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Pioneers in Peace



A PUBLICATION OF THE
RELIGIOUS EDUCATION COMMITTEE
FRIENDS GENERAL CONFERENCE

Pioneers in Peace

by

Wanda M. Fletcher

Publication of

RELIGIOUS EDUCATION COMMITTEE

FRIENDS GENERAL CONFERENCE

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Pen sketches by Myrtie G. Houpt.

TO THE TEACHER

It is assumed that children of the fourth or fifth grade level for whom this course is intended, will have some knowledge of the life and teachings of Jesus and of the work of William Penn. They will also have a background of information and some experience connected with other persons or groups mentioned in the course. For this reason many of the lessons begin with discussion. The questions are included as the type that will draw out information and opinion from the boys and girls. Where possible, answers are indicated. They are included as a guide to the teacher as to what may be expected or what might be mentioned by her, if the children do not have all the knowledge or experience from which to develop the lesson. There will undoubtedly be some members of the group who will suggest ideas not included here. There will be some who are not yet ready to accept all the implications of some of the discussion. These should feel free to express their negative reactions, which will often lead to better thinking in the group. The questions and answers point the way to the discussion. They should not be rigidly followed.

It is suggested that the teacher read and study the whole course previous to presentation so that she may have material ready, be well acquainted with the theme and objectives. Teacher and class will want to choose which of the suggested activities they will undertake and select materials accordingly.

SUGGESTED ACTIVITIES

- A. *Individual Scrapbooks.*
- B. *A William Penn Dramatization.*
- C. *Make a Frieze of Pioneers in Peace*, to be presented on completion to the First-day school for placing in some permanent spot. Ideas for the Frieze picturing Pioneers in Peace should come from the children.
- D. *Make a Decorative Map of the World*, including the people, countries and groups discussed. Lines may be drawn connecting people and countries on map. The lines will of course reach around the world.

MATERIALS

For the Frieze:

Manila drawing paper for individual drawings at end of lessons. Size will depend on facilities, the larger the freer work. Crayons or pastels; if the latter is used, possibly with charcoal for outline, fixative will help preserve the drawings. A few rulers. Background paper for large frieze can be of brown wrapping paper, if

crayons are used. Pastels or colored chalk need a rough surface. Some building papers lend themselves to this purpose. Always try samples first. (If there is not time to do a large frieze, the individual drawings can be mounted on continuous paper, narrow shelf paper, and by attaching a round stick or candle protector at each end this can be used as a film strip would be rolled and unrolled to a small audience.)

For the Map:

Tough wrapping paper, or unbleached muslin with crayons. Wax crayons are best to use on cloth, then the color can be pressed into the material for greater permanence.

Other Materials:

Blackboard and chalk; globe or map of the world; smock; notebook; UN small flags and picture of building from UN headquarters, New York, N. Y.

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"The Christ of the Andes," by Anna P. Hannum. Free leaflet from Friends Central Bureau, 1515 Cherry Street, Philadelphia 2, Pa.

Record: "Sing a Song of Brotherhood," Columbia, long-playing record, 33 1/3 RPM, may be borrowed from Friends Central Bureau or from American Friends Service Committee, 20 S. 12th Street, Philadelphia 7, Pa.

JESUS, A PIONEER OF PEACE

DISCUSSION

Teacher should have the words, "Pioneers in Peace" printed on blackboard in classroom or in large print on heavy paper. Bibles and two dictionaries are needed.

"Look at the board and you will see the title of what we are going to talk about and think about at First-day school this year." Ask someone to read the title.

"First we had better understand the words completely. Can someone tell us what the word, Pioneer, means? Can someone tell us the meaning of the word, Peace?"

If no one in class gives a complete definition, ask two to look up the words in the dictionary and read definitions to class.

(Definitions: *Pioneer* is the one who goes before into that which is unknown or untried, to remove obstacles, or to prepare the way for others. *Peace* in a general sense is a state of quiet or tranquillity; freedom from disturbance or agitation—freedom from war—cessation of hostilities—public quiet—freedom from fear, terror, anger, anxiety, quietness of mind—calmness, tranquillity, quiet of conscience, harmony.—Webster's Dictionary)

"This is a very important thought. More and more people all over the world want and seek peace for the world and for themselves. We are going to see what some people, groups of people and countries have done in order that others might better understand and enjoy peace. These people are pioneers, because they have gone before and tried to prepare the way for others."

"Who do you think was the greatest pioneer for peace in the Christian world?" "Yes, Jesus."

"What ideas about God and about a way of life for men did Jesus have that were different and new to people of his day?"

Some of the following ideas will be mentioned, for which the Bible references can be used. As ideas are expressed the teacher may suggest that the class use Bibles and find the part that tells something about the idea.

1. "The idea that God is like a kind and loving father and not to be feared."

God is love. I John 4:7-8.

2. "God is a *forgiving* spiritual father and always gives a person a

second, third, or even a fourth chance. He cares for *all* his people everywhere. Men should forgive each other and not hold grudges and hatreds.”

The Lord’s Prayer. Matthew 6:9-13.

The Lost Sheep. Luke 15:1-7.

The Prodigal Son. Luke 15:11-32.

Jesus’ words on the cross. Luke 23:34.

3. “It is unimportant what symbols are used in worship or what ceremony or form, but it is important that you be sincere in your worship.”

Matthew 12:1-12; Matthew 23:23.

4. “Men should be peace makers and avoid violence.” Be sure that somewhere in the discussion children understand the importance of Jesus’ not resisting arrest and crucifixion; “Would we remember what he taught and lived for if he had done otherwise?”

Matthew 5:9.

5. “Everyone in the world is a neighbor to everyone else. We should learn to love and take care of each other.”

Mark 12:30-31.

6. “We should be kind and helpful not only to our friends but to those who may seem to be unfriendly to us or to those who are from a country or race different from our own.”

Good Samaritan. Luke 10:25-37.

Read together the story of the Good Samaritan.

“How did the people of Samaria and Judea feel about each other?”

“Why did the Priest and Pharisee not help the man who was hurt?”

“When the lawyer asked Jesus, ‘Who is my neighbor?’ why do you think Jesus told this story? What does it mean to you?”

WORSHIP

Have a quiet worship time—most particularly to think about the things that Jesus stood for, believed in, and did. Suggest that thoughts be shared with the group. Meeting is to be broken by shaking the hand of your neighbor.

ACTIVITY

If a world map is used, locate Palestine where Jesus lived and taught. Mark Judea and Samaria. Color the country and put the name Jesus on it.

Plan for either making scrapbooks or a frieze (or both).
Covers for scrapbook can be lettered with title "Pioneers in Peace."

2

UNDERSTANDING OUR NEIGHBORS

DISCUSSION

Review some of the ideas Jesus taught.

Review finally the story of the Good Samaritan.

"In this country we have many neighbors from many countries, of many churches, of many races."

"Name some countries from which people have come to live in America."

Africa	Germany	Japan
China	Greece	Russia
England	Ireland	Spain
France	Italy	

"How have people from these countries made our country richer?"

"Long ago your ancestors came from another country to settle in the 'New World.' Perhaps some of your grandparents came to this country more recently? Or your parents? Perhaps there is someone in the class who has come very recently from another country?" He might describe how it feels to come to a new country.

"Do you know anyone who has come here from another country? Do you have any neighbors or friends like this? Can you tell us something interesting about them?"

"Can you name some of the many churches we have in America?"

I. Christian Churches.

Be sure class knows meaning of Christian and why churches are so named.

1. Catholic, the first Christian church
2. Episcopal
3. Presbyterian
4. Methodist
5. Baptist
6. Friends Meeting
7. Unitarian
8. Mennonite

9. Mormon

10. Christian Scientist, etc.

II. Jewish Church or Synagogue.

1. "We need to remember that Jesus was of the Jewish group. He was a Jew but his followers began a new teaching that was called the Christian Church."

2. "The Jewish people were the first to worship one God. They wrote and kept for us to read in the Old Testament of the Bible many stories of the early followers of one God. They gave to us the wonderful faith of the Hebrew people."

3. "When someone asked Jesus how to live, Jesus took two laws from the Old Testament or rather the Hebrew Bible, the Torah. These words are still read in the Jewish synagogue from their 'Torah.'"

(Thou shalt love the Lord, thy God with all thy heart, and with all thy soul and with all thy mind, and with all thy strength. Thou shalt love thy neighbor as thyself.)

If the book *One God* by Fitch is available, you may want to show some pictures of the Hebrew service such as the Torah, the candle lighting, etc. Other pictures in *One God* can also be shown of various symbols of the Christian churches.

"Although there are differences in these religions, or churches, what do they all believe that is alike?"

(From *One God*, by Fitch: 1. All worship one God. 2. All use the Bible. 3. All have a special day for worship, a Sabbath. 4. All honor the Ten Commandments given to us by Moses, a great Hebrew leader. 5. All believe in the two great commandments: "Thou shalt love the Lord with all thy heart and soul and mind and thou shalt love thy neighbor as thyself.")

"Do you think it matters how people worship? What is important?" That they do worship God and love their neighbor.

"Name some of the races we have in America."

1. Red, American Indian
2. White
3. Negro
4. Yellow, Chinese and Japanese

"America is made up of many countries, races, and churches."

"What do you think is the best way to decide whether you like a person, whether you want him or her in your club, or on your team?"

1. By how they act.
2. By what they can do.

Not by:

1. How they look.
2. How they dress.
3. What church they attend.

“The whole world is drawing closer together and in a sense is getting smaller, so that we may well say that a country in Europe or Asia is our neighbor.”

“How is this happening?” or “Why is the world seemingly smaller today?” Airplanes, fast ships, telegraph, radio, newspapers.

