times, swam in the lake on every sunny day, and made a lot of new friends. (Continued on page 8)



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# Liberating experience

Being in Talloires is very freeing. It teaches you more than you could think about what you value in life, particularly outside of academics.

# **Developing confidence**

Overall, the Tufts in Talloires program did force me to get out of my comfort zone and interact with new people. While this was occasionally overwhelming, it has taught me how to have greater confidence in myself.

## More relaxed than Medford

A great opportunity to immerse yourself in a different culture, eat French cuisine, talk to locals, hike up the Alps, and take a course in a more relaxed environment than what you would experience in Medford.

# No more beautiful place

There is no more beautiful place in the world to dive head first into fast-paced but extremely interesting courses.

# Beyond my major

The classes I took were super interesting. I loved learning about topics outside my major, like art history and alpine flowers!

# ed / sowers!

# **Kindness = Happiness**

Everyone was super kind and happy to be there! It has always felt like such a healthy, pure, and friendly environment, which just creates a feeling of happiness.

# **New friendships**

I formed friendships that I never would have otherwise, despite my worries that I didn't know enough people before I got here.

# Biking and hiking

Some highlights for me were biking around the lake, going on some of the hikes, and trying all the amazing food.

# Flowers and children

I loved interacting with the kids of the village and

hiking in my flowers class. Flowers class made me feel like a little kid again, because I haven't had such an immersive science experience since elementary school. One of the most special experiences Î had was visiting my host dad's class of six-year-olds and reading books to them.



Welcoming Talloires children on Kids' Day: 'Thinking about what you value in life.'

# Trip of a lifetime

I had the exquisite pleasure of living in this country for six weeks as someone who does not know a lick of French. I swam in the lake all the time, I studied for my classes, I explored old Annecy, I met new people and made new connections, accumulated new habits, and learned so

much about myself.

# Life at a different pace

The pace of life and culture in Annecy is really different from the States, which gives you a chance to slow down and reflect on life. The academics here are rigorous but fun.

# **Exploring on my own**

Due to the location of my house, my commute was nearly an hour and a half. This meant that every day, twice a day, I got to experience Annecy and Talloires on my own.

# Family, friends, freedom

I had a lovely time exploring the city of Annecy, the town of Talloires, and other surrounding areas (Lyon, the mountains in this region, parts of Italy, etc.). My host family also greatly enhanced my experience by allowing me to join in on their plans if I wanted, but also giving me the freedom to do whatever I wanted.

## Supportive community

The staff and other Tufts students are here to help you through all the uncomfortableness of being in a new country. It is incredible how many people I have met through this program that I had no idea were at Tufts. I cannot wait to go back to campus and see all of them.

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'Everything is big, but Tufts is calm': Our French exchange students on the Charles River in Boston, from left: Erwan Burnichon, Celia Frassier, and Lucie Dauron.

# A crash course in American culture

Editor's note: For more than 25 years, with funding from the MacJannet Foundation, each year Les Amis du Prieuré de Talloires has provided scholarships to students in the Rhône-Alpes region to spend four weeks attending the English summer program at Tufts University in Medford, Mass. Three students were chosen last summer. Excerpts from their accounts appear below.

# Like another world

#### **LUCIE DAURON**

This summer I had the incredible opportunity to leave, for the first time, my little town in France to spend one month in Boston. I had been chosen with two other French students by Les Amis du Prieuré de Talloires to receive a scholarship, funded by this association and the MacJannet Foundation.

I was amazed by how big the buildings were in Boston and, on the other hand, how calm the campus of Tufts University was. We saw many squirrels and rabbits around the campus—the first time that I saw so many

playing in the grass. It was like we were in another world.

I met people from the entire world: Chinese, Japanese, Taiwanese, Saudis, Spanish... With all these nationalities, we were able to debate politics, manners, food, and thought. We have learned a lot about ourselves and about our different societies.

We had classes every morning to improve our English skills and to prepare our Wednesday afternoon excursions. We studied the American Revolution, which helped me to understand American history.

My two best memories from my trip were the weekend in New York City that we three French students organized, and the party on a boat on the Charles River. We were all well dressed, and the sunset was amazing.

It was an honor for me to represent France to the world, and I am very grateful to Les Amis du Prieuré de Talloires for this opportunity. I will keep memories from this trip all my life.

Lucie Dauron lives in Annecy, where she is studying to become an aerospace engineer. She also sings and enjoys sports. She was 18 when she attended Tufts in summer 2019.

