

Sample Pages from

Exploring World History Part 2

by Ray Notgrass
with Charlene Notgrass and John Notgrass

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Exploring World History

Part 2

The Renaissance to the Present

*For all those who have in any way shared the sacred and imperishable gospel
with those from every tribe and tongue and people and nation (Revelation 5:9).
You have helped to fulfill God's plan for mankind and have offered hope where there was none.*

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Ray Notgrass with Charlene Notgrass and John Notgrass

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Previous Page: Seoul, South Korea, 2011

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The World at War

Summary

The first half of the 20th century saw two world wars that took millions of lives and brought to an end the idea that man had progressed beyond the desire for armed conflict. In this unit we examine the causes of the Great War, the unsatisfactory conclusion of it, the events leading up to the Second World War, and the shape of international relations after that conflict. We focus on the inspiring leadership of Britain's Winston Churchill and look at the cultural history of Japan to understand a country that once was an enemy and is now an ally. The Bible study is on peace.

Lessons

- 116 - The Great War
- 117 - World War II
- 118 - Key Person: Winston Churchill
- 119 - Everyday Life: The Cultural History of Japan
- 120 - Bible Study: Peace

Abandoned Boy in London, 1945

Memory Work

Learn Psalm 46:1-3 by the end of the unit.

Books Used

The Bible

In Their Words

The Hiding Place

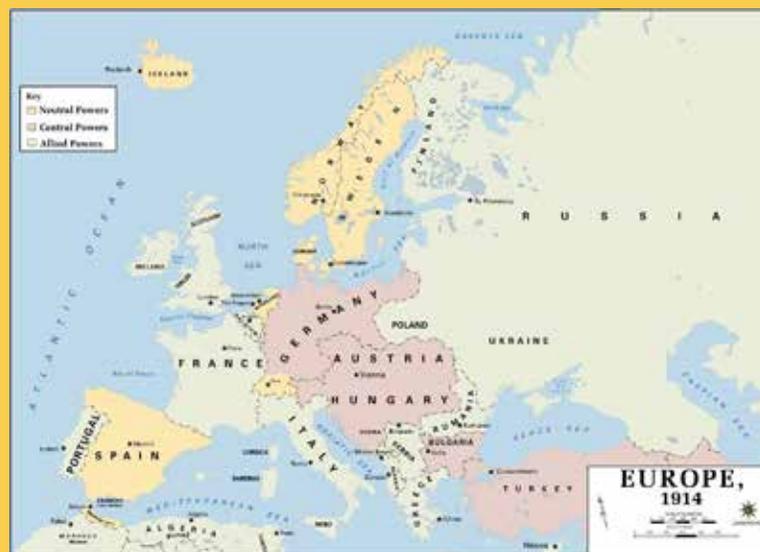
Project (choose one)

1) Write 300 to 500 words on one of the following topics:

- Write about life on the home front during World War II. See Lesson 117. Life in the United States will be the easiest to research, but try to find out what it was like to live in Britain or France or another country during the war.
- Looking at wars through the scope of history, why do you think nations go to war?

2) Interview a person who remembers World War II about their experiences during the war. Compose at least ten questions ahead of time. You can conduct your interview by phone or in person. Be respectful of your interviewee's time and keep the interview within an hour. If possible, make an audio recording of the interview.

3) Memorize Psalm 46.



Europe at the Beginning of the Great War



German Infantry, 1914

Lesson 116

The Great War

A new century was dawning that held new possibilities for mankind. Technology and inventions were developing at an astounding rate. The world economy was changing from an agricultural base to an industrial base. People across the globe were connected through communication as never before. The possibilities for future progress seemed limitless. Surely, many thought, mankind was entering an era when old ways and old prejudices would disappear.

Then reality hit with two world wars, new weapons of death, the rise of terrible totalitarian regimes that took the lives of millions of people, and years of economic uncertainty that affected the entire globe. All this brought cynicism and despair to the hearts of many. The political, military, and social conditions in which people lived changed drastically from 1914 to 1945.

Prelude to War

The first two-thirds of the 19th century in Europe saw a growing industrial revolution and continuing political revolutions. Then from 1870 forward came a period of rapid overseas expansion with European colonization of Asia and Africa. Several motives drove this expansion: a desire for

wealth and economic growth, a mission to “civilize” those who had a different cultural background, and a belief that national power and prestige were enhanced by building a colonial empire.

The partitioning of Asia and Africa by European nations was largely completed by 1914. The lands that were colonized were indeed modernized by the Europeans (and after 1898, by the United States), but those changes came at a price paid by the native people who were often manipulated and oppressed.

Europe appeared to be at peace. No major war had taken place since the end of the Napoleonic Wars in 1815. The nations of Europe were witnessing reforms in their government, and European economies were booming. However, dangerous storm clouds were gathering.

International Competition

Colony-grabbing created a sense of competition among the larger nations of Europe. Each wanted to have more, and all were looking at each other suspiciously. This fed a growing spirit of nationalism that went beyond the earlier desires for a unified country. Now nationalism meant a belief that your country was better than others and deserved to expand its power and reach as fully as possible.

One symbol of national pride was a strong army that could defend national interests when necessary. Germany had already developed a powerful military force by 1900, and other European nations tried to catch up with it. In this mindset, nations were quick to consider military action when a potentially troubling situation arose. The goal was to maintain peace through a position of strength so that other nations would not threaten, but every nation wanted to be the strongest. This resulted in a huge arms race. In addition, several nations wanted to add to their strength by forming alliances with other countries to be partners if any one nation in the alliance was threatened.

Bismarck of Germany feared that France might try to attack Germany in revenge for its loss in the Franco-Prussian War. As a result, Germany created a military alliance with Austria-Hungary in 1879. This Dual Alliance was later expanded to the Triple Alliance when Italy joined. France, meanwhile formed an alliance with Russia in 1894 to protect against any expansionist moves of Germany. This meant that Germany faced the possibility of a two-front war, against France to the west and Russia to

the east, should conflict erupt. Britain, which still ruled the seas, became threatened by the German naval build-up. As a result, Britain made an informal mutual defense agreement with France. This group of three was called the Allies or the Triple Entente (French for “understanding,” or “intent”).

Moreover, no international law existed to govern such competition and potential conflict. Conferences at The Hague in the Netherlands around the turn of the century attempted to formulate such law, including a ban on the use of poison gas (a new weapon of mass destruction) and the creation of an international court of arbitration where countries could take their complaints before turning to military action.