“How does something that happens in Asia or Europe affect us here in America? Give some examples.”

“Jesus gave men a rule for living that is so important and valuable it is called the Golden Rule. What does the Golden Rule say? ‘Do unto others as you would have others do unto you’ ” or use the words of the Revised Version of New Testament.

“What do you think would happen in the world if everyone followed the Golden Rule?”

1. There would be peace.
2. There would be greater understanding and love between people of different countries and races.
3. There would be happiness at home, at school, everywhere.

WORSHIP

If time permits have a short quiet time for worship and thought.

HANDWORK PERIOD

If scrapbooks are being made, the Golden Rule should be written in them.

“Would you like to choose a story that Jesus told and illustrate it by a picture?” Children may draw and color a story they select and have others guess which story is represented.

Class may decide which picture they like best for the frieze.

3

WILLIAM PENN

DISCUSSION

Have available some books on William Penn such as: *William Penn, Friendly Boy* or *William Penn, Founder and Friend*.

"Packet on William Penn, Founder of Pennsylvania," can be obtained from the Friends Peace Committee, 1520 Race Street, Philadelphia 2, Pa.

"Let me tell you a little about this pioneer in peace and see if you can guess his name. I am thinking of a man of great vision. He saw things as they ought to be and tried to make these things come true. He tried a Holy Experiment, as it was called, in settling this new land. He called his first city here the City of Brotherly Love. Who knows his name?" William Penn.

"What do you remember about William Penn?" He was of a rich family; his father was an admiral in the English Navy; his interest in Quakers; his joining the Society; his plans for Pennsylvania; his treatment of the Indians; Treaty Elm; first walking treaty; freedom for worship for settlers in Pennsylvania; his Parliament of Nations idea; his knowing George Fox.

Secure the record "Sing a Song of Brotherhood" if it is possible to use it.

If no one tells the story of William Penn asking George Fox how long he should continue to wear his sword and George Fox replying "Wear it as long as thou canst, William," tell it and ask what George Fox meant.

"In Philadelphia there is a large department store which shows on its seal a picture of Penn and an Indian shaking hands similar to this cover." Children in the Philadelphia area may be asked to name the store—Strawbridge and Clothier.

"The store calls it a 'seal of confidence.'" Discuss the meaning of having confidence in a person.

WORSHIP

Have meeting for worship. Suggest to children they think particularly about a man with vision and the meaning of confidence.

When meeting is broken, suggest children borrow some of the William Penn books to read during the week. Suggest they tell next week any new things about Penn they have discovered in reading these books or pamphlets.

4 & 5

WILLIAM PENN PLAY

Have available copies of the following play on William Penn, or paper and blackboard to work out an original play. The one

included here will suggest some scenes that might be worked out by your group. Discuss any new ideas or facts about Penn found in the books read.

Teacher will probably know beforehand whether the children will want to write a play or to act out the one suggested. It is assumed that at least two weeks will be spent on the play. The local situation will determine how much time you use and how elaborate you wish to make your dramatization.

"We seem to know a great deal about William Penn, a great Quaker Pioneer in Peace. Do you think we could make up a play about him?" or "Would you like to act out a play about him? This play was written by boys and girls in the 3rd and 4th grade of the Newtown Friends School."

Play—WILLIAM PENN

Characters

Announcer	Edwin Markham	Chief Taminen and
William Penn	King	Indians and his
Thomas Loe	Soldiers	Daughter
Quakers	_____	

Act I: At a Quaker Meeting, in Ireland, Penn hears and talks with Thomas Loe.

Act II: At a Meeting in England, Penn and the Quakers are arrested.

Act III: At Court, Penn is receiving land for Pennsylvania from the King.

Act IV: In the new land, Pennsylvania. The Treaty with the Indians.

Announcer: (before curtain rises on Act I)

This is a play about William Penn and how he became a Quaker. It is about how he brought Quakers and other settlers to Pennsylvania and how he started the City of Philadelphia on the Delaware River. Act I: When William Penn was a young man. The scene is at a Quaker Meeting in Ireland where Penn's family lived for a while. Penn hears and talks to Thomas Loe.

(Scene is arranged as for a meeting, women on one side, men on the other. On facing bench sit Thomas Loe and Edwin Markham. Penn sits on the men's side in body of the meeting. Men wear hats, women bonnets. This is a silent meeting until Loe rises to speak.)

(Curtain rises on silent meeting)

Thomas Loe: (taking hat off as he rises to speak) All men are born equal. We should treat everyone the same way. Be friendly and kind and fair to everyone. Let us live as brothers in peace. (Silent meeting continues until broken by shaking of hands of Loe and Markham and the others.)

William Penn: (approaching Thomas Loe) I am William Penn. I liked what you said, Thomas Loe. I should like to hear you and your friends say more.

Thomas Loe: Come to our meetings, William Penn, at any time, here or when thee returns to England. Thee is always welcome.

(Curtain)

Announcer: Act II, a few years later at a meeting in England, when William Penn and other Quakers are arrested.

(Curtain rises on a similar quiet meeting during worship. Shortly after, three of the King's soldiers burst into the room.)

Soldier I: Stop, in the name of the King.

Soldier II: You must go to prison if you will not go to the King's church.

(Soldiers remove Quakers, who go quietly and do not resist.)

Quaker Girl: If our mothers and fathers cannot have this meeting, we shall go to our house and have our own meeting. Come!

(Children follow girls.) (Curtain)

Announcer: Act III takes place at a later date with the scene laid in Court when William Penn gets some land in America from the King of England.

King: (seated on throne) Good morning, William Penn. Why do you not take off your hat to your King?

William Penn: My friend, it is because all men are equal and thee is no better than others just because thee is a King.

King: (shakes his head and looks puzzled) I hear you have been in prison because you were with the Quakers. I hope you will promise to have nothing more to do with these people.

William Penn: That I cannot promise.

King: (looks at William and sighs—then says) William, I sent for you to talk about some money I owed your father, Admiral Penn. Now that he is dead, I owe it to you, but I do not have the money; I cannot pay you yet.

William Penn: May I have some land in the new world across the ocean instead of money?

King: Yes, you may; where?

William Penn: Near a river called, I think, the Delaware.

King: Very well. What will you call the land?

William Penn: They say the land is covered with fine woods.

King: William, call it Pennsylvania which means Penn's woods.

William Penn: I shall call it that because of my father's name, not because that is my name.

King: Who will go with you to Pennsylvania, William?

William Penn: My Quaker friends and any other people that want to worship in their own way.

King: So be it. I shall not stop you.

(Curtain)

Announcer: Act IV takes place in the new land. Penn makes a treaty with the Indians. (As the scene opens Indians are standing on the banks of the Delaware River. Edwin Markham is with them. Chief's daughter points out toward river and cries out.)

Daughter: Oh, father, look at the great white bird.

Chief Taminen: That is not a bird, my daughter. It is the great canoe in which the white brother, Onas, crossed the big sea.

Edwin Markham: Onas, your white brother, comes now. I have spoken to you for him. He comes now to see his red brother, Taminen. He comes to speak for himself. (Penn and a few Quakers come toward Indians, hands raised in friendly greeting.)

Penn: The Great Spirit who made me and you, who rules the heavens and the earth, wants us to live together here in this land as brothers. He wants us to love each other and help each other always. We promise to do you no harm and to live in peace and friendship here.

Chief Taminen: We will live in love with the great Onas and his children as long as the rivers flow and as long as the moon and sun shall endure. (He gestures to another Indian who brings a belt of wampum to the Chief. Chief Taminen gives the wampum belt to Penn.)

Penn: (accepts belt and one of the Quakers brings a chest of presents for the Indians—beads, glass, cloth, etc. Penn takes Chief's hand.) The words we have spoken are written on our hearts. We shall not forget them.

Costumes for the play can be very simple. Children need only the barest suggestion to indicate the characters. Men's hats and ladies' bonnets can be made by children or parents from cardboard

with black crepe paper and gray crepe paper. Soldiers' meshed mail costumes can be made from potato sacks, silvered. Helmets can be made from cardboard painted silver. Wooden swords could be made. Indians wear either blankets or the usual Indian costumes (dress-up type). King's crown may be made from cardboard, with a long cape made of any material or drapery.

OTHER SUGGESTED ACTIVITIES

1. Sandbox scene. If sandbox is not available, this can be made on table. The scene might be along the Delaware River at Treaty Elm site showing Penn and Indians at the Treaty. River can be painted blue, grass green on large brown paper, thumb-tacked to the table. Indian wigwams can be made from brown paper bags. Log cabins can be made from matchsticks, trees from twigs stuck in clay with green paper tops. Figures of Indians and Quakers are made with pipe cleaners and dressed in crepe paper. A model of ship, *Welcome*, can be anchored on Delaware with barge on shore. A few dug-out canoes should be along the shore.
2. Trip to Pennsbury Manor, if in vicinity of Philadelphia.
3. Use Violet Oakley frieze as illustrations. (Friends Central Bureau has a book showing these illustrations which can be borrowed for a short period.)

6

CONFUCIUS, 551-479 B.C.

DISCUSSION

Use *Their Search for God* by Florence Mary Fitch.

"There is a saying 'Truth has no barriers of time or place.' What do you think that means?" Discuss.

"I am thinking today of a great teacher of China who lived, and taught great truths, long, long ago. In fact he lived six centuries before Jesus was born (according to our Christian way of keeping dates). Can anyone tell us his name?"

Write on the board, Confucius.

"This is our Western way of writing and saying his name. It's like this in Chinese, K'ung-f-tzu. This means Honorable teacher. K'ung, the family name, comes first in the Chinese writing of a name. Confucius is called 'The Great Teacher of all China.' Let me tell you the story of his life."