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#### More relaxed classes

#### **CELIA FRASSIER**

My first impression of America was that everything was great, with skyscrapers, big cars, billboards everywhere, and very wide highways. Once at Tufts University, on the other hand, I discovered a beautiful campus with very nice people who accompanied us throughout our stay.

Learning English and discovering a new culture is very important to me, because I want to become

an engineer. I had a very busy schedule. Every morning I took English lessons with students from all over the world. The pedagogy was different from lessons in France: more relaxed and less strict. In the afternoons, we left the campus for sports or cultural activities, like kayaking on the Charles River or visiting Fenway Park for a baseball game. Since I like many sports, like skiing, paragliding, and soccer, I loved all the activities during

We also had the opportunity to

this stay.

realize one of my dreams: spending three days in New York. It was a magical city; everything was great. I saw the Statue of Liberty, the Empire State Building—just like in the movies!

To have a chance to leave Europe and go to America at the age of 20 was one of my most beautiful experiences. This program exposed me to people from all over the world, and their cultures as well. I still have a full head of memories. So thanks, Les Amis du Prieuré.

Celia Frassier is 20 and lives in Tencin, near Grenoble. She is currently preparing for the exam to enter a school of engineering. She plays the guitar and loves skiing.

# The country in the city

#### **ERWAN BURNICHON**

In 2019 I had the pleasure to learn that I was one of the three students chosen to spend four weeks at Tufts University in Medford, Mass.

This experience was really valuable for me because it was the first time I had left the European Union. When I arrived at Tufts, I was impressed to see how green and pleasant the campus was. There were even rabbits and squirrels on the campus, which reinforced my feeling of being both in the countryside and in a big city. It was like a city inside Boston.

Every morning I took classes with students from all over the world. I discovered a very different way to learn English than the one I got in France. These classes really helped me to develop my oral skills and they enabled me to better understand our afternoon excursions.

I formed strong bonds with the young people I met. Thanks to the group class work we had done, we had many fun moments, and I learned a bit more about their different cultures. I am still in touch with

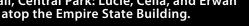
in touch with some of them, and I truly hope I will be able to meet them again.

During an extended weekend, I also went to New York with the two other French students. Although the city is amazing, my best memory from this weekend is Central Park. I think all cities over the world should follow this example, because it offers great proof that urbanization and nature can live together.

Summer 2019 was the best summer of my life so far, so I warmly thank Les Amis du Prieuré de Talloires and the MacJannet Foundation for the opportunity they gave me.

Erwan Burnichon is 20 and lives in Mogneneins, west of Bourg-en-Bresse. He hopes to become an engineer.

















Seven past and present MacJannet Fletcher fellows gathered at Tufts University in December 2019 for the MacJannet Foundation's ninth annual Fletcher Fellows dinner. From left are Stefan Tschauko (Austria), Cornelius Von Lenthe (Germany), Andres Hahn (Germany/Argentina), Mona Zimmerman (Switzerland/Germany), Sean Cordey (Switzerland/Greece), Hélène Ries (France/Switzerland), and Miriam Engeler (Germany).

# Agents of global change

# Our 2019-20 MacJannet Fletcher Fellows face the future

Note: Since 1967, an endowment from Donald MacJannet has helped support international studies and graduate exchange programs between the Fletcher School of Law and Diplomacy at Tufts University and the Graduate Institute of International and Development Studies in Geneva. This vear, this program helped support five "MacJannet Fletcher Fellows." By now the Fletcher-Geneva exchange program numbers more than 200 alumni, and the program has also provided support to an additional large number of European students studying at Fletcher. Each fall, the MacJannet Foundation sponsors a dinner at the Fletcher School to honor these Fellows. The ninth annual dinner, held in December 2019, was attended by seven of these outstanding students, representing six European and South American countries as well as a broad range of interests and experiences. Below, five of this year's Fellows discuss their hopes and dreams for themselves as well as the planet.

—ANTHONY KLEITZ

# In search of human justice

Amaia Elorza Arregi (Spain): I came to Fletcher from the Basque Country in the north of Spain. As an undergraduate, I studied political science at the London School of Economics and law at the Complutense University of Madrid. I have been fascinated by a variety of courses focusing on gender, as well as religion and conflict in the Middle East and South Asia. My main goal for my graduate studies was to broaden my knowledge and skills in preparation for a career in human rights and social justice, both at home and in the

Middle East. Fletcher's master's program in Law and Diplomacy degree is allowing me to do that.