The Powder Keg

Many observers saw the Balkan peninsula, which lies between Austria and Turkey, as a powder keg that combined all of the factors which threatened the uneasy peace of Europe. The dying Ottoman Empire clung to some areas of the Balkans where Islam was strongest. Austria, which had formed

Exploring the Poles

The early 1900s saw the exploration of the North and South Polar regions. Exploration in the North had historically been motivated by the desire to find a northwest passage from the Atlantic to the Pacific Ocean. On a journey from 1903 to 1905, Norwegian explorer Roald Amundsen (1872-1928) managed to get through the icy waters north of Canada. The difficulty of the trip showed that development of the passage for regular use was not practical. Claims regarding who got to the North Pole first have been disputed. Robert Peary (1856-1920), an American, is generally recognized as the leader of a team that reached the North Pole in 1909. Amundsen flew with a team over the North Pole in 1926 in the Norge airship (shown at left).



The Antarctic region was the scene of seal hunting beginning in 1790, when Americans first ventured into the area to pursue this trade. Amundsen led a team that arrived at the geographic South Pole in 1911. British explorer Ernest Shackleton led an expedition in 1914 that attempted to cross the continent of Antarctica, but his ship Endurance (pictured at right) became trapped in the ice. Though his crew was stranded through the winter of 1914-1915, all 28 members were eventually rescued.





Archduke Franz Ferdinand and His Wife, Sophie

a dual monarchy with Hungary in 1867, annexed Bosnia and Herzegovina in the Balkans in 1908. However, the peninsula was home to a mixture of ethnic groups that resented both Ottoman and Austrian control. These groups wanted the opportunity to live in a free country of their own, but they were victims of the nationalistic expansion of others.

The strongest nationalist feelings were held by the Slavs, who lived in several of the small countries in the Balkans. Serbia, a predominantly Slavic nation, gained its independence from the Ottoman Empire in 1878. Many Serbians, including its government, wanted to see a Pan-Slavic state that would include all Slavs in a single political unit. The Slavs were encouraged in their desires by Russia, which shared their Slavic ethnic background, and by France and Great Britain, which opposed Austria-Hungary. Russia, France, and Great Britain all hoped for a slice of the Balkans to feed their hunger for empire.

However, matters in the region were even more complicated. Russia and Great Britain had historic conflicts in the Black Sea area, dating from the Crimean War in the mid-1800s. In addition, Germany was building a Berlin-to-Baghdad railroad to expand its eastern trade routes. The rail line passed through the Balkans and the Ottoman Empire, and governments in those regions did not want to stand in Germany's way.

Austria-Hungary feared that if Slavic nationalism pulled any of its territory in the Balkans

out of its grasp, the tide of nationalism would ripple throughout the region and damage the Austrian Empire. If Austria were weakened in this way, the Triple Alliance would also be weakened.

The Spark in the Powder Keg

Serbian nationalists, unable to oppose Austrian rule in Bosnia and Herzegovina directly, resorted to terrorism. One Serbian terrorist group was the Black Hand. Its goal was to unite Bosnia and Herzegovina with Serbia as a Slavic state. On June 28, 1914, the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, were in Sarajevo in Bosnia on a visit that was intended to remind the Bosnians who was in charge. As the royal couple rode through the streets of Sarajevo, Gavrilo Princip assassinated the archduke and his wife. Princip was a member of the Black Hand and a Slavic Serb.

After receiving assurances from Germany that it would support any action against the perpetrators, Austria-Hungary used the killings to put pressure on Serbia and the Pan-Slavic movement. About one month after the assassinations, the Austrian government issued an ultimatum to the government of Serbia. Austria demanded that Serbia suppress all anti-Austrian activities and dismiss all officials who harbored resentment toward Austria-Hungary. Austria also demanded that Serbia allow Austrian investigators to come into Serbia to investigate the assassination. Austria wanted an answer to all of this within 48 hours.

Trial in Sarajevo of Conspirators in the Assassination



The Black Hand group was not directly sponsored by the government of Serbia, but some Serbian officials were sympathetic to the group's agenda and apparently even knew of the assassination plot. Refusing the Austrian demands would almost surely lead to war, but agreeing to the last demand would sacrifice Serbian sovereignty. Therefore, Serbia agreed to all of the demands except the last one.

Germany advised caution, but Austria-Hungary ignored this advice and ordered a mobilization of its troops to prepare for war. Then the dominoes began to fall. Russia began a partial mobilization of its forces to be ready to help Serbia. Five days after issuing the ultimatum, on July 28, 1914, Austria-Hungary declared war on Serbia. The Russian czar then ordered a full mobilization. Germany requested that Russia cancel its mobilization; when it did not do so, Germany declared war against Russia on August 1 and (attempting to pre-empt the inevitable) declared war against France on August 3.

These wounded soldiers from British India are at a hospital in England. They are being entertained by a gramophone and a bagpiper. The photographer was H.D. Girdwood, a Canadian who was in India at the outbreak of the war. He went to England with Indian troops and took propaganda photos for the British government.



Russian Troops in a Trench at the Battle of Sarikamish, Turkey, c. 1915

When German forces moved across neutral Belgium to invade France, Britain, in keeping with its commitment to defend Belgium, declared war against Germany on August 4. Japan entered the war on the side of the Allies, while the Ottoman Empire declared its support for Austria-Hungary. Italy was neutral at first, but it came into the war for the Allies in 1915.

The Course of the War

Germany, hoping to avoid a two-front war, planned to strike France quickly and defeat it, and then move against Russia. Germany plowed through Belgium and into northern France, but the advance was stalled by British and French resistance. From this point until the end of the war, the western front was largely a stalemate involving fixed positions, fighting from long trenches facing across “no man’s land,” and occasional attempts in various places by both sides to break through the enemy’s lines. Neither side gained much ground on the eastern front either.

The war saw the introduction of new weapons, such as tanks, airplanes, and poison gas. Casualties were enormous. The four years of conflict affected



No Man's Land, Flanders Field, France, 1919

more people, saw more armed forces engaged, and spread over more land area than any war in history. More than twenty nations were directly involved, and it became known as the Great War.

The upheaval of the war added to domestic unrest in Russia. A Communist revolution took place there in October of 1917. The new government sued for peace with Germany the next month. Under the treaty, Russia gave up about one-fourth of its land and population in order to end the slaughter and begin to rebuild. The Communists saw the conflict as the war of the deposed czar, not a war that they chose.

French Photos from The Great War



Russia's departure was offset by the entrance of the United States into the war. President Woodrow Wilson had declared America's neutrality when the war began, and most Americans were satisfied with this stance. The United States was much less connected to affairs in Europe and Asia than it is now, and neutrality seemed to be a viable option. The country's historic ties with England were offset by pro-German sentiment among many German immigrants in the U.S.

In 1915 a German submarine sank the RMS *Lusitania*, a British ship carrying military supplies and passengers, including some Americans. This incident caused public outcry, but it did not lead to immediate U.S. entry into the war. German aggression against Atlantic shipping increased, and evidence surfaced of an attempt by Germany to recruit Mexico into an alliance against the United States. On April 2, 1917, Wilson asked Congress for a declaration of war against Germany, which came a few days later. When large numbers of American troops began arriving in Europe in late 1917 and early 1918, they added pressure on the armies of the Central Powers that were beginning to crumble. Germany accepted Wilson's call for "peace without victory" and began negotiating for an armistice (a truce to halt the fighting). A revolt against the German government broke out within Germany. A republic was declared on November 9, and Kaiser Wilhelm II fled to the Netherlands the next day. On November 11, 1918, at 11:00 a.m., Germany signed the armistice that ended the fighting.