"Confucius was born in a very good family of royal descent

from the K'ungs. His father was a soldier, but he died when Confucius was only three years old. There was not much money left for the family. Confucius' mother was determined, however, that her son should be taught to read and write and become a scholar. It was very unusual in those days for the ordinary person to learn to read and write. There were only a few scholars, usually of the rich families, who knew how to read and teach others. The mother did everything she could to help Confucius. He did become a great scholar and read all the books he could find about the poetry and stories of China. He also enjoyed art. He felt that poetry, art, and music create a feeling of oneness with all men and all natural objects. This oneness is the source of all wisdom and right living."

"When Confucius was twenty-two years old he began to be a teacher of a few young men. He said he was not teaching new ideas, but was merely taking the thoughts of ancient Chinese writers and giving them in a way easy to understand. He put many ideas into short sayings or proverbs or maxims. For example, when someone asked Confucius 'Is there some rule by which one can plan his life?' Confucius replied, 'What you do not want done to you, do not do to others.'"

Pause. Ask class, "Of what does that remind you? Yes, Jesus' Golden Rule. Confucius' rule is sometimes called the Silver Rule. Do you know why Jesus' rule is said in a better way? Yes, because it goes farther, by saying to *do* something good not just to keep from doing harm. Confucius had another maxim, 'If someone hurts you, return a kindness.'"

Resume story. "Besides giving maxims and proverbs, Confucius talked with his pupils of government, of poetry and literature, and of life. He wanted them most of all to think for themselves. This is something he once said, 'When once you learn a thing, you must never give up until you have mastered it. If one man succeeds in one effort, you should use a hundred efforts. If one man succeeds in ten efforts, you should use a thousand efforts.' You can see Confucius did not approve of lazy people or lazy thinkers."

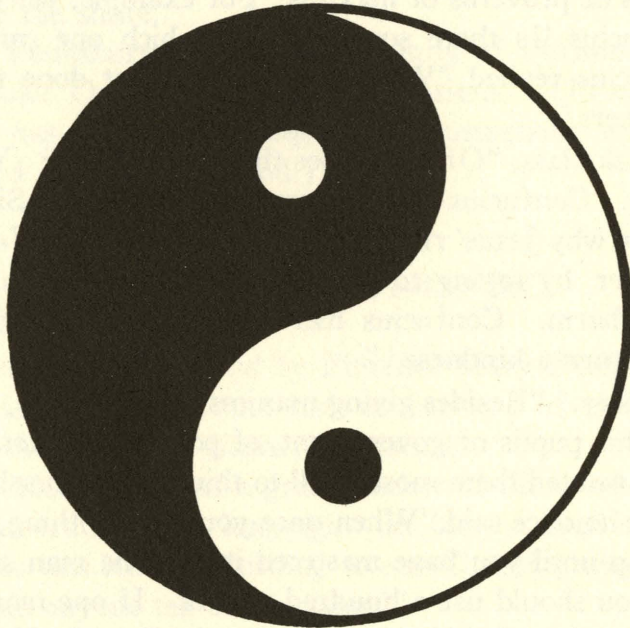
"Confucius began to write books. Then he became interested in the government of China and did much work in this. But the rulers of his time ignored his suggestions on how to have a better government. Finally he had to leave government work because of unfriendly people. Someone once asked Confucius 'What makes a

good government?' He said, 'Food, military equipment, and confidence of the people in their ruler.' When he was asked which of these could be given up first, he replied 'Military equipment and next food. From of old, death has been the lot of men; but if the people have no faith in their rulers, there is no standing for the state.' "

"Confucius continued to write and teach after he left active government work. He spoke often of the Princely Man and the Little Man. 'The Little Man has never outgrown childish ways but the Princely Man is not so by birth or class but by his own self discipline.' "

"When Confucius died after teaching for fifty years, he was not very well known. Later, more people began to read his books and think about his very wise sayings. Little by little people began to think of him as the greatest teacher China has ever had. Today he is considered one of the greatest men of the world."

MEETING FOR WORSHIP



Chinese Symbol—Yang and Yin

7

TEACHINGS FROM OLD CHINA

DISCUSSION

"Last week we talked about a great teacher of China, Confucius.

Tell us what you remember about him. Can you remember any of his maxims or wise sayings? How long ago did he live?"

"Long, long before Confucius taught in China, wise men had thought a great deal about the beginnings of the world, about all the things in the world, and about the great idea or plan in back of it all. They made a picture, or a symbol of what they thought."

"This circle is the great original cause or idea; Tao, the Chinese called it. This Tao was around all life, they said, and yet hidden. Tao was everywhere. What would we say that Tao is? Yes, God and God's plan for the world."

"The black and white things in the center of the picture, that seem to curl into each other and meet, are the opposite things in the world. The Yang and the Yin they were called.

Yang was like the light, Yin was like darkness.

Yang was like heat, Yin was like cold.

Yang was like happiness, Yin was like sadness.

Yang was beautiful, Yin was ordinary.

Yang was like rain, Yin like dryness.

Can you tell us some more opposite things in the world?"

"Both Yang and Yin were necessary in the world. They both became good when they mixed together to help each other. Look again at this symbol. What else do you notice? Yes, in Yang there seems to be a small bit of the Yin and in the Yin a bit of the Yang. How can this be?" Discuss.

"Could we think about this symbol as representing the very different people in the world; people that are opposite in religions, color, or ideas, customs and language? They both become good for the whole world when they mingle together and help each other. If we thought of it this way, we would see that people all over the world are in some ways like everyone else in the world."

Point to dot of white in black and dot of black in the white.

"Can you name some ways in which all people are alike?"

All need food, shelter, clothes, love. All really want to be liked. All can be hurt physically. All can have their feelings hurt. All search for God, etc.

"Some boys and girls in a fourth grade once looked at this symbol and decided it would perhaps also mean the people who did kind and loving things and seemed to have much good in them and the seemingly bad people with little good seen in them. If we thought about this and looked at the picture, what would you notice about

the good people?" Point to dot of black. "Yes, they do some things and think some things that are not good. They are not, of course, perfect but they keep trying to be better. Now look at the seemingly bad people; what do you notice? Yes, there is some good in them too. How do you think this good could grow, bigger and bigger? Yes, by help from kind and loving people who try to see this good."

"How would Friends talk about this good in a person some think of as bad? 'There is that of God in every man.' We sometimes call it the Inner Light. Often it seems to be almost extinguished, but kindness and love can make it burn brighter and brighter."

HANDWORK

Have class draw Chinese symbol of Tao and Yang and Yin. This can be done for notebooks or for a frieze or a textile design. Or work can be done on a map.

8

TOLSTOY—I

STORY

As background for this part, use Anna Pettit Broomell's book, *The Friendly Story Caravan*.

"I am going to read a story from *The Friendly Story Caravan*. Perhaps some of you have heard the story before. It was written by Leo Tolstoy, a Russian, about 1900. Tolstoy was a great philosopher (or thinker) and writer. He really lived as he thought and wrote. The name of the story is 'Where Love Is, There God Is Also.'"

Read story. It may be discussed although the idea is often most effective and obvious without discussion. Have a quiet worship time after the story.

DISCUSSION

Tell the group this saying of Tolstoy's, "He who hurts another, harms himself. He who helps another, helps himself."

"What do you think he meant?"

Discuss this, touching on happiness, friendliness, conscience, character, etc.

"Let's put Leo Tolstoy's name in our scrapbook, because he was also a great Pioneer for Peace. Under his name let's write, 'Where

Love Is, There God Is Also.' When we see these words we'll be reminded of Tolstoy's story and the wonderfully true idea that the words and story stand for. Let's also write the thought, 'He who hurts another, harms himself.' How many people had ever heard of Leo Tolstoy before today? What do you know about him now?"

"Do you think you could find out more about his life and his ideas before next week? You will find his name in any of your encyclopedias at home. See what you can discover about him. Ask mother and father and teacher to tell you what they know about him or his books. They may be able to help you, though they may not know much about Leo Tolstoy. Many people do not know what good ideas he had. Mother or father can read what you find in the encyclopedia and explain it to you if it is hard to understand." *The World Book* or *Book of Knowledge* is recommended as a reference.

9

TOLSTOY—II

DISCUSSION

"What have you found about Tolstoy to add to what we now know?"

Children give their findings. Teacher should be sure to have plenty of information on Tolstoy to supplement findings of children and to give to the class as she sees the opening.

"Tolstoy believed much as the Society of Friends believes:

1. God and the Kingdom of God are inside us.
2. Men should concern themselves for the social conditions of others through love and understanding.
3. He considered all forms of violence wrong.
4. He opposed compulsory military service.
5. He considered any form of slavery wrong.
6. He believed in great simplicity and temperance in living."

"His daughter has carried on his beliefs and started the Tolstoy Foundation which now helps refugees and displaced people to have a new and happy life."

Have a quiet WORSHIP time.

"The story we read last week is the best known Tolstoy story both for boys and girls and for grown-ups. It has been acted many times on the stage by professional actors and in schools by boys and girls and has been presented on television. Did anyone see the television presentation?"

(If used near Christmas, add, "Sometimes this story is acted out at Christmas time. Do you think it makes a good Christmas story?")

"Do you think we could give this as a play for the First-day School?" If the group would like to try this, ask: "Do you remember the characters? What characters would we need? How could we divide the story into acts to arrange for different times? Could we have the inside of Martin's shop and the street both seen by the audience? How could we work that out?"

"Perhaps we'd better read the story again as we make our plans. What people are in the story?" List them.

"What about the voice Martin seems to hear? Should that be added to our list of characters?"

"How shall we divide the play into different times such as night or next day?"