One of my most meaningful experiences at Fletcher was to organize the Decolonizing International Relations Conference in October 2019. This event brought diverse perspectives to campus with the aim of broadening international relations and exposing Fletcher students to alternative narratives. I also got involved as a coordinator of the Tufts University Prison Initiative, which



allowed me to teach a wonderful class of prison inmates during the fall semester. I cannot imagine my life without all these professional and personal experiences. (Continued on page 12)



# Change through technology

**Sean Cordey (Switzerland/Greece):** I am originally from Geneva, and completed my undergraduate work at the University of St. Gallen in international affairs and governance. My interest in international relations stems, in part, from my upbringing in a very international country. More recently, I have been increasingly interested in security and tech policy as I've come to perceive the extent to which technology drives change in our society.

Being at Fletcher and Boston allowed me to pursue this interest, notably alongside Professor Josephine Wolff. She taught me a great deal about cyber risk management, privacy policy, and Internet politics while also helping me open new doors for my professional career. Being at Fletcher also enabled me to attend numerous tech-related events in the Boston area, especially at Fletcher, MIT, and Harvard. It also gave me the opportunity to work as a research assistant at Harvard's Belfer Center for Science and International Affairs.

# Networking Fletcher's 'Mafia'

**Hélène Ries (France/Switzerland):** The Donald R. MacJannet scholarship has enabled me to pursue a Master of Arts in Law and Diplomacy at Fletcher and learn more about



public-private partnerships, my primary area of interest. Following an undergraduate degree at Pomona College, where I focused on economics, I worked for a public health organizations that taught me the importance of strong relationships between the private and public sector on a global level. So I decided to attend the Fletcher School, where interdisciplinary work is at the center of all opportunities and courses offered.

My first semester at

Fletcher confirmed the great first impression I had received from Fletcher students. In just a few months, I have had the opportunity to attend transformative events like the Conference on Gender and International Affairs, which allowed me to view public health issues from a new perspective. I have also interacted with Fletcher alumni now in prominent positions in the health sector, who gave me invaluable insights into their careers, demonstrating the strength of the legendary "Fletcher Mafia." It is now clear that I will benefit from the Fletcher network and curriculum for years to come as I continue working on public-private partnerships for healthcare companies in my home country, Switzerland.

# New perspectives on conflict

Andreas Luis Hahn (Germany/Argentina): Growing up in Germany less than a mile from both the Dutch and Belgian border, I was always aware of our history and

the terrible destruction of the Second World War. This motivated me to seek a career in conflict resolution. Prior to coming to Fletcher, I worked on disarmament at the United Nations, where I was convinced that the multilateral world of international affairs is the professional sphere where I can best apply my language, intercultural, and diplomacy skills to make a difference.



Studying at Fletcher has been critical for my preparation, as it allows me to pursue my interdisciplinary interests within the context of a tight-knit student community and stimulating academic environment. It is a particular privilege to work with Professors Eileen Babbitt and Diana Chigas, who both have deep insights into the world of international negotiations and conflict resolution. They have motivated me to go out of my comfort zone to look at paralyzed conflicts from new angles.

What is special for me is that each Fletcher student brings a unique interest and background in one place. This creates a fascinating mosaic of professional and personal diversity, out of which interesting conversations emerge. My apartment— which I share with a Texan, a Briton, and an Indian— is perhaps the best example.

## The MacJannets' intention

Cornelius von Lenthe (Germany): I am originally from Germany and completed my undergraduate work at Trinity College Dublin in economics. My interest in international relations, and specifically development economics, began when I did the German equivalent of the Peace Corps in Tanzania after I finished secondary school.

The Fletcher School has been both a rewarding and challenging experience. I am excited and grateful for having had the opportunity to connect with like-minded people from around the world who are intellectually bright but challenge my arguments with thoughtful and provoking comments. Additionally, last summer I was given the opportunity to intern with the United Nations Capital Development Fund in Dar es Salaam, Tanzania, which was an exciting and stimulating experience. Both academically and personally, this is a fulfilling, once-in-a-lifetime experience, and I will be sad to leave come this May.

Last semester I had the pleasure to meet some of the former recipients of the MacJannet scholarship and former MacJannet campers, and it was an absolute pleasure to hear their stories about the MacJannets, knowing that I am now one who has also benefitted from their support. I believe my time at Fletcher has been consistent with the MacJannets' intention for their scholarship: to connect with many people from different cultures around the world. I hope to use this knowledge and network in the future, by applying the different nuances I have learned.











# In our mailbox



Priscilla Barclay and pupils: 'Something of a drill sergeant.'

