

The Association for Diplomatic Studies and Training
Foreign Affairs Oral History Project

JEANNE FOOTE NORTH

1924-2015

“A Wonderful Life”

Prepared by Wm Haven North

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SUMMARY OVERVIEW

Throughout her life Jeanne sought out opportunities to employ her medical social work training and its concepts: she worked as an elementary and secondary school teacher and social work hospital advisor - Hawaii and Ethiopia; as a manager, she served overseas as school board chairperson in Nigeria and Ghana. She worked in USAID’s civil service as a social scientist in public management; she was an able portrait and landscape artist: Nigeria, Ghana and Yellow Barn Studios, Bethesda, MD. She was a skilled hostess for many USAID and other social functions and a devoted, caring mother and wife.

Sources:

- Jeanne’s Oral History from early years through living in Nigeria (incomplete)
- Letters from life in Africa: Ethiopia, Nigeria and Ghana.
- USAID: Documents and Writings
- The Recollections of Family and Friends

Index of Chapters of Her Biography: 1924 -2015
“A Wonderful Life: Jeanne Foote North”

Her Last Words On The Day She Died:
“Thank You For A Wonderful Life”

SUMMARY INTRODUCTION

Chapter I: Family Background and Early Years

Family Life and Schools 1924-1942

College Years 1942-1946

Chapter 2: First Job: Teaching In Hawaii-1946-1947

Chapter 3: Graduate School and Work: Nashville, Tenn; Miami, Florida and New York City -1947-1952. Earned Master’s Degree in Medical Social Work

Chapter 4: Marriage - September 1950 - Jeannette Born July 1950

Chapter 5: Teacher - Advisor In Ethiopia-1953-1958 - Ashby Born 1957

Chapter 6: Teacher-Advisor-American School Board Chairperson In Nigeria- 1961-1965
- Charles Born 1960

Chapter 7: Classes at Harvard University- 1965-1966
Return To Washington and Volunteer - 1966-1967

Chapter 8: Living And Working In Accra, Ghana As School Board Chairperson, Women
In Development Study Sponsor and USAID Program Host - 1967-1972

Chapter 9: 1973-1990 - Working As A U.S. Government Civil Servant U.S. Agency For
International Development (USAID) Public Management Technical Assistance
Bureau.

Chapter 10: Volunteer: 1990 -2015

- The National Alliance For Mental Illness (NAMI):
Board Member and Mental Illness Group Counselor;
- Opportunities Industrialization Centers (OIC) Board Member;
- Bethesda United Methodist Church: Chair, Outreach.
- Portrait And Landscape Artist, Yellow Barn Studios

Chapter 11: End Of Life: July 8, 2015

JEANNE FOOTE NORTH INTRODUCTION

Jeanne's biography with selected items from her Oral History and letters home.

Jeanne's last words to Haven and family: "Thank you for a wonderful life"; "Take care of Haven."

Qualities: "compassionate", "progressive and questioning", "courage of beliefs", "faithful to her church", "competent manager of programs and hospitality." She was determined and firmly resolved to set her own course. Her biographic note in her 1941 high school yearbook said under "Ambition: to do something extra special."

She was a professionally trained "Medical Social Worker" with a Master's MS degree from Columbia University School of Social Work (CUSSW) and the Vanderbilt University Nashville School of Social Work.

She taught 8th grade Hawaiians in Kuaii, Hawaii for one year after graduating from college in 1946. She worked and volunteered as a Medical Social Worker in Miami, Florida; New York City, NY; Washington, D.C.; and Bethesda, MD and in Ethiopia, Nigeria and Ghana when she accompanied her husband to those countries.

Subsequently, she became a GS-14 Civil Servant with the US Agency for International Development in its Public Management Office. She managed programs in USAID's global technical bureaus from 1980 to 1996. Her main activity during this time in USAID was her design with colleagues and her management of USAID's Implementing Policy Change (IPC) project providing technical assistance to developing countries in Asia, Africa and Latin America.

During the periods living overseas, she was the organizing host with her husband of many luncheons, dinners and social events. These events served to promote the interchange of African and other friends and officials with USAID staff and visitors in areas of interest to USAID.

She was an accomplished artist with a love of beauty in her landscapes and portraits. Above all, she was a devoted wife and mother of three - Jeannette, Ashby, and Charles helping them orchestrate their lives overseas and in the U.S.

She was a people person in her art and in her social relationships and her advocacy for racial justice and equity.

CHAPTER I FAMILY BACKGROUND AND SCHOOLS

Jeanne was born in Montgomery Alabama on October 11, 1924. Her father and mother were Stuart Ashby Foote and Mildred Sellers Foote. Her brother, Ashby Foote, was born two years later in 1926. Her father died when she was two of diabetes (Insulin had just become available but too late). [In January, 1922, a diabetic teenager in a Toronto hospital named Leonard Thompson became the first person to receive an injection of insulin. He improved dramatically, and the news about insulin spread around the world like wildfire. The University of Toronto immediately gave pharmaceutical companies license to produce insulin free of royalties. In early 1923, about one year after the first test injection, insulin became widely available, and saved countless lives.]

“My Mother during the depression was responsible for my younger brother and I and her other assorted relatives during the depression. There wasn't much money. I remember feeling quite comfortable myself. “ Her mother worked for a real estate business as an office manager and was the main source of income for the family. [The story was that it was Christmas that year when her mother broke her leg and had the two small children to care for, presumably with the help of aunts and uncles living in one large house that her mother had rented.]

(Note: Jeanne's mother and her sisters and brothers, the Sellers family had had a farm in Peyrote, Alabama before Jeanne was born.)

In Montgomery, when Jeanne was very young she used to stand by the street greet people as they came by. One of Jeanne's talents became evident then when she was about 5 years old; she would recite poems for her mother's garden club. Later this talent became

evident, as she knew by heart many of the hymns in the Methodist hymnal and liked to recite poems by Wordsworth and others.

Jeanne: “Whereas I never knew anybody from another country, I remember my mother’s interest in international things to some extent. I have some vignettes of her reading to me about this or that. But I suppose it was when I was in high school and the Second World War had come; everybody was interested in international affairs to some extent because it was affecting our lives. I had some excellent teachers in the public high school. They introduced me to literature that concerned other countries and to great events of modern history. I remember having many debates about international affairs. But I was also interested in the sociological problems of what we were living through.”

“I should mention that my mother was considered a very liberal thinker by her relatives and friends, which she ceased to be, as she got older. But I think the concern over lack of racial equality and the concern for international affairs became two parts for me of the same concern about people. I had a lot of very valuable experiences in getting to know people that were different than me. That seemed to begin a long adventure getting to know people of varied backgrounds and interests. All that happened before I went to college.”

While in high school, Jeanne was voted in as student body vice-president; her campaign slogan was “Put your best Foote forward with Jeanne.” Her ambition cited in 1941 (?) school year book: “to do something extra special.” She graduated from Ensley High School in June 1942. It illustrates her interest in art, acting and school organizations.

She was a “member the girls Bicycle Club, called the Calupians (source of name forgotten). Jeanne was the president of the club in 1939. “The girls had been friends since they entered elementary school and were all graduated from Minor School to Ensley High School. The group met every two weeks and one of the requirements was that they come on their wheels so that a part of the time can be spent riding.” See below “Birmingham Post Friday February 2, 1939.” Note: Jeanne did not have a bicycle but her generous brother lent her his bicycle. He had earned it delivering newspapers.

College Years 1942 - 1946

1943 Summer School at Birmingham Southern College

1943 College summer service group: Church of All Nations Settlement House, New York City.

1944-1946 HUNTINGDON COLLEGE, MONTGOMERY, ALA. “I went to a Methodist college for girls in Alabama -Huntingdon College in Montgomery, Alabama and finished in two years. The war was on and I wanted to finish quickly, so I went to summer school.”