"Where does the whole story happen?" (Inside and outside of Martin's shop. Decide how to arrange for the shop and the sidewalk outside.)

"Will we need someone to announce the scenes and the time?"

"Will we need someone to fix the stage and take care of properties—hammer, shoes, cobbling tools?" Plan properties and costumes.

(Some of the properties needed: shoes, spectacles, leather and tools, Bible, dishes, teapot, snowshovel, coat, basket, apples, doll, bag of wood, candle and holder or lamp.)

Act out play spontaneously now, choosing volunteers for the characters. Teacher should be quickly writing conversation of children in impromptu play. Have a committee to work out the play and dialogue meet with teacher during the week.

The following play was planned and presented by the fourth grade of Newtown Friends School. It will indicate what may be expected of your group, or it may be used if the class prefers.

10

PLAY: WHERE LOVE IS, THERE GOD IS ALSO

BIBLE READING: Luke 7:36-50

Announcer: This is a play made from a story by Leo Tolstoy, a Russian writer, who wrote it a little before 1900. The name of the story and the play is "Where Love Is, There God Is Also." The characters are:

Martin, a poor shoemaker
Stephen, an old street cleaner
Customer
Young Woman
Mischievous Boy
Voice, and Passers-by

Act I opens in Martin's shop during the early evening.

Martin: (wearing spectacles, is seen working at his cobbler's bench or table) It is growing dark, I must stop work and light my lamp. (He pretends to light oil lamp or candle) Now for my reading. (He opens Bible and reads for awhile.)

Martin: (reads aloud from Luke 6:30-31) "Give to every man that asketh of thee. And of him that taketh away thy goods ask them not again. And as you would that men should do to you, do ye to them, likewise."

(He continues reading silently) (The passage, Luke 7:36-50, may be read at this time by Martin unless it was read at the beginning of the play.) Here I have just read about the Pharisee who asked Jesus to supper and then was not kind to him. (Takes off spectacles) I wonder what I would have done if Jesus himself had come to see me. Would I take care of him or think only of my own comfort? (Martin rests head on arms and falls asleep)

Voice: M-a-r-tin!

Martin: Who is here?

Voice: Martin, oh M-a-r-tin. Look tomorrow on the streets. I am coming.

Martin: (wakens, looks around) That is strange, I thought I heard a voice. (Shakes his head) I must have been dreaming. (Pause) Now, I must get my supper. (He goes out)

(Curtain)

Act II opens in Martin's shop next morning. His shop is in a basement and he can just see the feet of those passing by on the street. It is a very cold day. Martin enters and stands where he can see out the window onto the street.

Martin: There is old Stephen. He must be very cold. I'll give him some tea. The water must be boiling by now. (He opens door and calls to Stephen) Stephen! Come in, warm yourself a little. You must be cold.

Stephen: (comes slowly into shop, leaves snowshovel inside the

door. He is rubbing his hands together to warm them and wiping snow from feet.) I am, Martin. My bones ache.

Martin: Don't bother to wipe your feet. I will clean up the snow later. I am used to such things here in this shop. Come, sit down, drink a cup of tea with me. (Martin pours two cups of tea. They drink in silence. Martin keeps looking out the window.)

Stephen: Are you expecting someone?

Martin: I read last night from the Bible about Jesus and the Pharisee and then Jesus seemed to tell me in a dream that he was coming to see me. I have been able to think of nothing else all morning. Will you have some more tea?

Stephen: No, thank you, Martin. May God bless you for treating me so kindly. (He stands to go.)

Martin: You are welcome. Come in again any time. I'm always glad to see a friend. (Stephen goes out.)

(Martin works at cobbler's bench. Door opens and customer enters.)

Martin: Good morning, Alex.

Customer: Good morning, Martin. Can you fix these boots for me?

Martin: (takes boots, looks them over) Yes, I can fix them. They'll be ready tomorrow afternoon.

Customer: Thank you, Martin. I know I can count on you. Good-bye.

Martin: Good-bye, Alex. (Martin works, looks out of window often. Two men well-bundled up hurry past. A woman and a little girl on their way to market meet another woman and stop to talk in front of Martin's shop. A young woman comes, very poorly dressed with no shawl over her head and carrying a baby which she holds close against her to keep it warm. She leans wearily against Martin's window. Martin looks up and hurries to the door.)

Martin: (opening door, going out) Here, my good woman, what are you doing standing in the cold with the child? Come into my shop where it is warm. Right this way. (He leads her to a chair by table.) There, sit down, my good woman, nearer to the stove where you can get warm. (He brings a bowl of soup and bread.) Eat now, but first give me the baby. You see, I once had little ones of my own. I know how to handle them. (Pause.) Why were you out in the cold without proper clothes?

Woman: My husband has gone south to look for work and I have

not heard from him for seven months. I had a job as a cook but I've been without work for three months. Now I have no money and nothing to eat. I have pawned my last big shawl and I have no warm clothes left.

Martin: (takes a coat from peg on wall and gives it to woman) This coat is very old but it is warm. Please take it.

Woman: May God bless you. He must have sent me Himself to your window.

Martin: (smiles) Indeed He must have sent you. I had a dream last night, and in my dream Christ seemed to tell me he would come to see me today.

Woman: All things are possible. Thank you very much.

Martin: (takes coins from pocket and gives them to woman) Take this for Christ's sake. Get back your shawl and some food. May God care for you.

(Woman leaves. Martin goes back to work at cobbler's bench. Outside window an old woman who sells apples comes along walking slowly. She is bent over because she is carrying a big bag of chips for firewood on her shoulder. She stops and puts basket of apples on pavement in order to rest. A boy dashes up and snatches an apple. Old woman quickly grabs hold of him. They tussle a bit and boy, trying to break away, drops apple.)

Martin: (looking out the window, sees this and goes quickly to door, and out)

Boy: I did not take it. Let me go! Let me go!

Martin: Let him go, grandmother.

Old Woman: No! No! He is stealing my apples. He ought to be punished.

Boy: I didn't. I didn't.

Martin: I saw you take the apple. Ask the little grandmother's forgiveness and don't you ever do it again.

Boy: I am very sorry.

Martin: That's right. And now here's an apple for you. I will pay you for both, little grandmother.

Old Woman: No, he ought to be punished, he ought to be punished.

Martin: No, he ought to be forgiven. He was thoughtless and he is sorry. I did such a thing once when I was a boy.

(Pause. Martin and old woman look at each other.)

Woman: Of course, it is a childish trick. God be with him. (She starts to pick up basket and bag.)

Boy: Let me carry these, little grandmother. This is the way I am going too. (They go off together.)

(Martin returns to shop and to work again. People hurry past on the street.)

Martin: (stretches and rubs his eyes) It is getting too dark to work. (He stands up and goes into next room for oil, and lamp. Returns with it, pretends to adjust it. Sits down and opens Bible. Reading aloud:) "I was hungry, and ye gave me to eat; I was thirsty, and ye gave me drink; I was a stranger, and ye took me in; . . . Inasmuch as ye did it unto one of these my brethren, even these least, ye did it unto me."

(Martin puts head on arms and dozes.)

(There is a soft sound of movement in back of room. Martin looks. One by one, Stephen, young woman, baby, old apple woman and boy step forward and then cross out of sight.)

Stephen: Martin, did you not know me?

Others: and me? . . . and me? . . . and me?

(Curtains are drawn as Martin looks to back of room. If curtains are not used, Martin may look back for a long moment, then put his head down again to doze.)



GANDHI, 1869-1948—I

PRESENTATION

Use *Their Search for God* by Florence Mary Fitch.

"In a country far from ours there lived in recent years a great man. He showed his people and people all over the world, how to do things and how to get things done in a peaceful way. His country was owned and ruled by England. He wanted his people to be independent. He wanted them to have better homes, more work, and to have all the people of India understand each other better and get along with each other. Who was he?"

If children do not guess correctly show picture of Gandhi to help. After name has been given, ask children to look at picture.

"How would you describe the man you see here? Does he look big and strong? Does he look rich? Is he handsome?"

"No, he is none of these things, but the people of India loved him so much they gave him a special name, 'Mahatma.' Do you know what that means? It means the Great Soul. He was often called Mahatma Gandhi or just the Mahatma."

"Can anyone tell us some of the things that Mahatma Gandhi believed, taught, and how he lived?"

If no one can contribute in this, ask group to see what they can find about Gandhi before next week.

These things should be brought out about Gandhi: that the wrong in the world can be changed by patience and waiting and by non-violent resistance, not by force and fighting and anger. He spent many hours daily in prayer and thought. He went to prison many times rather than fight against the government. He lived very simply and helped everyone, rich or poor. He ate simply, had few possessions, and fasted often.

"What was Gandhi's religion? Was he a Christian? (He was a Hindu.) The Hindus are the largest religious group in India. There are many other religious groups, such as the Moslems."

"Hindus believe that God is everywhere and every thing is part of the universal Divine spirit. The goal of everyone's life should be to know the Universal Spirit, which Hindus call Brahman. That is not so unlike the Christian idea, is it?"

"The Hindus believe that there are three paths, each of which can lead man to the Universal Spirit.

1. Worship, meditation, by holy men, like our priests, monks, etc.

2. Faithful, unselfish work, doing one's job in the world well, no matter what it is.

3. Loving devotion to God. Thousands of Hindus repeat daily the ancient prayer: 'As different streams having different sources, all find their way to the sea, so, oh Lord the different paths that men take all lead to Thee.'"

"The Hindu believes that all life is sacred. Nothing should be harmed, neither men, nor animals, nor birds, nor insects. There is a rule 'He who cannot make alive—may not slay.' There are other things about Hinduism I have not told you but these are some of the main ideas. You can see how it was that Gandhi lived the way he did—because he was a great believer and a great soul—a mahatma."