The Versailles Peace Conference

The leaders of the Allied powers met in Versailles, France, to hammer out the terms of a peace treaty. The goal of the European allies, who had borne the brunt of the war, was to make Germany pay. President Wilson brought high ideals about creating an international arrangement to prevent future wars.

Separate treaties were drawn up with each of the Central Powers. When Germany and its allies complained about the proposed terms, the Allies threatened to renew their war effort. To humiliate the Germans, France had the German representatives sign the treaty in the Hall of Mirrors in Versailles, where Bismarck had declared the German Empire several years before.

Germany was forced to give Alsace-Lorraine back to France and to give up its overseas empire and the lands it had captured from Russia. The German government had to dismantle its armies and much of its merchant marine. New political arrangements were made on the global map. Poland

was reconstituted as a sovereign nation. Austria and Hungary were separated, the country of Turkey was all that was left of the Ottoman Empire, and the pan-Slavic nation of Yugoslavia, the issue that had started it all, was created in the Balkans. The principle of self-determination for ethnic groups was generally followed, though not in every case.

The hardest terms for Germany to swallow were the admission of guilt for causing the war and the demand to pay heavy reparations to the Allies. Only part of the reparations were ever paid because of the struggling German economy. The guilt clause created bitterness in Germany that helped lead to the next war.

The Effects of the War

Of the sixty million soldiers mobilized into active duty around the world, about nine million died. The total of all deaths, civilian and military, from fighting and from other war-related causes such as disease was thirty million.



Fall of the Ottoman Empire

The Great War delivered a death blow to the Ottoman Empire. Because it was on the losing side, the Ottoman government lost almost all of its territories. The picture at left shows Ottoman officials attempting to surrender Jerusalem to two British sergeants in 1917.

In 1919 Greece seized land in Asia Minor that was still ruled by the Ottoman Turks. A group of Turkish nationalists led by Mustafa Kemal ousted the Greeks. The Ottoman Empire was abolished in 1922, and a republic under Kemal was instituted in 1923. Kemal was called Ataturk ("Father of the Turks"). He led sweeping changes to modernize Turkey.

During and immediately after the Great War, the Muslim Ottoman government approved persecution against the Armenians, who were

Orthodox Christians. The Armenian population of Asia Minor dropped by an estimated 1.5 million from 1914 to 1922. Hundreds of thousands were killed or died because of disease and starvation during removal from their homes. Survivors resettled in other areas, particularly Syria. The modern government of Turkey denies that this was genocide, a deliberate and organized attempt to exterminate the Armenians.



The Battle of Verdun (France) between French and German troops lasted for ten months in 1916 and involved over two million soldiers. Around 300,000 men were killed or went missing and were presumed dead. Hundreds of thousands more were wounded. The Douaumont Ossuary, shown in the background above, contains the remains of over 100,000 unidentified French and German soldiers. In the foreground is the largest French military cemetery of the Great War with 16,000 graves.

More broadly, the war changed the outlook of many in the world. Liberalism, reason, and progress did not seem to be workable answers any longer. In many countries the aristocracy lost power, and the younger generation was disillusioned. Many grasped for something to believe in. Past abuses by people claiming to follow Christ and the views of higher criticism had turned many people, especially in Europe, against Christianity. Philosophies that became popular were socialism, skepticism, and nihilism (nothingness). Another force arose in Italy and Germany which promised a new day: the extreme nationalism of Mussolini and Hitler.

The costs of the war and its devastation made recovery difficult. The United States responded by turning inward. Wilson was the moralist at the peace conference, but his proposal for a League of Nations as a way to prevent future wars received only lukewarm acceptance both abroad and at home. The U.S. Senate voted to reject the Versailles peace accords with its provision for a League of Nations, and the U.S. made separate treaties with the Central Powers.

Between the Wars

In the United States, economic recovery from the war started slowly. This was complicated by a Red Scare, a fear that the Communist Revolution in Russia might be duplicated in the United States. Economic recovery did come during the 1920s. The U.S. even started to become the economic center of the world. However, the economic downturn of the Great Depression affected the U.S. and the world economies.

In Europe, the road to recovery was especially difficult. Britain moved not toward more capitalism (since its resources were limited) nor toward revolution (since the British disliked both extremes of Communism and Fascism), but instead toward what was called the welfare state, with private enterprise continuing but with the government taking a much larger role in managing the economy. The British government even assumed control of some vital parts of the economy when leaders felt it necessary. France struggled back and built a line

Much of the Middle East was put under British control after the Great War. Iraq became an independent country in 1932 under the leadership of King Faisal I. Iraq became a member of the League of Nations that year. This photo shows the king giving a speech in Baghdad celebrating that event.



of fortifications along its border with Germany, known as the Maginot Line.

The League of Nations came into existence, but the United States was never a member. Germany and the Soviet Union were not allowed to be members. The League was never a force to be reckoned with in handling international conflict. Nations generally took matters into their own hands when they saw fit, without consulting the League.

The two world wars of the first half of the 20th century were connected. They were the result of

(1) the competitive international colonial system, (2) intense nationalistic feelings that erupted into conflict, and (3) the attempt to create a balance of power among European nations. The Great War occurred as a direct result of these factors. The incomplete settlement of these and other issues set the stage for World War II only twenty years later.

*He makes wars to cease to the end of the earth;
He breaks the bow and cuts the spear in two;
He burns the chariots with fire.
Psalm 46:9*

Assignments for Lesson 116

In Their Words Read the excerpt from *Three Times and Out* (pages 290-293).

Literature Continue reading *The Hiding Place*. Plan to finish it by the end of this unit.

Student Review Optional: Answer the questions for Lesson 116.



U.S. Troops Preparing to Land in France on D-Day

Lesson 117

World War II

Fascism and Nazism

Several factors contributed to the rise of authoritarian leaders in Italy and Germany: reaction to the settlement of the Great War, failure of the democratic governments in those countries, the rise of a militant nationalism, and the appeal of these leaders to the interests of both the upper class and the working class.

Italy did not have a long tradition of democracy. Its post-war government was weak, the country suffered severe economic problems, and its gains from being on the winning side of the war were minimal. The Communist and Catholic political parties were strong; but the Communists split, leaving the door open for Benito Mussolini to step forward as a national savior.

Mussolini was the son of a laborer. He began getting an education to become a teacher, but he turned to political agitation and became the editor of a socialist newspaper. Mussolini opposed Italy's involvement in the Great War at first and fled to Switzerland to avoid serving. Later, however, he encouraged participation. The Socialist Party expelled him, and Mussolini served in the war until he was injured in 1917.