“Even then, I had some useful experiences. Of course, it was a segregated school but particularly through the religion department, I had some opportunity to participate in

activities with African-American people. We had one very good friend from China who was living across the hall from me, and a Japanese-American friend. So even in this very segregated traditional conservative environment, I was getting some personal experiences with different sorts of people. We had a speakers program at the college, which had interesting, international personages from many different countries. I think that made a great impression on me. We had a chance to meet with the people individually after they spoke. And I still remember a lot of those discussions.”

“The men who we were having dates with were going overseas or had just come back. There were some French air cadets there. So again our interest was steady in that line in international affairs. “

Q: Any particular programs that related to race relations?

NORTH: “Sure. I thought the most interesting one to me was when I went to New York City and worked in a Settlement House one summer (called the “Church of All Nations”). I was not particularly inter-racially motivated, but I stayed in an apartment with an international group of people, which were interracial. We spent a lot of time going around New York learning about different fields of thought from theology to government to political parties to many others.”

“So the next year to build on that I had the opportunity to represent the pale faced women of Alabama at a conference in Atlanta with men and women from the South and from African-American and Caucasian groups. I headed a very lengthy meeting trying to solve a problem about setting up an interracial conference. After that the YWCA sent me to New Orleans to talk about this conference to African-American colleges. These were very valuable experiences. While they were not international, they were another piece of getting to know people of different backgrounds.”

“Another piece of this whole picture was its problem-solving orientation that seemed to guide a lot of what I did. I don’t think many people had this opportunity; I don’t know but I felt I needed always to know about why this was a problem and why were they having such difficulties. And in the search for answers I was looking at international issues as well as domestic ones.”

“My history lecturer in college did a great deal to interest me in modern European history. I remember having great discussions with a few of my colleagues. I don’t remember many students as interested as I. But one person who was, was Harper Lee, a classmate, who wrote, “To Kill a Mocking Bird’ and “Go Call A Watchman.”

“I majored in Sociology. I was trying to find out what I was going to do. So I first started taking classes when I got to college that would help; I took sophomore classes at first and I guess that by the time I was finished I thought I would do social work. But I wanted to go off and see the world first, because I didn’t want to go right back to a small Alabama town and do social work. I wanted to answer some questions about what the world was really like.”

“Clearly I had international motivations then because I tried to enlist with United Nations Relief and Rehabilitation Organization (UNRRA), which had been helping reconstruct some of the damage of the war in Europe. I was too young; I was only twenty and in the process of that I looked at several jobs outside the United States and annex to that were teaching jobs in Hawaii and Alaska.” (Note: Her Aunt Dorothy Sellers was a model for her. Aunt Dot had served in Korea with UNRRA at the time of Korean War).

Chapter 2. First Job: Teaching in Hawaii -- 1945-1946

“I applied for a teaching job in Hawaii and left for that job two weeks after finishing summer school in college. This was 1945, but it was 1946 because I had graduated after the graduating class of 1945. So the war was over in about two weeks when I went out to Hawaii.” (Note: she took a train across the country to San Francisco to wait for the ship that would take her to Hawaii. While waiting, the YWCA found her a basement apartment with some older women waiting for their military husbands to return. She used the time to go to the library to see if she could learn how to teach. ed)

“In Hawaii, it was wonderful; I taught eighth grade. I had purposely not learned to teach school so I didn’t know how to go about it and I didn’t know what I was going to teach until I got there. When I got there I found I was teaching eighth grade to three different levels of student accomplishments and ability. I found that not very hard to do. I was so afraid that I would need particular skills for young children. And most of my young children were Japanese-Americans; a sizable number were Philippine-Americans and some others from Korea, China, and so forth. There was only one Caucasian child in my three classes.”

“This school was in Kauai. Kauai was in those days was very different from what it is now. There were no commercialized enterprises to speak of except for the plantations.”

Q: Did you get to know the people there?

NORTH: “Sure, particularly the students. Not too much the families; we met them but not so much. It was a little hard to do that. The students were extremely eager. And, of course, the ones in the poor group had less success having been not quite so eager. It was exciting to see how students whose parent were working in the cane fields, had one or two children getting doctorate degrees in some of the main line universities and to see how earnestly they were applying themselves. That was a wonderful job for a twenty year old.”

“Then I went to work for the YWCA in the summer. I was bicycle counselor and a craft counselor with girls who had not been able to go to camp because of the war; they were not sixteen years old. And again that was a wonderful opportunity. There were very few Hawaiians on the Hawaiian island, so it was mixture of whomever. Mostly they had Asian backgrounds or an island background. They were all Americans.”

Chapter 3: Graduate School and Work:

Nashville, Tenn; Miami, Florida and New York: 1946-1952.

“I had in the meantime had been accepted at the Nashville School of Social Work, which was a part of Vanderbilt University-Peabody and Scarrat. I went home from Hawaii in 1946 and moved there with a scholarship (from “the March of Dimes Organization, ed.), which I needed and had a very good year. I got a degree from Vanderbilt, 1946”

“After that I went to Miami, Florida and worked as a Social Worker with a Family Service Organization-counseling people with family problems. After doing that for two years (1946-1947), I went to New York to finish my Masters degree; again with a scholarship. My second scholarship was in Medical Social Work so that was the specialty that dictated my program at Columbia University in New York.”

“I stayed at International House in New York while I was studying. “
(“International House is a residence for graduate students; about half of the students were Americans and the other half from many countries continuing their studies enrolled in many of the universities there in New York; mainly from medical schools to art schools to whatever. It was a very rich mix of people. The Americans were there to give the non-Americans a chance to know Americans and vice versa. There was a great emphasis on interaction among people. A lot of those students were social workers and a lot of them were from all the other schools. It was very difficult to find the time and energy to study with so much that was interesting right there.” (Jeanne received her degree in Medical Social Work from Columbia University School of Social Work in June 1950.)

It was at International House that Jeanne met Haven.

(In October of 1949, I. House had an international festival. It was around the time of Halloween so the American group decided to create a spook house for their contribution to the festival. Using a storeroom they created a passage-way around the side of the room with various scary things that one confronted in the dark as they walked through. For sound effects Jeanne screamed into a tape recorder that Haven operated to provide a tape for the scary sound effects. That is when they met! From then on they met frequently in the dining room and at other functions while trying to carry on their studies. When she came down with the Flu, he wrote her a poem. “So flee through the flaw in the Flu”.

On occasion, he took her out to dinner. One time she recommended a place, which had a luncheonette at the street level, which she stopped at from time to time and a dining room inside and downstairs. We went to the dining room only to discover when we sat down that this was a very fancy expensive restaurant, which I (Haven) could not afford. We ordered iced grapefruit and left! We also went to the opera La Boheme and dinner at Rockefeller Center off the ice skating rink, (although she was worried that I could not afford it given our experience); this time I was prepared. These and other occasions like taking walks around Grants tomb cemented our affection for each other.)

Also in July 1950, Haven took Jeanne to his parents' home for a Sunday afternoon picnic. When there, Jeanne met Haven's grandmother Minna Speare Haven who mentioned Haven's other grandfather Frank Mason North. Jeanne knew about him as the founder of the "Church of All Nations"—a settlement house for immigrants in NYC where she had worked one summer and also as the writer of the hymn "Where Cross the Crowded Ways of Life," which she had quoted when making speeches in the New Orleans on race relations for the YWCA. That event, I am sure helped cement her attachment to Haven.

Later in August, Jeanne went back to Alabama and Haven to Marshfield for summer vacation. But he clearly was in love with her and was very restless at Marshfield. Haven parents told him to go meet her family before he made a commitment, which he did. While there they decided to get engaged with the wedding to be later in the summer. She wore the rings they bought together there ever since!