WORSHIP

Have a meeting for worship to think of the things talked about today: the Universal Spirit, Mahatma Gandhi. Teacher may repeat the Hindu prayer (given above) in Meeting.

At end of meeting suggest that children see what more they can find out about Gandhi to tell next week.

12

GANDHI—II

STORY

"What more have you found about Gandhi? Tell us."

Be certain that important points mentioned in first lesson on Gandhi are brought out here and reviewed, if discussed previously. Afterwards say, "I have a story that tells a great deal about Gandhi and his people of India." Read "When Gandhi Came" from *The Friendly Story Caravan* by Anna Pettit Broomell.

Meeting for WORSHIP can follow the story.

HANDWORK

If time permits after meeting, have children draw an illustration of the story, any part. Encourage their using the homes and dress

of India, laying down of knives and guns, the station, drinking water, and sacred cows.

Work on frieze.

Work on map.

13

JANE ADDAMS

“You will remember that the people of India called Gandhi a great spirit. I’d like to tell you today of a person with a great spirit who lived in the United States not very long ago. You know, of course, that many women have been and are continuing to be pioneers in peace. This woman lived and worked in Chicago. She bought an old house in the poorest section and started a wonderful experiment.”

“Each year a prize is given to a person or group of persons contributing toward peace in the world. This is called the Nobel prize because a man named Alfred Nobel put aside some of his great wealth so that this would be possible. In 1931 this woman was awarded the Nobel Peace Prize. Does anyone know who she was? Her name was Jane Addams. Here is the story of her life and her experiment.”

CHICAGO’S GOOD NEIGHBOR

Six-year-old Jane one day drove with her father to a nearby town. Jane lived in the village of Cedarville, Illinois, and the town to which she and her father drove was Freeport. They passed many poor, miserable houses, and Jane asked her father why people lived in such ugly, horrid houses. Her father explained that these people were poor and could not afford to live anywhere else. “When I am a grown-up lady I’m going to live in a great big house right next to poor people, and the children can play in my yard,” Jane said.

Jane never forgot about this. She wasn’t a strong girl, for something was wrong with her spine and she often had to rest quietly on the couch or wear stiff braces.

When Jane was older and stronger, she went to college in the nearby town of Rockford. She had a great many close friends. One of her friends was Ellen Starr, who afterwards helped Jane Addams with her big house.

After Mr. Addams died, Jane could do almost anything she wanted to do, for her father had been wealthy. So she went around the world. For two years she traveled from place to place. She saw how people lived, many beautiful pictures that artists had painted, great cathedrals and buildings, and beautiful scenery—the glorious sky, mountains, and sea of God's great out-of-doors.

Miss Addams saw that some wonderful work was being done in the slums by the governments of other countries, and then she knew what she wanted to do. She decided to go home, rent a big house in a poor section of a large city, and be a neighbor and friend to poor people who did not have any privileges or much chance to live healthfully.

Miss Addams asked her friend, Ellen Starr, to help her. They went to Chicago and drove around its worst sections. There she found an old house at Halstad and Polk Streets that had once been a fine mansion belonging to Charles Hull. Everyone in the neighborhood called it "Ole Hull House." The neighborhood had once been a fashionable one, but now foreign-speaking people of many different nationalities lived there, and it was thought that most of the unruly individuals in Chicago came from this district.

Jane Addams' friends tried to persuade her not to go to this neighborhood to live, but she was determined. She was an attractive young woman of twenty-nine when Hull House was opened; Miss Starr was a little older. The two secured Mary Keyser to do the housework.

When the house was ready, girls and boys and men and women came to call and finally to attend classes of every kind. Girls were taught to sew, cook, dance and play games. Soon there was a girls' club and also a boys' club. Hull House has grown until there are now seventeen buildings and a camp in the country, called the Country Club.

People from all over the world have visited Hull House—the King of Belgium, Ramsay MacDonald, the late Prime Minister of Great Britain, the late President Theodore Roosevelt, and many equally well-known persons.

Miss Addams was interested in many things to help to better world understanding, but throughout her whole life she had one other special interest besides Hull House—peace and good will

throughout the world. At Hull House she had seen different races and nationalities working together, so she knew that it could be done. She worked so hard for peace that even some of her former friends became angry and were disappointed in her. They said that she was a coward and untrue to her country because she did not believe that war was right at any time. Some of the newspapers published articles accusing Miss Addams of being untrue to her country. During World War I, Jane Addams did all she could to try to keep the United States from fighting.

In 1915 a group of women in Europe decided that something could be done to stop the war if the women could get together and talk over the reasons for the war and make suggestions to their governments about ways to stop it. Jane Addams was asked to head that conference. She was greatly criticized, but this never stopped her when she felt that she was right. Miss Addams was hurt by some of the unkind things that were said about her at this time, because she sincerely believed in peace. But she went right on trying to carry out Christ's message of peace and good will among men. Out of this conference grew a great world peace organization—The Women's International League for Peace and Freedom.

Later, people realized the marvelous thing Miss Addams had done at Hull House and for the peace of the world. Many honors came to her. With Dr. Nicholas Murray Butler she was awarded the Nobel Peace Prize. Bryn Mawr College gave her a prize for her outstanding work.

Miss Addams died in 1935. Throughout her life she had been a woman who lived Christ's teachings and made the world a better place for other people because she lived for them.

(From *Goodwill Around the World* by E. Vesta Haines. Used by permission.)

DISCUSSION

"Why do you think Jane Addams was called Chicago's Good Neighbor?"

"Why do you think she was given the Nobel Award?"

"Do you think it took courage to do the things she did?"

"Do you know of any places that do the same kind of work that Jane Addams pioneered in Chicago?"

If class lives near Philadelphia, Friends Neighborhood Guild may be mentioned and Fellowship House. Settlement Houses in other cities, YMCA, YWCA, boys' clubs, etc.

"How does it help Peace in the World to have people from different countries and different races work and play together?"

"In the United States, where people have come to live from all over the world, it is sometimes hard to be friendly to each other. Why?"

"Can you name some ways in which we can be better neighbors in school, at First-day school, in Scouts or wherever there may be new boys and girls that are strangers to us?"

Meeting for WORSHIP.

HANDWORK

Work on frieze, or map, or draw pictures for scrapbook of children's impression of Hull House, possibly with children and people of all races coming and going playing together.

Ask class to look up Nobel and the Nobel Awards. "You heard today of a woman that won a Nobel Award. You have heard and will hear of many other Nobel Awards. Do you think we should find out more about Mr. Nobel and the yearly Nobel Awards? See what you can discover this week and tell us next time."

14

RALPH BUNCHE

DISCUSSION

Ask class for reports on Nobel. Class should know Alfred Bernhard Nobel:

1. Was a Swedish chemist.
2. Discovered how to make dynamite.
3. Had hoped to use dynamite only for peace time uses.
4. Felt very badly that it was used in war to cause much death and destruction.
5. Set up a fund in his will and left, after his death, \$1,000,000, the interest of which was to be used to award prizes each year for:
 - a. An invention or discovery in Physics.

- b. An invention or discovery in Chemistry.
- c. An invention or discovery in Physiology or Medicine.
- d. For the most distinguished work in literature of an idealistic nature.
- e. For the most effective work in the interest of International Peace.

“In the year 1950 an American Negro won the Nobel Peace award for his work as mediator or peace-maker between the Jewish people and the Arab people who were fighting in Palestine. He is living now. Do you know his name?” Ralph Bunche.

“Here is the STORY of how he came to be such an important world citizen.”

In 1904 in Detroit, Michigan, a Negro baby was born. No one knew then, of course, that he would one day be such an important man. He was named Ralph Johnson Bunche. When Ralph was thirteen years old, his mother and father died and he and his sister went to live with their grandmother in Los Angeles, California. Ralph Bunche was a very bright boy and he liked high school so much that, when he had finished it, he worked his way through college at the University of California at Los Angeles. In college, he was elected to Phi Beta Kappa, an honorary society for students who do especially fine work. When he graduated from college, he became a teacher because he liked teaching and learning. He thought it was very important for people to think, and read, and learn all they possibly could. He taught at Howard University, a college for Negroes in Washington, D. C.

But soon he felt that he must learn more about the world, and the people of the world. So first he went to Harvard University to study and then traveled to Africa. He wrote about what he saw and heard and thought. By his study, travel, and writing he earned a Ph.D. degree at Harvard. He was then Dr. Ralph Bunche. This kind of doctor's title does not mean a person is a doctor of medicine or surgery. It means he has studied a great deal about a certain subject and has earned a special honor for his work. Bunche's special subject was political science. That means the study of government and citizenship.

Ralph Bunche returned to teaching at Howard University but also began to work in various ways for the United States Gov-

ernment. Before the United Nations was a real organization, Ralph Bunche, as a member of the United States Department Staff, worked with others on plans for forming the United Nations.

In 1949 he was asked by the United Nations to act as mediator between the Arabs and the Jews who were really at war in Palestine. Let me tell you a little about the history of this trouble. Back in 1917 the British Empire issued the "Balfour Declaration," which promised that the Jewish people of the world could build and have a national homeland in Palestine where their people had first lived. The Jews were scattered all over the world and for centuries had been persecuted in many countries. But as soon as the Jews began to settle in Palestine in large numbers, the Arabs of that region felt they were not being treated fairly and they wanted to get rid of the Jews. So fighting began. It went on for years but stopped in World War II while Jews and Arabs both fought with the Allies. But after the war when great numbers of homeless Jews wanted to settle in Palestine, fighting started there again. In 1948 the United Nations decided to make separate states of Jews and of Arabs in Palestine. The State of Israel was formed but the Arabs fought against it.