# Priscilla Barclay remembered

I especially enjoyed the article about "Miss Barclay" by Selma Odom and John Habron (*Entretiens*, April 2019). Priscilla Barclay was such a feature of life at Camp MacJannet.

Once a week (or was it twice?), before going for a swim, we brought our laundry to the laundry room, which was near the spiral staircase to the infirmary. Miss Barclay, always wearing a green cotton pants suit, presided over the entire process as each chalet of campers turned in their dirty laundry and received fresh clean clothes and towels. She was a bit of a drill sergeant about keeping the process moving, so there was no waiting in line. We just showed up and marched straight through, dropping off our dirty laundry and picking up the clean laundry almost without stopping, and in complete silence.

As you reached the laundry door, someone handed you your fresh clothes. No dilly-dallying. It was a marvel of efficiency, but achieved with no small amount of officiousness on Miss Barclay's part.

I remember in 1955, a counselor we all admired, named Jack Sample from South Carolina — a cadet at The Citadel, not at all accustomed to taking brusque orders from a Brit, and a woman no less. Jack was quite polished in personal etiquette. A proud Southern gentleman. As Miss Barclay shouted her orders, Jack looked her right in the eye and drawled, "Miss Barclay, you are the rudest person I have ever met." I think her reply was another brusque order: "Keep moving."

It was all part of the ingenious efficiency of the camp. Keeping our clothes at the laundry— and just having what we needed at our chalet— made it much easier to keep everything very organized, neat and clean. But it was essential to accomplish the laundry exchange as quickly as possible.

But Miss Barclay was also a person of deep empathy and caring, and that is explained in the Odom/Habron article. One year in the mid-'50s— one of my years as an older camper— I decided the camp needed a second baseball field, and I got out the old push reel lawnmower and cut an infield diamond in the grass near the tennis courts. Next I went to see Miss Barclay about making



canvas bases. I followed her to a supply room that I never knew existed and she produced enough canvas for three bases. Then we walked across the farm fields to a barn in Angon that stored the community supply of straw. (That's another long story—how the camp acquired community rights in Angon) We gathered enough straw to fill the bases and hiked back to the ateliers in the camp's Spanish Village. In the sewing atelier, Miss Barclay taught me the back-stitch technique, which creates a very strong seam. Soon I had the three bases installed on the infield.

I think my baseball field was only used once. We mostly played a type of baseball called "work-up" that accommodates a dozen or more players, which was as many as we usually had. Rarely enough players for two teams. My older brother Jim played permanent pitcher-umpire.

He both pitched and called strikes on his own pitches. Much more efficient that having someone else be the umpire.

I love the photo on the front cover of the Entretiens, but I am pretty sure that was taken at the Prieuré—next to the parking area just in front of the building, where there was a garage area that later became the flag room. I suspect this photo was taken some years after the camp shut down (1963). There were many events in the late 1960s and early 1970s where she held a pipo-making session.

Also—in this photo, Miss Barclay is not wearing the green pants suit she always wore at camp. But the photo works just fine for the article, and I think I must be the only person who would know the difference. Editor's note: Mark M. Boatner III (1921-2006) was an American soldier, historian, and author, as well as a descendant of Thomas Nelson Jr., a signer of the Declaration of Independence. After graduating from West Point, he fought in World War II and the Korean War. He subsequently taught military history at West Point and wrote The Civil War Dictionary (1959), The Encyclopedia of the American Revolution (1966), and Landmarks of the American Revolution (1973).

# 'The very top of the list'

In 1948 I was a student at Williams College, age 19. My friend Charles Canedy, a World War II veteran, and I traveled on the *DeGrasse* in the summer of 1948 from New York

to Le Havre, France. While on the ship, we became friends with Donald and Charlotte MacJannet. They invited us to visit their camp on Lake Annecy, so we put that part of the summer European journey on our trip schedule.

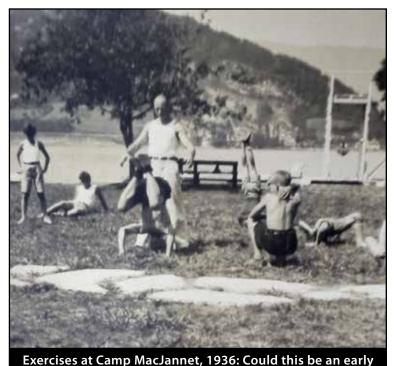
I remember leaving Paris, and going to Talloires by train. We stayed at one of the guest accommodations at the MacJannet Camp. I also remember taking a day hike and getting lost in the clouds. Luckily, high up in the mountains, we came upon a dairy farm, which took us in for the night. The next day the clouds parted and we found our way back to the MacJannet Camp. It was a memorable experience!