Chapter 4: Marriage- September 1950

Towards the end of that summer, September 2, 1950, Jeanne and Haven got married. The marriage took place in Montgomery Alabama with Haven's father as the Minister with all of his and Jeanne's family and some close friends attending.

A letter from Gladys North (Haven's mother) to Mildred Sellers (Jeanne's mother) describes the occasion.)

"Dear Mildred, I hardly know where to begin to thank you for your wonderful hospitality and for the friendship you gave us and for the very beautiful wedding you and Jeanne planned. Haven's parents (we) and family spent a never-to-be forgotten week-end with you in Birmingham and Fairfield.

"The fun we had making the head dresses, your delicious dinner Thursday evening, the errands, the arrival of presents, the general family excitement which we were able to share with the bride and groom were so nice. Then the fine dinner, my lobster! and the charming party at your brother-in-law's made Friday evening so happy. Saturday with the arrival of the ushers and Dr. North, Haven's father, the time became more and more exciting until the beautiful wedding for our beloved children and their happy reception in that fine hall brought the event to a perfect climax.

"I know that Haven was thrilled and satisfied with it all. He was a calm and happy bridegroom, being so certain that what he was doing was right and the very best and only solution for his great happiness. Sweet Jeanne was so fine and unruffled by the little things that did not matter, but often loomed large, in the bride's nervousness. She hardly noticed when Theodora and Napolia were washing the mud off her wedding dress. The church was so beautifully decorated and the flowers so lovely and artistically arranged, that I truly understood why people said you can trust the florist.

“Will you thank Napolia for all her help? And please give our special thanks to Mr. Bliss, who thought of our every need and helped us in so many ways.

“Ashby must be a weary young man for he was everywhere at once and everything to everybody. It was sad that at the last moment he had such a time having lost his personal things. There were too many packers of the car to know what all they were packing.

“Louise and Albert left us at Philadelphia. And we got off at Newark. I have been straightening things out here. And tomorrow I go on to Boston and Marshfield.

“I expect that Haven and Jeanne are having a few days rest at Tapoca Lodge and will be starting on for New York tomorrow morning. I hope they did get in a little rest especially Jeanne with her job starting so soon. They probably will come here on Friday evening. Two gifts have come for them already.

“Eric will be here to greet them. He is a lucky man. How I wish I were going to be here too!

“There is a deep sense of happiness in my heart, and a great joy at knowing Jeanne and her family. We will treasure this friendship and love for our dear daughter, as the years bring new experiences and stronger ties.

Ever gratefully yours, Gladys Haven North, September fifth (1950).”

(Ed. Haven’s parents left their Oldsmobile for Jeanne and Haven to use on their honeymoon. They spent some time on the way back to New Jersey and New York at the Tennessee Valley Authority (TVA) lodge and then on to New York City. In the city, they lived on 116st and Riverside Dr. It was a one room, one bath, kitchenette in a closet apartment, which was originally the maid’s quarters for the grand apartment adjoining that overlooked the Hudson River. Jeanne had a Social Work position at Presbyterian Hospital while Haven took pre-PHD history courses at Columbia University: tuition and per diem were partly covered by the GI Bill.

Jeannette was born July 8, 1951 at Presbyterian Hospital and Jeanne, Haven and Jeannette moved to New Providence, New Jersey near Summit, N.J. where his parents lived. (Haven had a job with the company Chubb Auto Insurance as a code clerk.)

In August 1952, Haven joined the U. S. Technical Cooperation Administration {TCA} in Washington, D.C. With his employment by TCA, Haven, Jeanne and Jeannette moved to Fairfax, Virginia. They lived there at the Wilston Apartments in Fairfax until March 1, 1953, when they went to Ethiopia.

Chapter 5: Adventures in Ethiopia-1953-1958

NORTH: “He was assigned to Ethiopia in 1953 (US TCA Mission). I think the program was called Point 4 in those days under the Truman administration, but the official name was the Technical Cooperation Administration (TCA). At the same time there was another program in Europe directed by the Mutual Security Administration. The TCA focused on technical assistance for developing countries; some of the mottos were “that we would work ourselves out of a job” that was one of things that was said. I think that the idea that there was a much shorter time frame in mind than has developed since.”

“We went to Ethiopia within a year of the Point Four Mission being started in Ethiopia—so everything was quite new for everyone. I tried ahead of time to find something about Ethiopia in the libraries in Washington, but I couldn’t discover anything. My husband found one person, a Foreign Service Officer who had been there in 1924. He wasn’t that enlightening really, because the times were so different. We had once met a Falasha Jew (from Northern Ethiopia) at International House; he was studying at the Jewish Theological Seminary. But we hadn’t known that we were going there so we had not quizzed him. So we were quite ignorant of the country.”

“Most people were talking Amharic, which was very different from English. A lot of Italian was spoken, but we didn’t know Italian. We immediately started taking Amharic classes and Italian classes. We were assigned to house on the Embassy compound—a four-room house. We were comfortable with that. We had thought that we would be living in much more simple primitive situation such as wood stoves and services, etc. but we didn’t. It was very difficult to get to know the Ethiopians at first, partly the language barrier, the customs and so forth. Of course, the poverty was immediately obvious, but I don’t recall being surprised by that. I expected it, I guess. But the mechanics of running a house, getting the food, childcare, and all that sort of thing was quite an adventure as you can expect.”

Q: Did you travel around the country?

NORTH: “Yes, of course that was interesting. I didn’t travel on business very much because when my husband went he usually went by himself or with other people from the office. But we did a lot of camping. That was one of our chief recreations; we would get together with other people rent some office cars and go out into the unexplored land, as far as we were concerned. We always felt as though we were discovering everything for ourselves, which, I guess, we weren’t. There wasn’t much information about where we were going. We had a lot of car incidents when motors stopped working, engines stopped working, and twelve flat tires on one trip when we went with two other families. We took our children -- we had one child (Jeannette) at that time to begin with--and another child (Ashby) was born in Ethiopia. [Ashby was born at the Seventh Day Adventist Hospital in Addis Ababa. Dr. Claude Steen was the doctor. Because she had taught Social Work principals to the nurses at the hospital earlier, Jeanne got a lot of attention from the nursing staff.] That is another long story, but we had a lot of incidences about our trips that were interesting.”

“We also amused ourselves with such things as play reading groups, and very active music groups which sang everything from Bach cantatas, to Gilbert and Sullivan. I taught school. I taught at something called the Mrs. Sanford’s English School. I didn’t teach very long, but I had two notable classes. One, I was teaching Shakespeare (Macbeth) to what would be ninth graders in English in the States. But a lot of them had not known English before they got into the class, so that made it a particular challenge.”

“I was given another challenge: there were a number of Ethiopian women who were engaged to marry older Ethiopian men and they had never been to school; their fiancées had very prominent jobs so Mrs. Sanford’s English School had organized a class called “The History of Europe since Waterloo.” These girls were put in this class and I was teaching it. Some of the other classes that they were given were table setting, international manners. But since the girls could not read, I had to do this teaching without any books. So that was very interesting.”

“I got a job in many, many things while I was there. One Ethiopian woman had returned with a Masters Degree in Social Work- she was the first Ethiopian who had done that. Another had gotten a Bachelor in Social Work. So I worked with them quite a bit on the jobs that they finally took and tried to be helpful to them in what they were doing. One of them was assigned to work in the Public Health Training College in Gondar (in northwest Ethiopia, which was established by the U.S. Point 4 Program.) I went to Gondar to help her to go there, orient her and mentor her and give her some support. Her duties there were to help the College’s Sanitarians, Doctors, and Nurses with understanding the culture in which they were doing their public health education. Of course, I didn’t know about the culture, but I knew how to look at and think about it.”

“There was another woman who had just come back from England with her Master’s Degree; I was to help her prepare her focus (I’m not sure how one would describe that) because she was given a job working in five different institutions— one each day—: a ?? school, two or three hospitals, Since none of these institutions had had social workers before that was quite a challenge for her to work one day a week at each institution.”