Following the war, Mussolini spoke out harshly against Soviet Communists and the Italian government. He organized the Fascist Party, named for the fasces, a bundle of rods that was a symbol of strength during the Roman Empire. The group wore black shirts and became known for bullying other political parties. Mussolini effectively played on people's fears and came across as a strong leader, which won him wide support. He was backed by the army and by Italian industrialists, who feared socialists and who were frustrated by the failures of the existing government.

When in 1922 Mussolini and his followers marched on Rome to defend the capital from the Communists (though no Communist threat was known to exist), the constitutional monarch, Victor

Benito Mussolini and Adolf Hitler, 1940



Emmanuel III, asked Mussolini to form a new government. Mussolini then changed the election laws in his favor and took control of Parliament. Soon the Fascists were the only legal political party.

In Germany, Adolf Hitler, a German veteran of the Great War, joined and soon became leader of the National Socialist (Nazi) German Workers Party in the German state of Bavaria. Like Mussolini, Hitler appealed to the fears of the people: fears related to the struggling economy and to what he saw as the dangers of ethnic impurity. For Hitler, the fault for Germany's problems lay with those who had humbled Germany and especially with the Jews, who in his mind wielded too much power and were a blight in society.

In 1923 Hitler failed in an attempt to seize the state government of Bavaria. He was imprisoned for more than a year. During this time he wrote *Mein Kampf (My Struggle)*, in which he outlined his goals for conquest. Hitler, like Mussolini, was supported by the middle class, who feared both chaos and Communism.

After his jail term, Hitler and his Nazi party continued to grow in power. In 1933 the aging German president asked Hitler to form a government as chancellor. The Nazis did not have a majority in the legislature, so Hitler called for new elections in the hope of gaining a majority. A week before the election, a fire destroyed the legislative building. It was probably set by the Nazis, but Hitler blamed the Communists and declared martial law. The Nazis pushed through legislation that gave Hitler dictatorial powers for four years. By the end of the year, Hitler's opponents were in exile or in jail; and the Nazis had gained total control. The army and the industrialists supported Hitler as their best hope.

Hitler implemented policies based on his belief in the superiority of the Germanic people and his hatred of the Jews. The Nazis instituted discriminatory laws against the Jews. Hitler forced them to wear identifying badges, their synagogues were burned, and the "final solution" of destroying them in concentration camps was begun.

The Star of David

In the early 1940s, Jews in Nazi-occupied territories had to wear badges with the Star of David and the word Jude, German for Jew. The origin of the Star of David as a symbol of Judaism is unclear.

According to tradition, David's armies displayed it on their shields or had shields in that shape (the Hebrew word translated star actually means shield); but evidence of its use in ancient times is limited. The symbol of intertwined triangles was used by other people groups in the Middle East and North Africa, and it might have had a connection to magic at one time. As shown at left, the hexagram appears as part of a design in the Leningrad Codex, the earliest surviving complete copy of the Hebrew Bible (c. 1000 AD).



The Zionist Movement, led by Theodor Herzl, chose an official flag design that included the Star of David between two horizontal blue bars. This became the model for the modern flag of Israel. The Magen David Adom ("red star of David") is the national emergency organization of Israel, associated with the International Federation of Red Cross and Red Crescent Societies.

International Aggression

Internationally, Germany, Italy, and Japan supported each other in seizing land. Japan invaded Manchuria in China in 1931. The League of Nations recommended sanctions against Japan, but the British were reluctant to support the move and the United States was on the sidelines. Japan's defiance of the League encouraged other aggressors.

Italy annexed Ethiopia in 1936 and resigned from the League of Nations. Later that year, Italy and Germany announced a mutual defense pact. Mussolini declared that the axis of the world now ran between Rome and Berlin. Thus the two countries became known as the Axis. Japan joined them the next year. The premise of the agreement was to defend against Communist aggression, but actually they were planning to be as aggressive as they accused the Communists of being.

Meanwhile, in 1935 Hitler had announced that he was going to rearm Germany in defiance of the Treaty of Versailles. Hitler said that Germany needed more *lebensraum* (living space), which meant that he planned to invade other countries. In 1938 Hitler took over Austria. Hitler also gave aid to Francisco Franco, the leader of a fascist rebellion in Spain. Franco won, but Spain was never a major factor in World War II. Many in Britain and France were alarmed at the actions of Italy and Germany; but most British and French were opposed to becoming involved in another war, and their governments were ineffective in dealing with the aggressors.

In 1938 France and Germany agreed for Hitler to take over a German-speaking part of Czechoslovakia without complaint (he took the rest of Czechoslovakia six months later). Hitler then turned his attention to Poland, and as a result, the Soviet Union began looking for security of its own. The Soviets, while supposedly considering a defense pact with Britain and France, on August 23, 1939, shocked the world by announcing a non-aggression



Emperor Hirohito ruled Japan from 1926 until his death in 1989, the longest reign in Japanese history. The photo above shows him at his enthronement. Though the Emperor officially had supreme authority over the country, the day-to-day affairs of government were largely in the hands of others. Military leaders had a great influence on government policy, and historians still debate the role that Hirohito played in Japan's military expansion of the 1930s.

treaty with Germany. Secret provisions called for the two countries to divide up Poland and the rest of Eastern Europe.

On September 1, 1939, German forces invaded Poland. This is usually seen as the start of World War II. France and Britain declared war on Germany two days later, but they provided minimal practical support to the Poles at first. The Soviets moved into eastern Poland on September 17, and most Polish resistance was crushed by October. The government of Poland never formally surrendered to the invaders, and Polish troops served with Allied forces throughout the war.

War in Europe and the Pacific

In 1940 Germany took over Denmark and Norway. Hitler then moved against France by avoiding its defensive Maginot Line and going through the Netherlands and Belgium. The German attack isolated about 300,000 British troops against the English Channel near the town of Dunkirk in northern France. To help evacuate its soldiers, Britain summoned every available vessel, large or small, in a stunning mobilization of citizens. As the Germans moved on Paris, Italy came into the war on the side of Germany. France fell to the Germans in June of 1940. To humiliate the French, Hitler had French officials sign the document of surrender in the same rail car in which German officials had signed the armistice in 1918 to end the Great War.

This left Britain as the only declared enemy of Germany that could offer any meaningful military resistance. Hitler planned an invasion of England, and in mid-1940 he began sending German aircraft to bomb Britain in order to soften their resistance. The Germans were able to cause significant damage on the ground; however, the British Royal Air Force thwarted the German air attack, and the invasion never happened. Prime Minister Winston Churchill called this Battle of Britain “their finest hour.”