When Ralph Bunche was sent to Palestine in 1949, he had success in working out a way that both Arabs and Jews could get together and talk over their problems and arrange for an armistice (a stopping of the war) and a future peace plan. For this work as a neutral peace mediator, Bunche was awarded the Nobel Peace Prize in 1950.

At the present time Ralph Bunche is teaching at Harvard University. The subject he teaches is Government. He has written and spoken a great deal about the world, about democracy and race relations, and about the future of the world's people.

"This is something he has said, 'We need to demonstrate that democracy is color blind.' What does he mean?"

"Here is something else he has said, 'If I may speak for my group, all the American Negro asks is that he be treated like every over citizen—that he be accepted or rejected not collectively on the basis of his color but individually, on the basis of whatever merit he may command.'"

"Can you put this in easier words and explain what he means?"

Does this seem fair to you? Does it seem right that every person in the world should be judged by what he *is*, or how he acts and can *do* rather than by how he looks or what color his skin is?"

"You know that when Bunche acted as mediator in Palestine, people felt he had done something outstanding for the world peace and for all the people of the world. What do you think he has done for the people of his own country and the people of his own race?"

"How do you think people of any race can best help their own people and share in the brotherhood of all races?"

1. By being dependable.
2. By being honest.
3. By being thoughtful.
4. By being kind.
5. By learning to know other people, and respecting other's rights.
6. By working hard at your job (no matter what it may be).
7. By gaining respect and love.

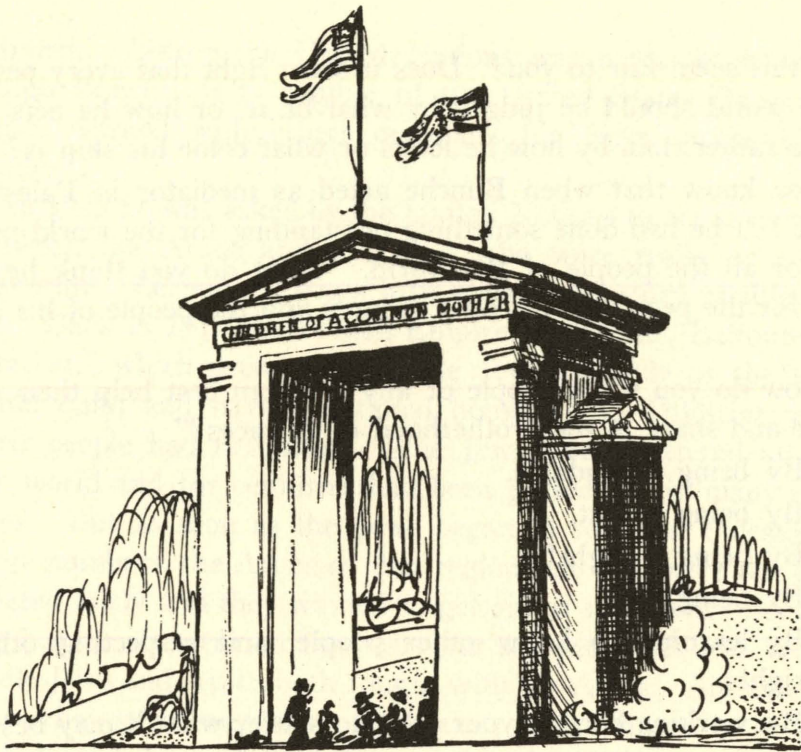
Not by :

1. Showing off and bragging.
2. Being lazy.
3. Hating and disliking others.
4. Fighting and hurting others.
5. Ignorance of how other people think and feel and live.
6. Complaining.
7. Being mean, etc.

Meeting for WORSHIP if time permits.

HANDWORK

On frieze, or map, or scrapbooks.



THE PEACE PORTAL
1815-1915

ONE HUNDRED YEARS OF PEACE

On this arch are the words:
Brethren dwelling together in unity
Children of a common mother
May these doors never be closed

15

THE PEACE PORTAL

Between Canada and the United States

“We have been talking about men and women who were pioneers in peace. Now we are going to see how some countries have done pioneering in peace. If we start here at home in our country, we can think of the United States and our big neighbor to the north. What country is that?” Canada. “Find Canada on the map or globe. Who owns Canada? How is it governed?”

“As you can see, the boundary between Canada and the United States is a big one.” Point to the map. “What divides the countries in the east? In the west? Here is a story about the boundary between these two countries.”

HOW RICHARD RUSH HAD HIS CHANCE

There was a boy born in Philadelphia in 1780 who was named

Richard Rush. When he was a little boy he was brought up to believe that if you had courage you could do more by kindness than by force. As a young man he went to Washington to work for the government. He was in the State Department when America and England fought the War of 1812, and he wished very much that he could do something to bring peace. When the war ended he had his chance.

For many years all along the Great Lakes and the St. Lawrence River, which formed the boundary between the United States and Canada, there had been big forts threatening each other, and both countries had battleships sailing up and down the Lakes ready to fight. After the War of 1812 American officers on the Great Lakes sent word to Washington that we must hurry up and build more forts and bigger battleships. This message came to Richard Rush who, although he was only thirty-two years old, happened then to be in charge of one of the offices at Washington because the man usually in charge was away. When he read this message he saw that his chance to help stop war had been given him. He went to the British Ambassador, for Canada is a part of the British Empire, and said that it seemed to him what the two countries ought to do was not for each one to build more forts along the Lakes but for both to do away with all their forts and ships. The British Ambassador, whose name was Bagot, liked Richard Rush and believed what he said was true. They became good friends and they carried out the plan together.

Soon Richard Rush was made Attorney General for the United States, and he and Bagot signed an agreement, each one for his own country, that there should be no forts or battleships between Canada and the United States. This agreement was called by the names of the two men, the Rush-Bagot Agreement.

So the first unarmed boundary in the world was arranged. Canada and the United States have since lived at peace. They have not always agreed about everything and sometimes what seemed to be good for one did not seem to be good for the other but, instead of going to war over these things, they have talked about them and have settled them in that way themselves, or have let someone else decide for them how they ought to be settled.

When the two countries had been at peace for one hundred years there were great celebrations all along the border; and at

Blaine, Washington, the people built a gateway, half of which stands on Canadian ground and half on American and there are two flagpoles at its top, on one of which is the flag of the United States and on the other the flag of Canada. On the inside of the arch are these words: "Open for one hundred years—may these doors never be closed."

So Richard Rush, the little boy of Philadelphia, carried out his wish to be among the men and women who have helped to save the world from war.

(From *Through the Gateway* by Florence Brewer Boeckel. Macmillan Co. Used by permission of National Council for Prevention of War.)

Show picture of the Peace Portal and have someone read the inscription.

"The idea for this began in 1815. The Peace Portal was built in 1915. Is the idea still working so many years later? Is there still a friendly peaceful border between the United States and Canada?"

"Has anyone in the class visited in Canada? Can you tell us whether you need a passport for a visit? Tell us about crossing the border from the United States to Canada."

Look at the map. "Here on the St. Lawrence River and the Great Lakes, where is the boundary? Who owns the bridges across the St. Lawrence?" The United States has half of the bridge, and Canada the other half. Each helped to build bridges and to take care of them.

"Do you think it would be a good idea if more countries had such a friendly boundary plan? Why do you think many countries feel they cannot have such a free boundary?"

Discuss reasons:

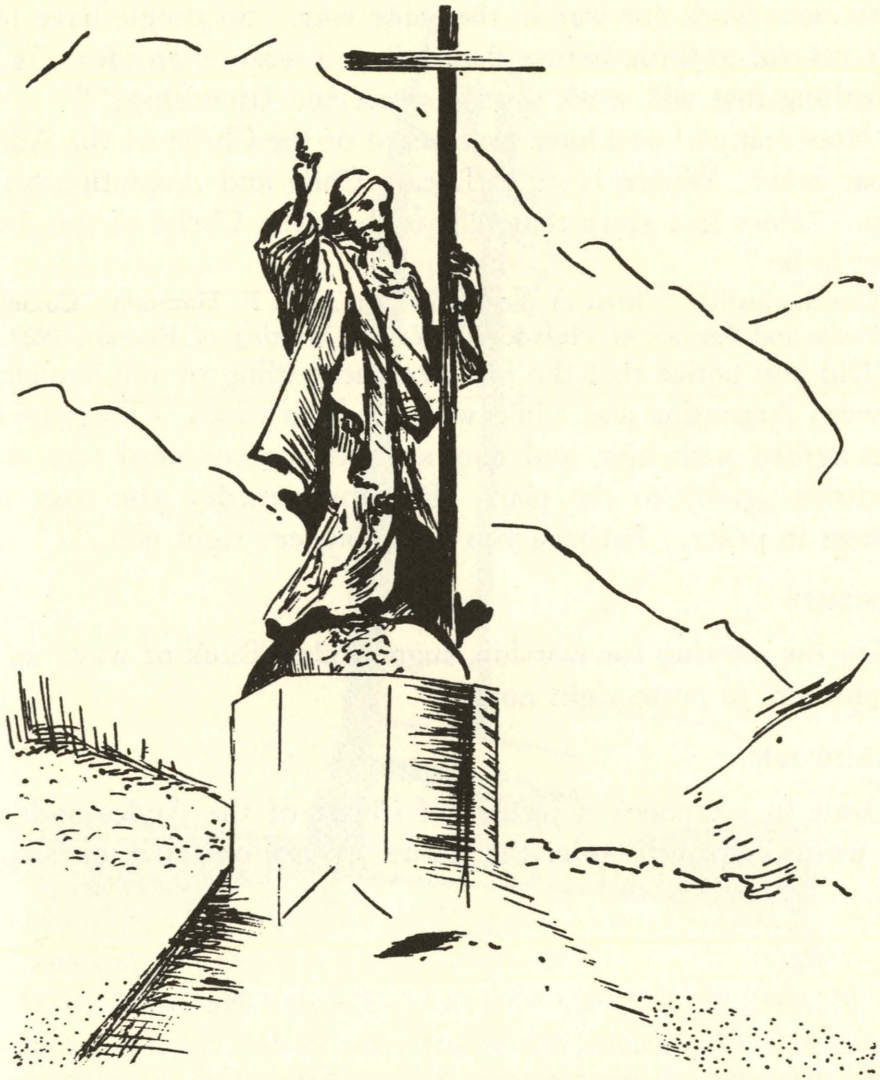
1. Fear
2. Not trusting others
3. Misunderstandings
4. Wanting to keep others out of their country
5. Selfishness

WORSHIP

During meeting for worship, the group might be asked to think about the reasons that cause countries to be afraid, cause misunderstandings.