“The thing that I spent the most time on was: I taught two classes to nurses; I just taught English to a class of nurses who had had six years of school. German and Danish doctors and nurses were teaching them in English. So they needed to have more English. So I taught them and then I developed a course for another hospital nursing school at the Empress Zaudito Hospital (the Seventh Day Adventist Hospital) where the students had more education, those students had eight years of schooling, so they were more educated. I developed a course called Social Work for Nurses, but it was really the social, cultural, emotional aspect of illness, which, of course, was a lot of discovery on my part as well as theirs. It was a very interactive course where they would take certain questions and orientation and go and find the answers in class. And we would talk about it. So that was quite an interesting activity.”

“We traveled by Garries? a lot when I was there --the two wheeled horse drawn vehicle. One time, when I was traveling In Addis Ababa, I went by a sign for the “Ethiopian

Women's Welfare Work Association" — that surprised me. I went and investigated; Madame Senedu who I talked with (she was the Chairman of Board) said she had been authorized by the Board to find a Social Worker to hire for them. This was very surprising but I said I would work and they were going to pay me but I found out very quickly that they had no money at all. This organization had a Board, which met once a year; very highly placed women ran a school for adult women, a clinic and an orphanage for sixty girls. The government employed an Egyptian nurse to run the clinic; she saw as many a hundred patients a day. The government provided the medicine that she gave to them. But the building belonged to this organization. The building had been built by a group of English??? and this Ethiopian Women's Welfare Work Organization had taken it on. The orphanage was run on very little money; they served them cabbage almost every day. And they tried to teach the students within the orphanage; but, of course, they did not have any teachers there. The school for adult women was really for girls about fourteen and the best-trained teacher had three years of schooling; they were teaching embroidery, etc. They cared for adult women because at thirteen they saw marriage coming, so they thought they needed to get some education."

"Using a social work maxim starting where people are, I found that the EWWO (Ethiopia Women's Welfare Work Organization) leaders were most interested in this school. So I set about helping them get an advisory group of young Ethiopian women with modern education to help solve some of the problems of the school to illicit volunteer teachers and in one case somebody from World Health Organization (UNWHO).

"So we ended up with an American Masters Degree person teaching home economics, which was a challenge. She was trying to adapt her very American orientation to this quite different and impoverished environment with things that one needed to do. So you had to think about how did you teach them hygienic ways when they must use a pan that they put on three stones on the ground to cook, for example. We taught family life education, which involved such things as finding out one day that you were going to be married next week to a man that you hadn't known—how do you deal with that."

"So that was a very interesting and challenging kind of subject. One of biggest jobs was trying to get the teachers paid. So I spent a great deal of effort on that; although there wasn't much money, people were hired and they expected to be paid. The money was all coming from the government. There was not a very clear idea about independent organizations, so when there was a problem the preferred solution was to go out and petition the Emperor which would involve a lot of lobbying activity and waiting. The Board was very close to royalty; The Ethiopian society was a very feudal kind of society and many, many levels of aristocracy. It was even evident in the language at the time. At that time there was not a lot of social interaction between people of different levels of society, except among the younger people who were breaking that up a lot.

Q: Was that among the Board also?

NORTH: “Yes, it did; it was most interesting. Every time a new member came in they went around to all the others and made deep bows to each other; all of which took quite a long time, of course. I didn’t understand what they were saying. But Wozero Lulu Tesfaye was a very dedicated lady, a member of the Board, but also a full time volunteer for this school. She had great hopes for this organization and spent a lot of time trying to learn what could be done and giving her all in doing it. She was quite a heroine, I thought.

Madame Senedu (not sure why Madame rather than Wozero) she was a very highly placed person in the society and she was also the principal of the girls high school. She was often not well so between all these many activities and connections, it was a bit difficult to find her time. So I wasn’t quite sure that the finances were all transparent in the sense that I didn’t know where the money came from. But they would assure us that there was money to employ the people and then it didn’t happen. We got another volunteer group from the Board, some younger people, to be advisors for the clinic and the orphanage. Although we didn’t accomplish as much as we might have, we did succeed in arranging for the orphans to go to a public school, so at least they got a better chance for an education. Also I think we made some improvement in the diet of the students.”

Q: How did you find the organization’s culture?

NORTH: “It was exceeding different, of course. And, of course, I was rather naïve too, so it was a great learning process for all of us. I was trying to introduce new ideas but not to do it too quickly or too one-sidedly. I wanted them to discover things and find out where they could get the answers. And I was feeling my way, of course. I didn’t have any pattern to look at; I don’t remember knowing that I would do anything differently afterwards.”

“But I did quit eventually, because I felt all of my time was spent trying to get the money for the teacher employees. I thought that they were not using my time well and I was being a crutch. And so I did stop. I think I was accepted all right, but I remember the other reason that I stopped. About that time TCA had decided to provide a grant or contract with the YWCA to provide someone to come and work with that school. I was involved in bringing that about. Yes, but I did not stay after they got started. They got a better building, and they had better classes and I don’t seem to remember that much about it. I remember being extremely impressed with the YWCA person that was managing this; very skillful charming person. They brought money or TCA brought money. So clearly there were resources; there was some structure; there was skilled technical assistance. I am sure that this individual would have been as interested in host country leadership and organization as I was. I don’t remember making that transition.”

Q: Were there other activities like that?

NORTH: “Beside teaching the nurses and entertaining people all the time. We had a difficult time meeting Ethiopians socially at first. So we decided we would try to meet the

vast number of people who were returning from school abroad, principally from the United States. At first, we would find that people would not answer or accept invitations very well so we would invite many more Ethiopian friends than we expected to have than Americans that were invited. For example, I remember at our first party we invited 22 Ethiopians and three or four Americans and we got about an even number of each. As time went on we got a larger proportion of Ethiopians attending until the time we left after five and half years, we got a pretty good representation as you would anywhere.

Q: Why did you think it was so difficult to get them to come?

NORTH: “I don’t know. I think in the country (rural areas) people were very hospitable. If you had car trouble or any other trouble when you are out in the country, people would invite you to their homes and they would feed you. But in the city there was a tendency to hold people at arm’s length; I don’t why exactly. But when we got to get a number of friends that were approximately our age, we began to get people dropping in and feel at home at our place, because we were more like the place they had just left (in the US) than the society that they had come back into. Then there was a different stage when they began to get more integrated in their own in their own society; then they would come to see us less often because they were more at home where they were. At that time, we probably knew more Ethiopians as friends than any other Americans that were there with the government. But, of course, as time went on, people were developing more friends, so I am not sure we can say that was always true.”

Q: You mentioned the Gondar Public Health College (started by the US Point Four assistance program) where you spent some time?

NORTH: “Yes, I did. I don’t think I was paid for going there, but my trip was paid. That was very interesting because they took students from high school, who had had no health education and taught them to be health aids, substitute junior doctors and sanitarians and nurses. One of the problems was the selection of the students, because the selection was determined by the Emperor or the Vice Minister of Education (note: the Emperor was the Minister of Education) as to whom would go to that school as well as who would go to the Navy or what not. It was usually by school; this student would go there and that student would go there.”

“Another reason was that the faculty of the school was composed of people from the multilateral organizations—WHO, UNICEF — but also from different countries. So they had doctors and nurses from the Commonwealth-Australia, New Zealand, Italy and Eastern Europe and the United States. It was amazing how different the minutia of medicine as well as running a house or anything else. This is between cultures and countries so often they couldn’t agree on how to teach the nurses how to make a bed or how to do whatever it was. So there was a great deal of international consideration going on as well as education. Of course, the facilities were quite simple i.e. the teaching facilities, the medical facilities.”

Q: Are there examples of dealing with different cultures including the Ethiopian culture?