Pilots from other countries joined British airmen in fighting the German Luftwaffe, including Australians, Canadians, New Zealanders, South Africans, Belgians, Czechs, and Poles. The pilots pictured below are from the No. 303 (“Kościuszko”) Polish Fighter Squadron



The next year, German forces invaded the Soviet Union. Russian resistance and the Russian weather caused the assault to stagnate, and the Germans eventually had to retreat. Meanwhile, on December 7, 1941, Japan launched an air assault on the United States’ military installation at Pearl Harbor in Hawaii (which was a U.S. territory, not a state, at the time). Japan had been moving aggressively throughout the Pacific and decided to make a pre-emptive strike against the U.S. in the hope of eliminating any opposition to their moves.

Before the attack on Pearl Harbor, the United States had begun supplying military equipment to the Allies through a program called Lend-Lease. The bulk of this aid went to Britain and the Soviet Union, with smaller amounts going to Free France, China, and other Allies. After the Japanese attack, the U.S. entered the war against Japan, Germany, and Italy. The U.S. government oversaw the transformation of the domestic economy to focus heavily on wartime production. Located far from the main scenes of conflict, and with access to extensive natural resources, the United States was able to generate huge quantities of military supplies for the Allied war effort.

In 1942 reinforcements of fresh American troops began to help turn the tide against the Axis in the Pacific, in North Africa, and in Europe. American forces cleared the Japanese from the island of Guadalcanal northeast of Australia and began the slow task of island-hopping toward Japan. The Allies defeated German forces in northern Africa and then moved into Italy. Mussolini was imprisoned by other Fascists, and Axis fighting in Italy was taken over by the Germans. The new Italian government that was formed after Mussolini’s overthrow joined the Allies. After many difficult battles, the Allies entered Rome on June 4, 1944.

Meanwhile, a giant Allied assault was planned for the northern coast of France to push the Germans out of France and then move east to invade Germany and end the war. The code name for the landing

was Operation Overlord, and the day of invasion, June 6, 1944, was called D-Day. Fighting was fierce, but the Allies secured the beaches and began moving inland. Paris was liberated on August 25, 1944. The push toward Germany was interrupted only in December of 1944, when the German forces broke through the Allied line and made a bulge back toward the west. This Battle of the Bulge was only a temporary setback, and the advance toward Germany continued.

Allied forces entered Germany on March 7, 1945. In Italy, Mussolini had been released by the

Germans, but he was captured again by Italians and executed on April 28. Hitler committed suicide two days later. The German high command surrendered on May 7, and V-E (Victory in Europe) Day was celebrated the next day.

In the Pacific, the Allied advance toward Japan continued into the summer of 1945. Then in August, the United States dropped atomic bombs on the cities of Hiroshima and Nagasaki. Japan surrendered a few days later, on August 14 (V-J Day, Victory over Japan), and signed the surrender documents September 2, 1945. At last, the war was over.

Nazi Concentration Camps

Besides Jews and those who helped them, the Nazis imprisoned many others in concentration camps, including Gypsies, the handicapped, and political dissidents. The horrors of the concentration camps showed the depths of man's inhumanity to man; but even there, the best in mankind found ways to emerge.

Maximilian Kolbe was a Catholic priest from Poland who was a prisoner at Auschwitz. In August of 1941, after a prisoner escaped, the prison warden chose ten men at random to die of starvation as revenge. One of the condemned, Franciszek Gajowniczek, cried out in anguish for his wife and children. Kolbe stepped forward to take Gajowniczek's place, and he was allowed to do so. Ten days later, after leading the other nine in prayers and hymns, Kolbe was put to death by lethal injection. Gajowniczek lived to return to his family. He dedicated his life to telling others about the man who died in his place. Gajowniczek died in 1995, having lived long enough to see Poland freed from Communism.

*Dietrich Bonhoeffer was a German Lutheran minister when Hitler seized power. Bonhoeffer left Germany for a time, but he decided to return to minister to suffering believers. He opposed the Nazi regime and became involved with a group of Germans who attempted to kill Hitler. Bonhoeffer was arrested and placed in a concentration camp. He was executed by the Nazis in April of 1945, just a few days before the camp was liberated by the Allies. Bonhoeffer is known for his insightful writings that reflect his deep commitment to following Jesus. Among his books are *The Cost of Discipleship*, *Letters and Papers from Prison*, and *Life Together*.*

*Viktor Frankl was a Jewish psychiatrist who spent several years in a prison camp and survived. He observed that prisoners who had a purpose for their lives had a better chance of making it than those who gave up hope. In his book that recounts his experiences and tells what he learned, *Man's Search for Meaning*, Frankl wrote that we can survive almost any how if we have a why.*

These survivors of a concentration camp in Austria were liberated by Allied troops in May 1945.



Effects of the War

The toll of the Second World War was even greater than that of the first. Some seventy million people were mobilized, with seventeen million casualties. Including the six million Jews murdered by the Nazis, the total loss of life, military and civilian, caused by the war is estimated at fifty million. The conflict was total war as never before, with civilian populations heavily involved in the war effort and often the target of military attack.

After the Great War, the defeated nations were harshly punished. The Allies implemented a different policy toward the defeated nations after the Second World War. Rather than punishing Germany, Italy, and Japan, the United States sought to help and rebuild them. The Marshall Plan, named for U.S. Secretary of State George Marshall, provided loans and other economic aid to war-torn Europe.

Japan was occupied by American troops and forced to eliminate its military. The country underwent a transition to a democratic government imposed by the American occupation forces. Americans helped to rebuild the Japanese economy. Japanese businesses borrowed American techniques and in some cases, became more proficient at using them than the Americans had been.

The decades after the war also saw a significant increase in missionary activity. Christians who had served in the military had seen a diverse world that needed Christ. Some of these Christians came home,



Women in Berlin Doing Their Washing, July 1945

went to Bible college, and then went back overseas as missionaries. The 1950s saw a revival of spiritual activity around the world.

The war brought major changes to the British Empire, which lost its prominent position in world affairs. After supporting a fight against the oppressive Axis governments, people living in British colonies argued that they had a right to self-determination of their governments. Most of the British colonies achieved independence in the 1940s, 50s, and 60s.

One issue that America had to face was treatment of African Americans. Thousands had served capably during the war, though in segregated units. When these soldiers returned home, many blacks recognized that they had been fighting for freedom for others when they did not have complete freedom and equality in America themselves. The



For years after the end of the war, isolated Japanese soldiers on Pacific islands refused to give up the fight. One of the last confirmed holdouts was Lt. Hiroo Onoda on Lubang Island in the Philippines. Along with three other Japanese, he eluded capture and refused to believe printed messages and radio reports that the war was over. Onoda was the only survivor when he was discovered in 1974. His former commanding officer was located in Japan and came to order him to give up. Onoda died in 2014 at age 91.