Now at age 91, I look back at many remembrances, and meeting the MacJannets and staying at their camp on

Lake Annecy has always been one of the top memories of our many, many, years. Of all the people we have known, Donald and Charlotte MacJannet are among the very top of the list. They contributed so much of their lives to bringing young people from all nations together for understanding. And after World War II, their taking in French war orphan children to their camp made an incredible difference in improving the lives of these young people.

Together with you and your readers, we celebrate Donald and Charlotte MacJannet and their accomplishments, which will live forever in our world!

> Charles E. Schaaf Edmonds WA USA



yoga session? (Photo courtesy of Carter Boatner.)

George Halsey Weymouth MA USA

# Yoga on Lake Annecy

My father, Mark M. Boatner III, attended a MacJannet school in France in the 1930's, I have a photo from that period showing, I think, several students at the MacJannet Camp on Lake Annecy performing PE exercises. This photo has historical significance due to its illustration of yoga practice in what I believe to be the year 1936.

Carter Boatner Edmond OK USA











PRESIDENT'S LETTER

# The power of ideals, then and now

**ANTHONY KLEITZ** 

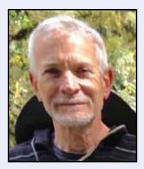
Dear Friends of the MacJannet Foundation,

Slightly more than a year ago, I assumed the role of president of the MacJannet Foundation. Since then I am pleased to report continued strong support for our traditional educational and cultural programs as well as for our newer and broader efforts to help build a community of global citizens by encouraging student-led civic engagement programs. The common thread connecting these activities is the goal of increased understanding and openness toward human beings across international borders— a vital goal as modern technology brings the world closer together.

Our founders, Donald and Charlotte MacJannet, were educators who worked mainly in Europe in the international environment of pre- and post-World War II. Building on their seminal work, our Foundation's "traditional" activities have centered on strong support for the Tufts University European Center in Talloires, on Lake Annecy in the French Alps. This support includes major financing for scholarships for the Center's summer undergraduate program, as well as additional support for related local cultural activities, in particular through the association Les Amis du Prieuré. Part of the latter involves financial support for sending local students from the Alps region to study in the Tufts Summer English Language Program in Medford, Massachusetts.

A closely related interest of the Foundation is the MacJannet Fellowships, which help enable foreign graduate students to study international relations at Tufts University's Fletcher School of Law and Diplomacy. The Foundation closely follows these fellowships through mentoring relations with the students.

In addition to these flagship programs, over the past decade the Foundation has partnered with the Talloires Network, a global alliance of 400 universities that support and encourage student-led community engagement programs. A key element in this partnership has been the creation of the MacJannet



Prize for Global Citizenship, which is competitively awarded to outstanding student community programs. We consider the Prize and the goal of building a community of global citizens as major exciting challenges for cultivating the "MacJannet values" of crosscultural education, tolerance, and volunteerism to the increasingly interlinked world of the future.

An important step in this partnership will be the Talloires Network Leaders Conference, hosted by Tufts and Harvard Universities in Boston on September 24-27, 2020. The theme of the conference—"Global Universities, Local Impact"—will focus on the role of universities in civil society.

Readers of this newsletter will recognize the great importance of our goals. We are a small foundation, run exclusively by volunteers and financed mostly by small annual contributions from our friends and supporters. If you would like to join our efforts by making a tax-deductible donation, please visit our website at www.macjannet.org to see how this can easily be done.

With warm regards. Anthony Kleitz, President The MacJannet Foundation tkleitz@gmail.com

# **Departures**



John DiBiaggio, president of Tufts University as well as an active *ex officio* MacJannet Foundation trustee from 1992 to 2001, died February 1, 2020, age 87. During his tenure, the Prieuré in Talloires (donated to Tufts by Donald and Charlotte in 1978)

finally achieved institutional security within Tufts, relieving the Foundation's constant fears that Tufts

might sell it. With his support, the Foundation and Les Amis du Prieuré launched the exchange that brought French students to a summer program at Tufts. His ardent championing of civic education and student volunteer community service laid the groundwork for what became the global Talloires Network of civically engaged universities in 2005. His tenure, says former MacJannet Foundation president George R. Halsey, "was a golden era for Tufts as well as the Foundation. He was an ideal exemplar of the MacJannet spirit, because he passed the credit to others for everything he did."





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.

## 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.

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# **NEWSLETTER EDITOR**

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\*= Deceased