NORH: “It is very difficult to make generalizations. Some of the people we knew were very impatient for change, very quick coming to conclusions and explanations. Some of those people had had a lot of international experience; some of the others seemed very mysterious, we were not quite sure what they were thinking and doing when we could expect them to do whatever it was we thought that they were doing; and a lot of different things in between. There was a lot of ceremony in greeting people and protocol. With the younger people who had been educated abroad more recently; I don’t remember there was a lot of difference but may have been.

“People never invited us to their homes; we invited them to ours and they would come and have good time, but they never invited us to their homes. But as we left, this large group of friends our age gave us party, a gigantic party, which lasted all night long, dancing all night long. We had just had flu and were tired from packing. It was an endurance business trying to stay awake and what they thought very much as though it would be an insult if we didn’t stay. But I remember leaving. People came to the airport; there were presents, which we could not carry in our hands with by that time with our two children and all the other things we had. It was quite an enterprising time trying to take care of velvet trousers with jewels on them, along with the baby bottles.”

Q: When did you leave Ethiopia?

NORTH: “We left in 1957.

“One little thing about career, I should say. When we went to Ethiopia, I understood that I was on the road to employment with TCA. I submitted my form and I had had interviews with Personnel. And they said that my background was exactly what they needed to complement public health programs. But by the time I got there, there were regulations against wives working. I suppose that might have been a good thing in view of her family responsibilities but I was very disappointed, so I threw myself into all these things I was just talking about.”

“When we first got there we were put on the Embassy compound and we were told that this was a very expensive house which it turned out to be but it was expensive only because they had imported from the States the steel windows and so forth of the house. They had originally thought that the technical assistance personnel would live on the Embassy compound; but by the time we got there it was clear that there were bigger houses available in the town. So that became the place for junior staff to live. So as we were there and our family began to grow and the house seemed small, we moved to a house in a compound with two other houses, two bedrooms I suppose it had a bathroom and a kitchen. A study was the only extra room it had. We had a great energetic time trying to get mosquito netting on the windows; we sent to Sears and Roebuck and got it sent to us. My husband made frames around the windows, etc. And of course, the mosquitoes were not the problem at that altitude; it was the flies that were constant and very much a health problem. There were a lot of fleas, which was a problem for our daughter who was very allergic to them.

Q: Other health problems?

NORTH: “Yes, when we first arrived in Ethiopia most of the staff was in the hospital being treated for amoebiasis. After that they treated without the ...whatever reason hospitalization was required. But I think we were all infected at least twice; we had hepatitis from the sanitation in the area. But I don’t think we had many ordinary flues.” (Ed: It took us a long time to fully recover from the very debilitating hepatitis.)

Q: What about the household staff?

NORTH: “We had one employee when we were on the Embassy compound and then we had two when we were in the larger house. It was very hard to find women to work with children, but we found a woman: Assegaditch (I don’t remember how we located her) but we taught her what we want her to do, but later on when we were trying to teach the other staff person (I think they called them houseboys which doesn’t sound very dignified) when we were trying to teach him things, she would listen and learn it much better than anybody else. She became an extremely able person; she commuted by foot from her home some distance —she had two children of her own and third after we left. We did have someone who worked in the yard.

Q: Were there problems communicating with them?

NORTH: “Oh, yes: a lot of problems. Everybody has a lot of stories about communicating with people in different countries. We had our share of those too. We could speak some Amharic and they learned to speak some English so it worked out pretty well.”

Q: You left in November 1957. What did you do then?

NORTH: “We came back to the States for two years. In 1960 we went to Nigeria.”

Q: What did you do during those two years?

NORTH: “We had a third child. And I threw myself into volunteer activities.”

Chapter 6: Volunteering in Nigeria -- 1960-1965

Q: After two years in Washington, what happened?

NORTH: “We went to Nigeria. This was at the time of the first anniversary of Nigeria’s independence. There was a feeling of great pressure for the entire time we were there. We got off the plane early in the morning having sat up with the children all night. My husband was taken off to work and I was taken with the children to a house, which seemed extremely large. It did not have many rooms but had big rooms, which they were still being completed. We finally got the children to sleep and came out in the hall

upstairs and there was a line of people in the hall upstairs looking for jobs and the pressures continued that way. But there was a great feeling of not understanding where you are and what was happening there. It was very hard to get information about where schools were, where to get anything. Those were very stressful times. My husband going for many hours for many miles to work; I don't remember how far. There wasn't a phone in the whole district of Apapa so the only way to get to a phone was to drive some distance to a police station. So information was a little scarce. That was sort of the beginning of Nigeria for us."

"USAID had put a USAID transient guesthouse not far our house. During he day I found that many of the people who were living there on a temporary basis —the wives would come over to me at my house for help. Everybody seemed to be in great crisis all the time. They were weeping, hysterical determined to leave. So the same environment that we were experiencing had gotten to them as well. Then after a while you would see that not only I but also they settled down and began enjoying in Nigeria. But it was a stressful way to begin, partly it was the great rush of the society, a new country and the great pressure of the city, but also a culture where it was very hard to tell what the truth was about small things — I'm not talking about large questions — like which direction do you go to find something, where can you buy some stones or the most simple things.'

Q: Did you find opportunities to do some of your social work?

NORTH: "I did several things but one of things did was to work with the International Women's Club which was involved in many activities. I remember one activity: we had somehow to raise money and buy Christmas presents for the children in the orthopedic ward at the big hospital. We went and delivered them to the children who were very pleased to have these presents, only to discover the nursing staff was going behind us and collecting them back away from them, for example. Why? I thought they could use the presents themselves. There were activities of a philanthropic nature that we did with the International Women's Club."

"I did volunteer myself to work with the Domiciliary Midwifery Clinic which was providing prenatal education and care and helping them deliver in their homes. Public Health Nurses staffed this clinic. They wanted me to conduct some research. They thought that some of the ethnic groups that attended this clinic had much more health diet than others. And that could be reflected in their blood count. Therefore they wanted me to conduct a study that would correlate peoples' diet with their blood counts. And they wanted me to interview people in their homes about their diets. It was an interesting adventure. I found out that the blood count was very undependable, because it was being done in the clinic by some of the more simple ways, which weren't reliable.

"The other aspect was that the people who were giving the information that the data that they were collecting was very unreliable, as well. Partly because the Public Health Nurses in their lecture to the patients, to the prospective mothers were very prescriptive and firm in their description of what they ought to do, so that they wagged their fingers at them and told that they must eat meat and they must eat eggs and they must eat so and so.

But in fact we discovered that very few of them did that. Most of them could afford meat only once a week and they would use the soup from the original meat to cook the vegetables in for the other days. The women and children had the last choice of the food anyway. So few of them really ate very much meat and eggs, purely because of they did not have the money, but adding to that the social custom of the women eating last. But when you would ask them what they were eating, the same people that had been lecturing them to eat the meat were the same people who were translating for me asking them what they had eaten. Most commonly, we got an unrealistic view of what they had actually eaten. I realized that I was not being much help there. But continued it a long time just because the public health nurses so much appreciated riding in my car to get to the places they had to go and because I was learning a lot about the cultures and the problems. I enjoyed that.”

“I was fortunate to get involved in a community development effort. Someone from WHO was assign there to help Doctor Said? As I remember his name, to help organize communities to improve their own health facilities. He was a very skillful person and enlisted me to help him in this effort. His approach to community development was, I thought, a very interesting one. We got together in rather large committees with professionals from a great number of organizations that dealt with public health or with hospitals all of whom had a task that revolved around fixing up a section of Lagos. This included social welfare people as I remember a Catholic organization as well as the federal, state and local health people. All of them had been working quite independently of each other. So one objective was to get them to think how they could coordinate their work and develop a lot of synergies and include that coordination with their work. The other aspect was to enlist the community in their own self-help. This was extremely interesting and educational for me, although I had a few abilities, I was also a learner.”