World War II Veterans Cemetery, Hausjärvi, Finland



Memorial for South African Soldiers, El Alamein, Egypt



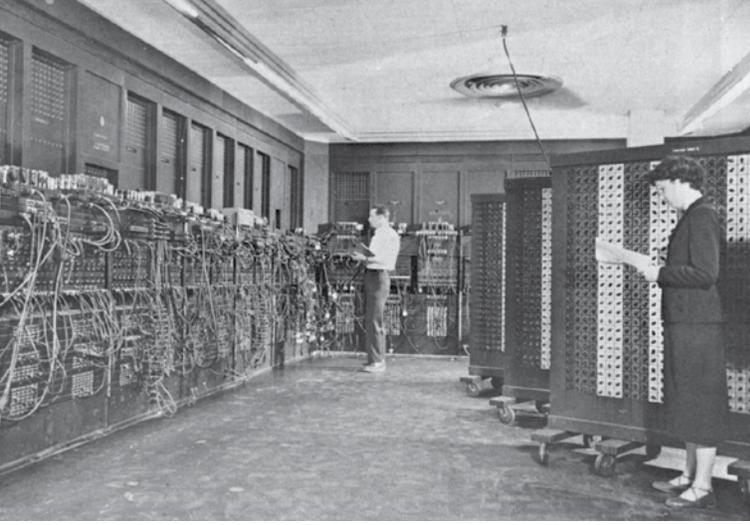
Great Patriotic War (WWII) Memorial, Buryatia, Russia



The Kranji War Memorial in Singapore honors men and women from Australia, Canada, India, Malaya, the Netherlands, New Zealand, Sri Lanka, and the United Kingdom who died defending Singapore and Malaya during World War II.



*Memorial from the People of Cuba
Nagasaki Peace Park, Japan*



World War II influenced the development of such products as computers, electronics, radar, plastics, synthetics, jet engines, rockets, and atomic energy. ENIAC, the first general-purpose electronic computer (shown above), was developed for the U.S. Army.

civil rights movement in the United States became more active after the war. The United States became an international power with troops stationed around the world and a keen interest in international affairs.

The world was no longer dominated by European nations. In addition to the United States, the Soviet Union had gained a prominent role. Germany

was divided between Allied-controlled (West) and Soviet-controlled (East) zones. The capital city of Berlin, which was entirely within East Germany, was also divided into Allied-controlled West Berlin and Communist-controlled East Berlin. Bonn became the capital of West Germany.

Communists made no secret of their desire to take over the world. In addition to Soviet control of East Germany and several countries in Eastern Europe, Chinese Communists ousted the Nationalist government and set up their own totalitarian regime. Communists gained control of North Korea and tried to invade the South. Communist guerrillas fought for control of Southeast Asia. The United States was the key adversary that fought against the expansion of Communism around the world.

The United Nations was created in 1945 to promote world peace, but a major purpose behind it was to balance the interests of the U.S. and its allies against the Soviet Union and its satellite nations. The uneasy relationship between the U.S. and the U.S.S.R. formed the basis of the Cold War, which dominated the last half of the 20th century.

*If one can overpower him who is alone, two can resist him.
A cord of three strands is not quickly torn apart.
Ecclesiastes 4:12*

Assignments for Lesson 117

Literature Continue reading *The Hiding Place*.

Student Review Optional: Answer the questions for Lesson 117.



Stalin, Roosevelt, and Churchill at Tebran, Iran, 1943

Lesson 118 - Key Person

Winston Churchill

Sir Winston Leonard Spencer Churchill epitomized the forces of freedom during the time when the world was at war. An eloquent speaker, a prodigious writer, a brilliant politician, and a world statesman, Churchill served some fifty years in Parliament, held many cabinet positions, and was twice British prime minister.

His Early Life and Career

Lord Randolph Churchill was a younger son in a prominent British family. He married Jeanette Jerome, an American from Brooklyn, in Paris after a whirlwind romance. They did not have a close or happy marriage. Their eldest son Winston was born into wealth and privilege at Blenheim Palace in England in 1874.

Winston attended the Royal Military College and entered upon a career in the British army. Churchill saw action in Cuba, India, and the Sudan. He was sent by a newspaper to cover the Boer War in South Africa. The Boers captured him, but he made a daring escape and became a national hero.

Blenheim Palace, Birthplace and Ancestral Home of Winston Churchill

Churchill was elected to Parliament in 1900 as a Conservative, but four years later he switched to the Liberals. When the Liberal Party gained a majority in 1905, Churchill filled a succession of cabinet positions, including First Lord of the Admiralty (similar to the Secretary of the Navy in the American government) during World War I. Although the British navy was strong, it suffered an embarrassing defeat in the Gallipoli campaign to control the Dardanelles in Turkey, a defeat for which Churchill had to take the blame. He went on active duty in France for a time but then returned to government.

Losing his seat in the House of Commons in 1922, Churchill rejoined the Conservative Party and won back his seat in 1924. He served as Chancellor of the Exchequer (similar to the Secretary of the Treasury) until 1929. During the 1930s, he warned Britain about the increasing threat that Adolph Hitler posed; but few people in the war-weary country listened to him.



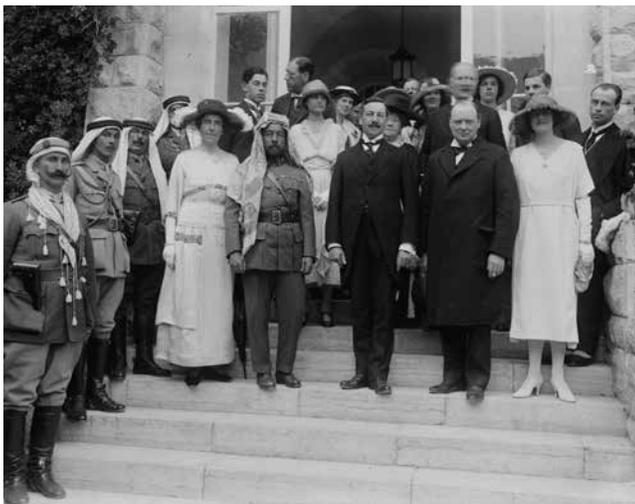
His Finest Hour

When Prime Minister Neville Chamberlain's policy of appeasement toward Hitler proved to be a failure, Churchill became prime minister in May of 1940. The next month, British troops had to be rescued from Dunkirk, France. The Battle of Britain between the Royal Air Force and the German Luftwaffe commenced later that summer. Churchill used his powers of eloquence to rally his beleaguered nation during their darkest period.

Churchill was intimately involved in planning British war strategy. He developed a close relationship with U.S. President Franklin Roosevelt that helped bring aid from the United States before the Japanese attack on Pearl Harbor led to America's official entrance into the war. Churchill also supported giving aid to the Soviet Union when it was attacked by Germany, even though he had deep suspicions of Stalin and the Soviet agenda in the war.

Winston Churchill is probably best remembered for his stirring speeches, many given over the radio, when Britain was feeling the onslaught of the German offensive.

Mr. and Mrs. Churchill (Far Right) Visited Jerusalem in 1921



Churchill Visits the Ruins of Coventry Cathedral, 1941

Family Man

Winston Churchill first met his future wife Clementine Hozier in 1904. They met again in 1908 and were married later that year. The couple had five children—Diana, Randolph, Sarah, Marigold, and Mary. Marigold died when still a little girl in 1921. In 1922 the family settled in Chartwell House in southeastern England.