HANDWORK

Drawing of Peace Portal and printing inscription for scrapbook, or work on frieze, or map.



Sooner shall these mountains crumble into dust than the people of Argentina and Chile break the peace which they have sworn to maintain at the feet of Christ the Redeemer.

16

THE CHRIST OF THE ANDES

DISCUSSION

Review briefly last week's story and idea. "How did the idea for the peaceful settling of the boundary start? Who began it?"

"You will notice in all the stories we are hearing now that one person starts the thought, others follow, until whole countries have agreed to the idea. This can work for peace, but unfortunately

some ideas work for war in the same way. So people have to be very careful to think before they follow a man or an idea: 'Is this something that will work toward peace and friendship?'

"How many of you have ever heard of the Christ of the Andes? What is it? Where is it?" Locate Chile and Argentina on the map. "Here is a story that tells us how the Christ of the Andes came to be."

(Use the leaflet, "Christ of the Andes" by Anna P. Hannum. Committee on Peace and Service of Philadelphia Yearly Meeting of Friends, 1929.)

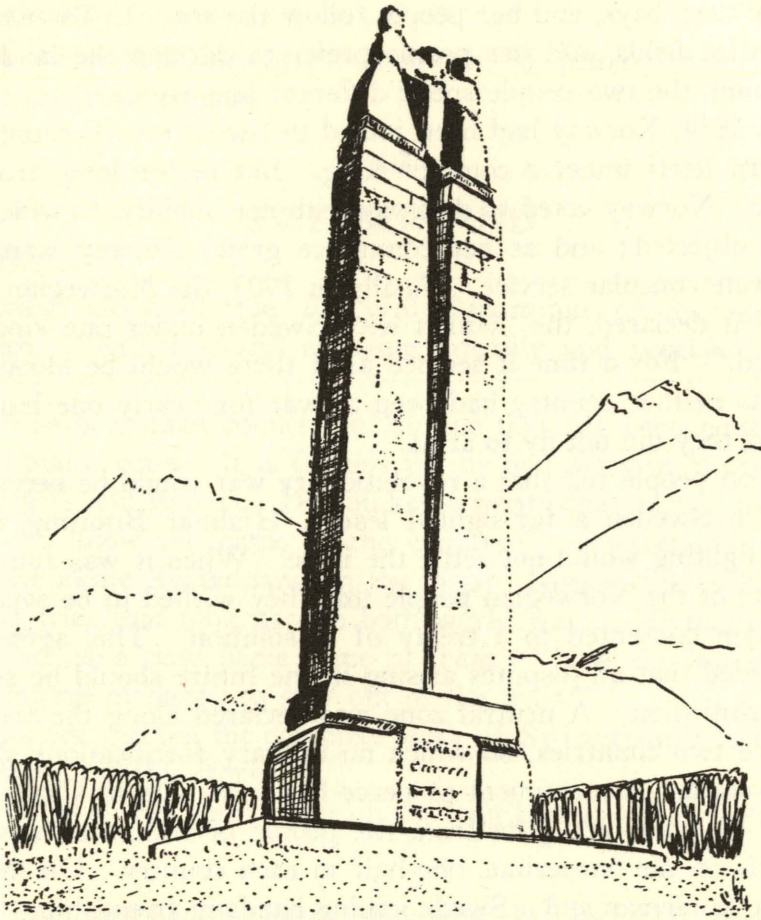
"Did you notice that the idea for the settling of the boundaries between Argentina and Chile was one man's idea. Then another man agreed with him, and another and another until two whole countries agreed to the plan. Perhaps someday you may be a pioneer in peace. Perhaps you are a pioneer right now."

WORSHIP

For the meeting for worship, suggest class think of ways we can be pioneers in peace right now.

HANDWORK

Draw in scrapbook a picture of Christ of the Andes and print the words engraved under the statue. Work on frieze or map.



THE SWEDISH-NORWEGIAN MONUMENT OF PEACE

Norse and Swedish friends of peace erected this monument in 1914 in commemoration of one hundred years of peace between the two countries.

17

THE PEACEFUL SEPARATION OF NORWAY AND SWEDEN

Review by discussion "The Christ of the Andes," the story and idea. Suggested question, "What does arbitration mean?"

"Did you know that once Norway and Sweden were one country? Can you find Norway and Sweden on the map?" Locate. Point to map to illustrate the first paragraph of the story that follows.

THE PEACEFUL SEPARATION OF NORWAY AND SWEDEN

In the far north are two countries, Norway and Sweden, close together, and yet with very different interests. Norway has

many deep bays, and her people follow the sea. In Sweden are beautiful fields, and her people prefer to develop the land. In addition, the two people speak different languages.

In 1814, Norway had been joined to Sweden, each country to govern itself under a common king. But before long, troubles arose. Norway voted to do away with her nobility, to which the king objected; and as her commerce grew, Norway wanted a separate consular service. Finally in 1905, the Norwegian Parliament declared, the "Union with Sweden under one king has ceased." For a time it seemed as if there would be bloodshed, but as neither country had been at war for nearly one hundred years, they did not fly to arms.

Most people felt that a revolutionary war would be necessary. But in Sweden a far-sighted leader, Hjalmar Branting, knew that fighting would not settle the issue. When it was found by a vote of the Norwegian people that they wished to be separate, Sweden consented to a treaty of dissolution. This agreement provided that all disputes arising in the future should be settled by arbitration. A neutral zone was declared along the frontier of the two countries, on which no military fortifications should be erected. A monument of peace has been built at Charlottenberg by voluntary gifts from the people of both countries. It stands on the borderline, one-half in each country. On the top are a Norseman and a Swede joining hands in friendship.

(From *Good-Will Lessons*, published by the Church Peace Union and World Alliance for International Friendship.)

Show picture of the monument.

"The two figures at the top of the monument remind me of another symbol of friendship that we talked about earlier in the year. It was given by one group of people to another group coming to this country. Of what am I thinking?" The wampum belt given by the Indians to William Penn and the Quakers.

"Do you think Branting was a man of vision? Why?"

"Sometimes we say a person is far-sighted. Can you explain what this means? Might it often be the same as saying a person has vision? To which of the Quaker leaders do we refer most often as a man of vision?" William Penn, why?

WORSHIP

For the meeting for worship, suggest class consider men of vision, the need for vision in leaders for peace.

HANDWORK

Draw Swedish-Norwegian monument of peace for scrapbook.
Work on frieze or map.

18

SWITZERLAND

DISCUSSION

Review story of the Peaceful Separation of Norway and Sweden. "Are they still enjoying friendly and peaceful separation?"

"There is a small country in Europe that has been neutral for many, many years. It is famous for its neutrality in World War I and in World War II. Do you know what being neutral means?" "Do you know the name of the country?" Switzerland. "Can someone locate Switzerland on the map? Notice it is surrounded by countries that took part in both world wars." Point to countries and have class name some of them. "How do you suppose Switzerland managed to stay out of the wars?"

If no one can tell the complete story of Switzerland's history of neutrality, use this story.

"Here is a very short story of the long history of Switzerland."

STORY

Long, long ago the Roman Emperor, Julius Caesar, conquered the Swiss people or tribes of Helvetians, as they were called then. After the fall of the Roman Empire, tribes from the north took over the Swiss land and people. These northern tribes were later called Germans.

About this time some of the Swiss tribes joined together in a union or confederation and tried to be free to govern themselves. They had a very hard time defending themselves from the Germans and then the Austrians. But in 1499, about the time Columbus sailed and discovered part of America, the Swiss Confederation won independence. Soon though, France took away their freedom.

In 1803, however, Emperor Napoleon Bonaparte of France allowed them to make a new constitution and gave them more freedom to rule themselves.

After Emperor Napoleon of France was defeated by the other countries of Europe, these countries met at a conference in 1815.

It was called the Congress of Vienna and it was to decide how to divide the land and the power in Europe. The only good thing that came out of the conference was that the Congress of Vienna guaranteed, or promised, the "perpetual neutrality" of Switzerland. That neutrality and promise has never been broken.

Do you know what perpetual means? (It means uninterrupted, continuing, never ceasing, etc.)

After this Switzerland joined all of its states together into one big unit. Now they have a republic very much like the United States of America. It is governed by two groups, a National Council and a Council of States. There is one representative in the National Council for every 20,000 people. Each of the twenty-two states has two representatives in the Council of States. This is very much like our Congress in the United States.

Two World Wars swept around Switzerland in Europe but not through it. During both wars, soldiers from both sides took vacations or rests in Switzerland. People fleeing from other countries found safety there. Of course, during the wars Switzerland had little trade with other countries and could not have any tourists or sightseers visit her beautiful mountains. She had less money because trade and tourists usually give her much of her income. But Switzerland still felt happy to be a little spot of quiet and peace in the middle of a warring continent.