“We had many meetings among the professionals to work how we would organize and what we would do and how we would do it. Then we would organize meetings with people from the community and at the same time organized some of the politicians to come to that meeting so that the community could express its wishes and help place some pressure on the politicians. One of the things that developed from that was that the people were beginning to say the mosquito people could spend time and do this and this with these containers that are on public land. But in the meantime we can do that together and do these tasks ourselves. And a lot more about what they needed from the government in terms of supporting their health programs. This was a very interesting process. This lasted until just before we left so I didn’t get to see how it came out over time. There was definitely impact on the community and, of course, we worked though the community leaders not just an ad hoc group of people. Whatever improvements and insights there were would have been incorporated in the social structure. It seemed very good, but, as I said, we left before it was in action for very long. I am sure it had an effect on the professionals, but, of course, professionals often are changed in their jobs so you don’t know how long that lasted. They were also organizing some work in Moloko? which was a small community on Victoria Island across from the house that we lived in. That was beginning.”

“Another interesting opportunity that came was with Doctor Thomas Adeoye Lambo. Doctor Lambo was a Psychiatrist at the University of Ibadan, and, then, he was Deputy Director of WHO (1973-1978). He was very impressive in his personality and organizational skills and highly recognized in the medical community in Nigeria and worldwide. He intended to do a longititude study of the African child and enlisted a lot of people to help with it. A colleague of mine (She also a social worker.) and I were engaged to, presumably with pay, manage the process. That never materialized; we were never quite sure why it never did. But in the meantime, there were many marvelous seminars with medical staff from Ibadan University, and professionals and related fields from various parts of the world dealing with the social and emotional components of growing up in Nigeria. I learned a great deal from that; I’m not sure I contributed very much. It was a disappointment not to go ahead with the study. But there must have been six or so of these seminars--very rich: people from other African countries, from the United States and Europe as well as a lot of local authorities. There was a formal process of being a candidate and being selected and agreeing on payment, but it never happened--and the study never went forward.”

“But I learned a very interesting thing about psychiatric care in Abeokuta, which had been the place where Dr. Lambo had started, I think. But another doctor (whose name I can’t recall) was running it then. Families of mentally ill people would come with their relatives to the center and stay with them during their illness. It was their opinion, their research that seemed to show then that these patients got well much quicker than the ones in the formal hospital at the university- much quicker when they had their families with them. I don’t remember the details of that now, but since then I have wondered a great deal about what were the diagnoses, what were they doing at the hospital and what they were doing at this place. I think I must have known more of that at the time; I can’t remember right now. But the general conclusion that they were having was that family reinforcement in a home like setting for them was much more healing than the hospital.”

“Some other things I did when I was there: I worked informally with the Red Cross Board on some of their organizational issues. I remember making lectures and presentations about volunteerism because one of the things that seemed to be a problem in a lot of organizations there and all over the world is: how one volunteers effectively. [Right now I can’t remember what my theme was]”

“Another thing that I did was to help organize the American International School. I was the organizing secretary. The Board was made up of men who worked in different West African countries so that they were frequently traveling and one other woman. So the two of us were the glue. We had more responsibility you might have had under a different kind of Board because we had to keep them all together. We had to secure a place and establish a faculty, and all the protocols with the country (government) and so on. We got use of some trade fair buildings, getting teachers principally from the United States and teachers locally and books and so forth by September; we had started this organizing activity in May so we did very well.”

“Yes, there were a lot of problems, but I think we resolved them one at a time. After the school was all started, after we got the school started something came along to do with the trade fair and disrupted the electricity. That was rather constant. We established some scholarships for Nigerian children with the help of the U.S. State Department office on schools abroad. The school had 110 students or so; I can’t quite remember. It was a lot of organization to accomplish in such a short time particularly in view of the myriad of problems that were there. But the American community was growing very rapidly and the existing schools could not take care of the American children there so we needed it very much.”

Q: How did you find living in Nigeria?

NORTH: “Frantic really! I suppose life became even more frantic later, but the streets were so crowded and I think later they became even more crowded. So traveling anywhere took a long, long time. When we were living in Apapa, our daughter went to school twelve miles away in Ikoyi and our two-year old son eight miles in another direction. The one highway, which you had to travel to each one was frequently blocked by some kind of accident on the road or some other thing that involved trucks that went to the very busy harbor. So it took a lot of time. So the distances made a lot of difference; crowdedness made a lot of difference.”

Q: What about the Nigerian people?

NORTH: “Very energetic and fast moving and very much quick to tell you what is on their mind. When you got use to it, it didn’t bother you, but at first you might as though being shouted at too much. It was common as you drove around to have people shout at you: “what no left turn signal?” or “where is your driver’s license?” — these being people who had never driven before themselves. But I found that if you replied to them in a joking way they would laugh. They weren’t angry, but you had to learn that. (Ed) On one occasion a man was running past her car and hit it with his hand. He was angry and complained to Jeanne about ‘where is her license; she replied: where is your running license’, which cause him to laugh.”

It was not uncommon I suppose in other cultures to not to want to say you don’t know where something is. If you asked people where something is, they always told you with certainty it was in this direction or that direction, even if they hadn’t had any idea. Sometimes you had the situation with four people standing up pointing in four different directions to answer your question.”

“People were generally high achieving people and not many of them had had a lot of privileges as they grew up. They had worked very hard to achieve and were very impressive in that respect.”

“I should mention, by the way, that Margery Michelmore was in first group of Peace Corp volunteers that came to Nigeria. She accidently dropped a postcard she had written to people at home describing the scene while she was there; it made quite an international

incident and by that time our house had a telephone, so the Peace Corp people were using the phone to call to Washington to organize what to do, how to get her out of the country without any incident. It was little issues like that made life constantly interesting.”

(Ed. Insert) Some years later Jeanne was asked by Barbara Shear to write about her recollections of being in Nigeria. The Shears were there at the same time we were. Here it is:

Some Memories of Lagos, Nigeria 1961- 1965
By Jeanne North

“When we arrived in Lagos about 10 months after Nigeria became independent, we encountered an animated, fast-moving scene. Hoards of bicycles interspersed cars and trucks on the streets while throngs of people rushed by rapidly on foot. My husband was taken immediately to his office from the airport while I, and our three small children, were taken to our residence in Apapa. I tried to get the younger ones to sleep, since none of us had slept during the overnight flight. This was challenging since a crew was hammering and chiseling on the house to complete it for our stay and a group of men had gathered on the stair to the second floor to seek employment as a steward in our house. In this manner we began a life of running to catch up with Lagos.”

“It was unusually difficult to get information about the large and small resources needed- to get settled. This was in part because Nigerians and expatriates alike from whom we sought help were themselves new in Lagos. It seemed to us that Nigerians were loath to admit they lacked an answer to an inquiry. A request for directions might be met with four people pointing in four different directions. Too, the entrepreneurial imperative impeded the information flow. In our experience, someone enlisted to identify where certain purchases could be made, might be expected to secure a “commission” from the merchant before leading one to the shop.”

“Politics and geography added to the picture. We were housed in Apapa which was a very busy road and a bridge away from the island where the Embassy was located and another bridge away from the island where many of the other Embassy employees lived and where our daughter’s school was located. There was no telephone service in all of Apapa when we arrived. Perhaps because of the rapid start-up of US Embassy and development programs after independence, orientating information was not available easily from the Embassy. However, in time, we did all locate schools, doctors and markets and after the stress of our early months in Apapa, I and other American “dependent wives” settled happily in Lagos.”

“In addition to the vibrancy of the street scene, one might have felt some hostility from the shouts from the crowds on the street. Commonly, regardless of how one was driving, one was met with calls of “Bush Driver!!” and “Where’s your drivers’ license?” and – even if one was not turning -- ”What? No turn signal?” These calls were from pedestrians who may not have themselves ever driven a car. I had learned, I thought, not to understand such calls as threatening.”