Clementine Churchill had come from a dysfunctional home also, but she and Winston were able to build a close and happy marriage. Soon after he became prime minister, she wrote him this note:

I hope you will forgive me if I tell you something that I feel you ought to know.

One of the men in your entourage (a devoted friend) has been to me & told me that there is a danger of your being generally disliked by your colleagues and subordinates because of your rough sarcastic & overbearing manner . . . I was astonished & upset because in all these years I have been accustomed to all those who have worked with & under you,

loving you — I said this & I was told ‘No doubt it’s the strain’ —

My Darling Winston — I must confess that I have noticed a deterioration in your manner; & you are not so kind as you used to be.

It is for you to give the Orders & if they are bungled — except for the King the Archbishop of Canterbury & the Speaker you can sack anyone & everyone — Therefore with this terrific power you must combine urbanity, kindness and if possible Olympic calm. . . .

Besides you won’t get the best results by irascibility & rudeness. They will breed either dislike or a slave mentality — (Rebellion in War time being out of the question!)

This letter is included in *Winston and Clementine: The Personal Letters of the Churchills*, a collection published in 2001 by their last surviving child, Mary Soames. During World War II, Mary served as an anti-aircraft gunner with the Auxilliary Territorial Service and traveled with her father as an aide on some trips overseas. The Churchill’s daughter Diana had married before the war, but she still served in the Women’s Royal Navy Service. Their son Randolph was a Member of Parliament during the war. Daughter Sarah worked in the Women’s Auxilliary Air Force studying aerial reconnaissance photos.

Clementine made supporting her husband a priority, but she largely left the care of their children in the hands of others. Winston was a devoted father when he made time in his busy schedule. The three older Churchill children led very sad and troubled lives. The Churchill family did not attend church regularly, and Mary credits her childhood nurse “Nana,” a cousin of her mother, with instilling in her a vibrant religious faith that guided her life.



Churchill With His Daughter Mary at the Potsdam Conference, 1945

Legacy

After the United States and the Soviet Union became fully involved in the war, Churchill had less of an influence in overall war strategy. He was, however, able to convince the Allies to attack Northern Africa and southern Europe (the “soft underbelly of the Axis” in Churchill’s words) before commencing the D-Day invasion in northern France. In July of 1945, with Germany defeated and Japan on the run, the British electorate voted out the Conservative government and returned a Labor majority to Parliament. At the last meeting of the Allied leaders, new British Prime Minister Clement Atlee and new U.S. President Harry Truman (Roosevelt had died in April of 1945) were overshadowed by the stature of Soviet leader Josef Stalin.

Besides his public career, Churchill’s writing of history was voluminous. He wrote a biography of his father; a four-volume biography of his ancestor, the first duke of Marlborough; a four-volume *History of the English-Speaking Peoples*; and a six-volume history of *The Second World War*. He also took up painting during the first World War and produced some 500 works of art during his life.

Churchill remained leader of the Conservatives after World War II. His party returned to power in 1951, and Churchill began his second term as prime minister. He was knighted by Queen Elizabeth II in 1953 but suffered a stroke shortly thereafter. Churchill stepped down as prime minister in 1955, but he continued to serve in the House of Commons until 1964, though his health continued to deteriorate.

Winston Churchill died in 1965. Queen Elizabeth II ordered and attended a major state

funeral at St. Paul's Cathedral in London, which drew representatives from 112 other countries. The service was broadcast live on television stations across Europe. Thousands of mourners paid their respects along the route as his funeral train traveled from London to the Spencer-Churchill family cemetery at St. Martin's Church near Blenheim Palace.

Sir Winston Churchill continues to be honored as one of the most influential and popular prime ministers in British history.

*Like apples of gold in settings of silver
Is a word spoken in right circumstances.
Proverbs 25:11*

Assignments for Lesson 118

In Their Words Read the excerpts from Winston Churchill's speeches (pages 294-297).

Literature Continue reading *The Hiding Place*.

Student Review Optional: Answer the questions for Lesson 118.



Ninna-ji North Garden, Kyoto

Lesson 119 - Everyday Life

The Cultural History of Japan

Japan is called Nihon or Nippon in Japanese. It means Origin of the Sun. In English it is sometimes called the Land of the Rising Sun. The islands that make up Japan are the peaks of a huge underwater mountain chain. As part of the ring of fire around the coast of the Pacific Ocean, it has forty active volcanoes (10% of the world's total) and as many as 1,500 earthquakes each year.

Japan is made up of over 3,000 islands. The largest island is Honshû, which includes Japan's capital city of Tokyo. The next three largest islands are Hokkaidô, Kyûshû, and Shikoku. The main four islands extend 1,200 miles from northeast to southwest and 900 miles from east to west. They are separated from each other only by narrow straits. Distant island groups include the Ryukyu (Nansei Shotô), Izu, Bonin (Ogasawara), and Volcano Islands (Kazan Rettô). Japan claims several more islands north of Hokkaidô. They have been in dispute since the end of World War II. Russia administers the islands now.

Mountains cover three-fourths of Japan's land area, though most people live in the lowlands and plains. The population per square mile is among the densest in the world. Because of the construction of tunnels and bridges and the availability of air

transportation, the mountain and water barriers no longer isolate the Japanese from one another.

The Japanese have a great respect and love for nature, and it is often a subject of their art. Japan is home to over 17,000 plants and celebrates many flower festivals. Two-thirds of Japan is forested. Wood from Japanese cedar and cypress trees is highly prized. The Japanese harvest and cultivate seaweed for food. They enjoy the hobby of growing miniature bonsai trees in pots. Japan is home to a red-faced monkey called the Japanese macaque. Beautiful cranes, herons, storks, and swans are common.

The Japanese People

Japan is the ninth most populated country in the world. Around the time of Christ, the ancestors of the Japanese probably migrated onto the islands from the mainland of Asia and from the islands of the South Pacific. The only major language in Japan is Japanese, which is of unknown origin. Several dialects are spoken. Most of the people now use standard Japanese. It is spoken by the educated people of Tokyo and is the dialect most often used on national television and radio. Japanese was only an oral language until Chinese writing was introduced in the 400s.

Japan is a homogenous society with few minorities. The ethnic Japanese make up 98% of the total population. The Korean, Burakumin, and Ainu minorities have suffered discrimination. The Burakumin were “hamlet people” during Japan’s feudal era. Though like other Japanese racially and culturally, they have been kept separate because historically they did jobs considered to be unclean such as slaughtering animals and disposing of the dead. Discrimination is illegal but still occurs.