Switzerland has high mountains on most of her border, and borders are well guarded. Only those that have permission enter, but permission was given during the wars to soldiers from both armies and to respected trustworthy people who were seeking safety and peace.

"Do you know what language is spoken in Switzerland?" Three: French, German, and Italian.

"Notices in trains and public places are always printed in three languages. Why do you think three different languages are spoken in one small country?"

"Isn't it surprising that people speaking different languages and having different customs could get along together all these years?"

"Besides being famous for its long neutrality, Switzerland is famous for two other peace ideas that started in the world in the last century."

"Do you know what these were?" Red Cross and League of

Nations. Discuss the Red Cross. Save the League of Nations for later. See what the class knows about the Red Cross. Then ask the class to find more information during the week and report next week on the International Red Cross.

WORSHIP

HANDWORK

Draw pictures of Switzerland. Work on frieze. Work on map.

19

INTERNATIONAL GROUPS

Red Cross, Scouts, Etc.

DISCUSSION

Review the story of Switzerland's neutrality.

Have reports on the Red Cross. Be sure that the class knows that:

1. A Swiss, Jean Dunant, first had the idea of having nurses trained to help wounded soldiers on the battlefield.

2. Countries all over the world belong to the Red Cross.

3. Red Cross helps in any time of trouble or emergency (not just in war time): such as in famine, floods, disease epidemics, earthquakes, fire.

4. The Red Cross now trains people for life saving, home nursing, first aid, etc.

5. The symbol for the organization is a cross and why this symbol was chosen. (The Swiss flag in reverse.)

6. The motto is Neutrality—Humanity.

7. It serves humanity regardless of race or creed (religion).

8. Its neutrality is respected in times of war. Those working under the flag of the Red Cross are not fired upon or stopped.

9. We all help the Red Cross (by contributions, by work, by blood donations, etc.).

“We have been talking about the Red Cross as an international organization. Can you name some other international groups that help in world peace and friendship?”

Cub Scouts and Boy Scouts, Brownies and Girl Scouts.

“How are these contributing to world peace?”

“There is another idea that helps people in different countries to understand each other better. That is the idea of having ex-

change students and teachers. How does this idea work?" Explain.

"How does it help world peace? Do you know any exchange students or exchange teachers? Perhaps your class could invite such a person to tell you of some of his experiences."

"Congressman Fulbright of the United States suggested an international scholarship plan. Can you imagine how this plan works?" Explain. "It is called the Fulbright Plan. Is this a good idea? Why?"

WORSHIP

"How can we be sure that the world is going ahead in working for peace?" Have a quiet time to consider this question.

HANDWORK

Draw Red Cross symbol and motto for scrapbook.

Work on frieze, with picture suggestion coming from class.

Mark on map: Scouts around the world; Red Cross in Switzerland.

20

AMERICAN FRIENDS SERVICE COMMITTEE

"We have talked about the Red Cross and other international groups and ideas. Can you tell me the name of a Friends group that is somewhat like the Red Cross and helps people in our country and all over the world?" The American Friends Service Committee.

"What is its symbol?" Red and black star. "Here is the story of how and why it began." Bring the story up to date by mentioning more recent work. For further information write to American Friends Service Committee, 20 South 12th Street, Philadelphia 7, Pennsylvania.

THE STORY OF THE RED AND BLACK STAR

In 1914 there began a Great War. Although its battles were really fought in Europe, it was called the World War because almost everyone in the whole world was in some way affected by it. We now call it World War I. The purpose of the war, it was said, was to make the world a safer and happier place to live in. And a great many men, fathers and brothers and sons, fought in the war.

But there were some people who felt that they could not fight

no matter what the purpose or the reason was. They, too, wanted to make the world a safer and happier place to live, but they believed that it was wrong and useless to fight, to destroy homes and villages and to kill people. They decided to try another method—just the opposite of destroying and killing—to build homes and villages, and to help people live and be happy. So, in April 1917, a group of young American men and women, led by the Friends, started out to do this.

They chose for their emblem a red and black star which British Friends had used for more than fifty years in their services of love and goodwill. The star was sewed on their uniforms and painted on their trucks and cars, in order that wherever they went people would know who they were and why they were there. Since that time the red and black star has traveled into almost every country in the world, and has had many strange and interesting experiences. It has traveled from country to country, across oceans and mountains, and over boundaries of countries. Often it has stretched between enemies and made them friends. It is probably at work in many places which even the American and British Friends do not know about. Wherever it goes, it takes with it food and clothing, and love and hope. It remains for anyone—young or old, of any race, of any religious or political belief—to follow it. It is the symbol of a way in which the world may become a safer and happier place for everyone.

“What are some of the things American Friends Service is now doing?” It should be pointed out that many people who are not Friends take part in all these activities of the A.F.S.C. Discuss some or all of the following :

1. Affiliation of schools.
2. Work camps.
3. First-day school and school projects such as Mitten Trees, Tricks or Treats, clothing collection, etc.
4. Children’s magazine, “Newsletter for Boys and Girls.”
5. Work at United Nations headquarters.

Ask if anyone in the class has taken part in any of these projects. “Does anyone know someone who has been in work camps? Does anyone exchange letters and perhaps gifts with someone in another school or country?” Share experiences and perhaps invite a work-camper to speak to the class. If a suitable project is

suggested in the newsletter, the class might sponsor and work for this.

HANDWORK

Red and black star stickers may be given to each child to put in scrapbooks. Mitten trees may be drawn or boys and girls work together on suggested pictures for the frieze.

Work on map—the red and black star (small size) could be placed on border of map with lines going from it to countries where it has served.

21

THE LEAGUE OF NATIONS

“When we were talking about Switzerland we mentioned two peace ideas that began in that country. One was the International Red Cross. What was the other?” The League of Nations. “Let’s see what we know about the League of Nations.” Report on the League of Nations. Be sure that the class knows that:

1. It started after World War I, 1920.
2. Woodrow Wilson, President of the United States, had the idea for starting it. Remember William Penn had the idea for a Parliament of Nations many, many years ago.
3. The United States did not join, which weakened the League and saddened President Wilson.
4. Its headquarters was in Geneva, Switzerland, because Switzerland has stood for neutrality and peace for such a long time.
5. Its purpose was to work for the peace and prosperity of all countries.
6. Groups working under the League for world peace and prosperity were made up of teachers, doctors, child-feeding and child-care specialists, etc.
7. League was called “Machinery for Peace.”
8. All the countries of the League and the U. S., although not a member, contributed toward the cost of the main building, the Palace of Nations, in Geneva. The building is now being used for United Nations Committees: the World Health Organization, International Labor Organization and the Food and Agricultural Organization.
9. League of Nations failed to keep peace in the world because too many nations failed to cooperate. Remember the U. S. would not join. Some nations got very strong and powerful, and the

more they had the more they wanted. They would not listen to the suggestions and warnings of the League. A strong military country, Italy, started a war which finally involved the whole world. Italy was defeated in World War II, as were Germany and Japan. Much suffering was caused everywhere, but the countries of Italy, Germany and Japan suffered terribly.

10. In 1946 the United Nations was formed and the League of Nations was dissolved in order to make a fresh start with the United Nations.

HANDWORK

Copy questions. Work on map or work on frieze.

Ask class to find information about the United Nations for next week. Write the questions in the next lesson on the board and ask group to copy and find the answers.

22

THE UNITED NATIONS

Questions below written on the board previous session. Use now to open discussion:

1. "What is the United Nations?"
 2. "Why was it formed?" In order to make and keep world peace, by discussion by all members of matters concerning world peace and international cooperation.
 3. "How many members belong?" Fifty-eight countries. "Is the U. S. one of these?"
 4. "Where is its headquarters?" New York.
 5. "Who gave the money to buy the land in New York for the headquarters?" John D. Rockefeller, Jr. "All member countries contributed to the cost of the building."
 6. "What does the flag of the United Nations look like?" Show flag.
 7. "How is the United Nations trying to serve the people of the world and bring about better understanding and cooperation?" By its organization, in committees on world health, food, education, employment, human rights, transportation, etc.
- "Do you know anyone who has visited the United Nations in session?"

"How old must you be to be allowed to visit? Why? How

can so many people speaking so many different languages understand each other?"

"If all the people in the world had enough food, homes, work, and good health, if they were all treated equally well, no matter who they were or what color their skin or what church they belonged to, if there was understanding of people different from themselves, would there be wars or would people feel a need to have a war?"

"What makes one country attack another?"

1. Fear, 2. Hunger, 3. Desire for more land, natural resources, riches, and power.

"Actually is there enough food in the world for all the world's people?"

"Why then are some people hungry and starving?"

Discuss distribution, the teaching of how to use the land, education, etc.

"A new building has recently been built directly across the street from the United Nations. It is called the Carnegie Endowment International Center. In this building many organizations that are working for world peace will have offices. The American Friends Service Committee will have a room there. All the groups will try to help the United Nations to succeed. They do not want this great effort for peace to fail. They will try to see that everyone understands what is being done and will support its work."

WORSHIP

Thought to consider, "How can I help in pioneering for peace?"

HANDWORK

United Nations paper flags may be put in scrapbooks. Work on map—United Nations headquarters with lines going to its many members. Flag might be placed on border of map. Work on frieze—perhaps the United Nations building with flag flying above. A picture of the UN headquarters building should be available to show the class.

An assembly program could be planned, using the theme: "They Work for World Peace." Each person taking part in the program might have a large cardboard symbol such as the Red Cross, A.F.S.C. star, or United Nations flag, Boy or Girl Scout symbol, to hold in front of them as they tell how each group helps in building World Peace. What each representative says may be planned from preceding discussions.