“This understanding was reinforced, it seemed, a couple of years later when I had the voluntary job of driving domiciliary midwifery nurses on their visits to the homes of their patients. I was parked in a very low-income area of Lagos, waiting for the nurses to make their visits, when a tall young man ran by swinging his arms. One of his arms accidentally hit my Volkswagen. He turned around, scowled, clinched his fists and demanded: “where’s your driver’s license?” When I replied, “Where’s your running license?” he doubled over in laughter.”

“We came to see these calls from the street to be an effort to establish equality between pedestrian and driver. A Nigerian friend told me of her pride in this equality characteristic of her people. To illustrate, she told of an incident from her childhood in which the first automobile any one there had ever seen, drove down the dirt road on which she was walking, swirling dust on everyone. An old woman carrying a load on her head, clinched her fist and shouted to the departing British driver, “one day my son will get a car and he will throw dust on you”.

“Patterns of family and community relations in Lagos were ever interesting to us. Outstanding was the dominant obligation people had to family and clan members – to share wealth and space, to support advancement of many kinds. A newspaper editorialist once wrote while we were there: “Our extended family system is socialism enough for the moment”. “Our steward was an honored member of his clan, largely, we judged, because over the years he had taken a lead in raising funds from other family members to send the younger members of the group off for advanced education. One of these young men had held senior diplomatic posts and was at the time we were there, a Minister of State. When the Minister and his entourage of long black cars drove up in front of our house, our steward would run from his very modest steward’s quarters with the news that we must quickly loan him beer. Then he and the Ministers’ party would sit on improvised seating and enjoy a visit on the grass.”

“These are samples of memories varied and rich because Nigeria is a complex, fascinating society and because we were privileged to get to know people of many kinds.”

Q: Then where did you go?

Chapter 7: Classes at Harvard University and Return to Washington -- 1965-1966

NORTH: “In the summer of 1965, we left Nigerian to go to Cambridge, Massachusetts where my husband was a Fellow at the Center for International Affairs at Harvard. One of the perquisites that came with that assignment was the privilege of wives to audit classes. We lived in Lincoln, Massachusetts and I drove in furiously the 12 miles to Cambridge and audit the class and then run back in time to get the youngest child out of kindergarten.”

Q: What was the class that you audited?

NORTH: “One of them was “Psychology and Social Systems” with Professor Alex Inkles. Another was the “Psychological Development of the Child” with Dr. Gardner. I took some other courses and took care of our two children helping them with the scouts and cub scouts for one year and then we went back to Washington not knowing how long we would be there. As it turned out we were there for five years.

Chapter 8: Volunteer Work in Washington, DC -- 1965-1970

“One of the things that I did during those five years was to work with the Women In Community Service—WICS: they called it. This was organized by a group of Catholic, Jewish and Protestant women to support of the U.S. Job Corp Program. One group of these volunteers helped in the selection process and orientation process for young women going to the Job Corp; and another group helped them as they returned and, of course, in between they were providing backup for people who had crises in the middle of the time. People worked regular workdays; I worked every morning five days a week, although nobody was paid except for a secretary from the community. This was an eye opening experience, because my task was to help people get jobs. When one realized how poorly prepared student for jobs even after receiving Job Corp Training, it was very sobering.

“My job was to interview the young women and find out they could do and wanted to do and help them find ways to go about looking for jobs, to give them moral and other support when they were crying, if they did get a job, help them and support them while they were starting off. But the tragedy of it was that so many had not had anything past the eighth grade of school. Even if they had done the equivalent of two or three years of education in the Job Corps, they were still not highly qualified for competitive jobs; moreover, most then had children that they had to arrange child care for and not much obvious ways to do that, not the money to pay for it or the people to enlist in that. Many of them had been through so many difficult experiences that they weren't really very strong enough to cope with all these myriad of problems. There were exceptions, of course, through all of this. There were some who did get jobs right away, who succeeded beautifully. But it was very impressive to see that, one by one, how handicapped a lot of people were by their experiences.

“I think it was an effective program. I just talked of the negative parts, because I don’t think we got as many people involved as we were supposed to. One thing that we did do was to help people get on to other training programs so they could continue learning. I think that their families were on welfare at the time, and they themselves having just come back from the Job Corp were not yet on welfare. Even the high school graduates, who got jobs right away, had very dull kinds of jobs. So you wondered how long they would be able to do that. I would think you would need some more variety. It was very good organization to work for in the sense that you were doing volunteer work, but you were in a structure where you could see how you related everybody. So often volunteer organization were more ad hoc. It gave me a good opportunity to visit with a lot of people in their homes and to meet with them in their offices and to see how the employment offices actually worked.

Q: Were you able to learn about factors, which held them back?

NORTH: “A lot of family disorganization and problems. One of the people who was doing something very good with her life, had been in and out of junior village which was a sort of catch-all place for abandoned children all her life as her family would chase her out of the house and back in again—that would be hard for anybody. Her she was with a small child and she was eighteen and she was doing her best. But it was very impressive what she had to deal with all of her life. Other, of course, had very supportive families; that made the biggest difference, having a steady family member that was always supportive and ambitious for the child.

Chapter 9: Lived and worked in Accra Ghana -- 1966-1972

(Note: Jeanne’s Oral History did not cover her time in Ghana; the text that follows is a summary of her responsibilities and activities; also excerpts from letters home illustrate the life we had in Ghana.)

Jeanne’s time in Accra, Ghana was devoted to the following main activities (no particular order).

1. She chaired of the Board of the Lincoln Community Elementary School, which served the children of the American community in Ghana and others with scholarships. This responsibility required her to plan the budget for USAID funding, hire a superintendent and teachers and generally provide oversight of the school’s operations with the Board.
2. She led the preparation of the first USAID “Women in Development” country study for Ghana; Senator Percy had requested USAID to undertake the country studies preparatory to new legislation on assisting “Women in Development” by USAID Washington.
3. As the wife of the USAID Mission Director (W. Haven North), she organized numerous representation functions for visiting officials and others. (see inserts)

4. She maintained regular communications with Jeannette, Ashby and Charles who were in the US in college and boarding school when not in Ghana.

5. She managed a household with five staff members:

“When we arrived in Accra, Ghana in 1966, our house was all set up having been the house for the previous Mission Director Dick Cashin. The house was well-equipped for representation functions with an experienced and multi-national staff as follows:

Emanuel the cook was from Eastern Nigeria (he had served in the Governor General’s house before Nigeria became independent in 1960)

Two house staff: Yaw from Togo and John from Upper Volta;

A gardener from Liberia, and

A night watchman from Niger-Mohammed.

During our five years in Ghana our family: Jeanne and Haven, Jeannette, Ashby, and Charles lived in this house when J, A, C were at home and not in boarding school and college. For several months, we also provided a place for a young man in his teens whose family was stationed in the American Embassy in Togo; he needed place to live while attending school in Ghana as there was no American school in Togo.

Some examples of the representation functions that Jeanne organized as cited in letters she wrote home:

December 22, 1970

Dearest Jeannette:

I would like to tell you a bit about Christmas activities, here. Ashby, along with the rest of the eight grade, as well as the 7th and 9th dang an ambitious program of Christmas carols for the American community. This was a concert-tea-ish sort of thing at the home of the Deputy Chief Mission, but sponsored by the American Women's Club. They said they were glad to have Ashby's lower voice in the group. After the program, someone suggested that the audience sing "I'm dreaming of a White Christmas". When this was done, a steward emerged on the balcony above the audience, and threw down bits of white foam rubber to everyone's merriment.

Charles participated in a program of carols presented at the school with a similar, but somewhat different program – the 1 through 6th graders.

We had the 'office' party was held here. There were about 330 people, about 130 children. Easily 2/3 of the guests were Ghanaian (staff and dependents). The local staff had arranged a good program of dancing by two groups. Ones were masqueraders, and a Father Christmas. We had an office –appointed Father Christmas. I had given the present to give out to the masquerade one, thinking that he was our man. I was startled later to see a much more Santa-Clausy one appear dancing in front around the side of the house doing a very African step with his face beaming with mischief and delight, and his long white locks swaying. Charles got the bag to him who was our man, and he was joined by the bogus Father Christmas in quite a dance.

..Will have a rather quiet Christmas itself. In the morning, we will have visited us the 14 children of our three household employees, for sweets and small presents.

Love, Mother

January 21, 1971

Dear Families:

Haven has been chugging along at work, but not charging madly as he did in Nigeria, thank goodness. .. I am more expert on the things which I do, which is buy and buy and buy and plan and anticipate minute details re: entertaining long ahead of time and plan for them. But I do not write the invitations, or cook the food or arrange the table, flowers or any of those things. The men who work here take great professional pride in the work which they do, and feel very responsible for it, ...Really unusually fine at their jobs and so I am very lucky. However, the volume of entertaining is quite large. 19 for dinner Sunday night. 64 for a reception tonight. 8 for lunch tomorrow, 90 for a reception Thursday night. In thing that in addition to the 80 women who came for coffee when I first arrived, and the 330 here for a Christmas party, and "drop-ins", and "come overs", we have entertained 150 people since we have been here, mostly all for meals, before this week, and the functions mentioned earlier. That is about 290 more this week.

(Had a dinner) for the new deputy director (who arrive last weekend) and the senior AID staff. Tonight it is for the Deputy Director and two departing staffers, and the guests are the "direct hire" American AIDers and some senior Ghanaian staff. Thursday is for 14 scientists here with an AID financed workshop of the American Academy of Science and the Ghanaian counterpart in an effort to stimulate research in needed areas. On Friday, the Ambassador is having a large reception to introduce us to officials, diplomatic community, etc. Several hundred on the guest list, I think. He just returned from home leave last week, so that is the reason that we were not "introduced" before. In addition, we go to one or two parties a night. I understand these things go in spurts, and I hope so.

.I typed the menus for this week and posted them in the kitchen. The second steward, who had not been to school, laughed because I spelled cheese with a 'z'. Inexcusable for me. Commendable for him!

Our sea freight came last week, and it is so comfortable to have piano, books, etc. etc, around again. I think that one large carton was mislabeled, so that our tableware, etc didn't come. We have been using the house's gold rimmed china for everything, waiting until ours comes, but now what?

Jeannette: ..figuring out the finances on this yellow paper. It jives pretty well with what you figured out.

Much love, Jeanne

Jeanne and Haven and family returned to Washington and Bethesda in the Spring of 1972. (She was able persuade the U.S Office of Personnel Management (OPM) to credit her advanced degrees in Social Work and her Social Work assignments (paid and voluntary to approve a civil service position and grade for USAID - first: a GS-13 and then GS-14.?)

Chapter 10: Development Management assignment with USAID's Public Management Office -- 1973-1990

Jeanne managed programs in USAID's Public Management division in the Global Technical Bureau from 1980 to 1996. The three consecutive programs provided technical assistance to approximately 50 countries (funded by USAID developing country Mission "buy-ins"). In addition to ongoing technical assistance, the projects resulted in action research studies (published by USAID and the contractors) to prepare for, support and analyze this technical assistance. Technical specialists were enlisted through Cooperative Contract Agreements with US institutions and U. S. Government Participating Agency Service Agreements (PASAs). The latter included the US Department of Agriculture and the US Department for Health and Human Services. Non-governmental institutions included the National Association of Schools of Public Administration (NASPA) and the University of Maryland Public Administration graduate school. A number of books and papers were funded and published from this research guided by her oversight as program manager.

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Jeanne's main activity during this time in USAID was with the design (with colleagues) and the management of USAID's Implementing Policy Change (IPC) project. This project had a stronger focus than earlier projects on working with multiple businesses, government agencies and civil society stakeholders for improved government performance in key development sectors. The key feature of this project was to facilitate the participation and ownership of the recipient governments and local societies in program policy reform initiatives.

The studies and books that were a result of the IPC program, which she guided and funded with project resources, include, for example:

- 1, "Development Administration and U.S. Foreign Aid Policy: Studies in Development Management. Studies in Development Management" by Dennis A. Rondinelli. 1987, Lynne Rienner Publishers Boulder & London.
2. "Management Training Strategies for Developing Countries: Studies in Development Management" by John E. Kerrigan and Jeff S. Luke. 1987, Lynne Rienner Publishers Boulder & London.
3. "Creating Opportunities for Change: Approaches to Managing Development Programs: Studies in Development Management" by Louise G. White. 1987, Lynne Rienner Publishers Boulder & London.
4. "Organizational Change as a Development Strategy; "Models and Tactics for Improving Third World Organizations" Studies in Development Management by Jerald Hage and Kurt Finsterbusch. 1987, Lynne Rienner Publishers Boulder & London.
5. "Managing Policy Reform: Concepts and Tools for Decision Makers in Developing and Transitioning Countries by Derick W. Brinkerhoff and Benjamin L. Cosby. 2002 Kumarian Press. [We dedicate this book to all the people with whom we worked and from whom we learned about policy change and to Jeanne F. North, who helped to make our work possible.]

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Some examples of the IPC assistance activities and its IPC Technical Notes, IPC Working Papers, IPC Research notes include:

1. Assistance to the Uganda National Forum: Tax Policy and Administration Eric R. Nelson.
2. Zambia Cabinet Administration: Policy Analysis and Coordination Division. Catherine Rielly.
3. Mali: Role of the Executive Office - USAID Networking Conference.
4. Export Expansion and Investment Promotion in Sub-Saharan Africa: Charles E. Krakoff
5. Assessing Policy Implementation Success: Observations from the Philippines: Alice L. Morton
6. Looking Out, Looking in, Looking ahead: Guidelines for Managing Development Programs: Derick W. Brinkerhoff

Acknowledgements forward in the above books e.g.: "A special note of thanks goes to Jeanne Foote North (USAID retired) project officer for the first phase of IPC, whose dedication to development management, the primacy of the perspectives and needs of

policy stakeholders in developing and transitional countries, and the need to document and synthesize lessons learned was instrumental in making this book a reality.”

Chapter 11: Retirement and Volunteer Work -- 1997-1998

After retiring from USAID in 1997 after 17 years, Jeanne had three main activities apart from enjoying her family and their visits. First, she worked with the National Alliance for Mental Illness chapter in Maryland (NAMI/MD). She was on the Board of NAMI, but also served as a facilitator for “therapy sessions” with families who had a mentally ill member. Second, she was on the Board of the Opportunities Industrialization Centers (OIC) with Reverend Sullivan.

Her third activity was to join the Yellow Barn Studio and Director Instructor Walt Bartman’s classes pursuing her love for painting portraits and landscapes. She had a special glass enclosed studio at her house where she was free to paint. After her sessions painting in her studio she would emerge with a big smile: “I am exhausted!”

Final days: June and July 2015

Jeanne had a number of illnesses: internal inflections and leukemia. For the better part of a year she received chemo-therapy. Earlier in 2014 at the therapy center the nurses gave her a large birthday cake to celebrate her 90th birthday in October 2014. She continued on with good spirits maintaining her responsibilities at the house for ordering supplies and preparing meals and visiting with office and other friends and family and painting. After a period at a nursing home, she returned home. Towards the end she made clear that she did not want any special life saving treatments and died quietly at home with family and hospice nurses present. Haven: Her mind was as sharp as ever with her final words:

“Thank you for a wonderful life” “Take care of Haven”.

End of interview