Ainu—Indigenous People of Japan

The Ainu are an indigenous people of Japan and far eastern Russia. According to tradition, they lived in Japan long before the ancestors of the Japanese arrived there. Oral history suggests that the Ainu might be related to the Tlinglet people of the Alaskan coast. One research theory is that they are related to Siberia’s Tungusic, Altaic, and Uralic peoples. The Ainu lived on the islands of Hokkaidô and Honshû. About 25,000 Ainu still live on Hokkaidô, with smaller groups living on other islands.

Traditional foods of the Ainu were deer, bear, salmon, herring, and other fish; wild plants; and crops of beans, millet, and wheat. They lived in grass huts with open fires. Cloth was woven from the inner bark fiber of the elm tree and was called attush.

Male and female Ainu wear earrings and have thick wavy hair, like Europeans and Semites. The men have heavy beards and muscular bodies. Traditionally Ainu girls were tattooed on their hands, lips, and arms during childhood. When the tattooing was completed by age fifteen or sixteen, she was eligible to be married. Males were also eligible for marriage at that age. When a person died, the Ainu burned his or her family’s house and moved elsewhere.

As Japanese power grew, the Ainu fought unsuccessfully to maintain their territory and culture. In the mid-1800s, Japan prohibited several Ainu customs, including the wearing of earrings by men, tattooing women, and the burning of houses. In the late 1800s, Japanese took the best Ainu land and made it illegal for them to fish. A law was passed in 1899 to assimilate the Ainu into Japanese

Ainu Bear Sacrifice (Japanese, c. 1870)



life. One method it employed was the creation of separate elementary schools for Ainu children. They were not allowed to speak their native language in these schools. The Ainu language is spoken by very few people today, but some Ainu are attempting to revive it.

The discriminatory law was not repealed until 1997, when it was replaced with the Ainu Shinpo, a governmental policy seeking to protect and promote Ainu culture. The Ainu have been supported by Native Americans in the U.S. and the First Nations of Canada.

Japanese Religion

Most Japanese practice Buddhism, Shinto, or both. Shinto was mentioned in the first history of Japan written in 720. From 1868 to 1945, it was the state religion. Many Japanese combine Buddhism

and Shinto, and both are integral parts of Japanese culture. Many visit Shinto shrines for weddings, New Year's Day, and the onset of adulthood at age twenty, but participate in Buddhist ceremonies for funerals and for Obon, the midsummer celebration that honors ancestors. A variety of newer religious groups, known as *shinkô shûkyô*, have attracted followers. Perhaps 2% of Japan's population are members of Catholic or Protestant churches.

Traditional Japanese Music

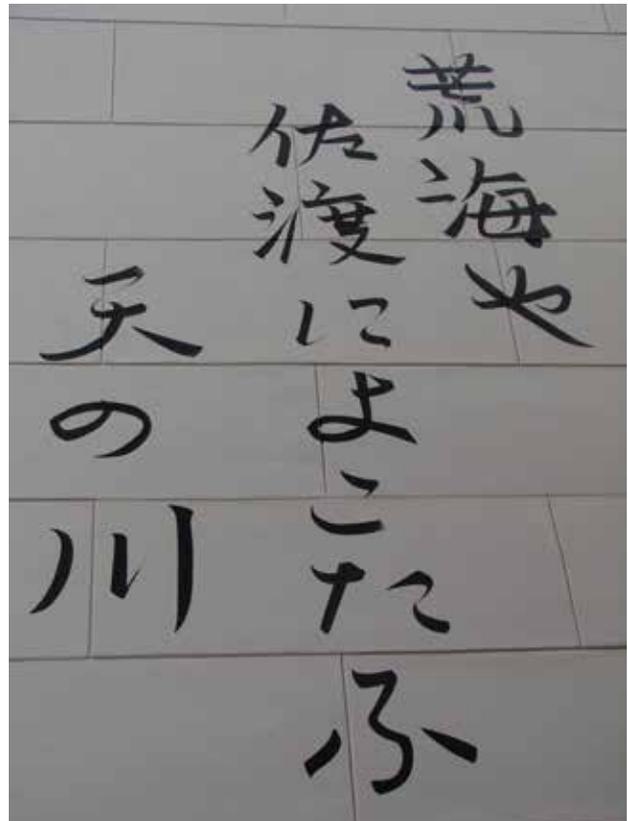
Kagura, a Shinto music performed on drums, rattles, and flutes, is played at Shinto shrines and at Shinto folk festivals. When music is performed at a Buddhist temple in Japan, it is chanted in Japanese, Sanskrit, or Chinese. It is accompanied by bells and chimes. At the Buddhist *bon-odori* festival, singers

Haiku

The haiku poem, a small observation about everyday life, grew out of longer Japanese poetic forms. Matsuo Bashô was a 17th-century Japanese poet who is recognized as a pioneer of the form. One of his poems, "The Rough Sea," is shown at right painted on a wall in the Netherlands.

Traditional haiku, formalized in the late 1800s, consisted of seventeen sounds ("on") in three lines with a 5-7-5 structure. English syllables do not exactly correspond to Japanese on, but many haiku in English have seventeen syllables. Traditional haiku mentions a season of the year and has a break in thought, often indicated by a dash in English.

*Blossoms budding white,
Blue sky days getting longer—
Spring is all around.*



Thousands of people make submissions each year to publications devoted to haiku. Try writing your own!



A Shamisen Crafter with a Customer, c. 1909

and sometimes a flute, drum, and a three-stringed lute (*shamisen*) accompany the dancers.

Traditional woodwind instruments of the Japanese imperial court were a *ryûteki* (a flute), a *hichiriki* (a short double-reed pipe), and a *shô* (a mouth organ with seventeen bamboo pipes). Percussion instruments included a small gong called a *shokô* and two drums, a small two-headed one called a *kakko* and a large one called a *taiko*. Stringed instruments were the four-stringed lute called a *biwa* and the thirteen-stringed zither called a *koto*.

Traditional Theater and Dance

Japanese paintings and architecture show great respect for the natural world, but much of their traditional theater and dance has been rigid and unrealistic. The earliest known theater style was *gigaku*, performed by actors wearing masks. A formal, solemn style called *bugaku* followed. It is still performed at certain public ceremonies. *Sangaku* was popular in the 700s. It included juggling, tightrope walking, and sword swallowing. A ritual dance and play still performed today, the *Okina*, might date from the 11th century.

Japanese *nô* theater has been performed since the 1300s. These plays, inspired by Zen Buddhism, combine dance, drama, mime, music, and poetry. Costumes are rich and elaborate. It is performed by males only. When actors portray women or men of different ages than their own, they wear masks. *Nô*

theater is serious, but the acts are interspersed with humorous *kyogen* farces.

A puppet theater style that developed in the 1500s and 1600s is called *jôruri* or *bunraku*. It combined puppets, chanters, and shamisen players. Kabuki theater also dates from that time. It is the most popular of all Japanese theater forms. It is a spectacle with great acting, music, and dance performed in brightly colored settings.

Japan has rich folk dance traditions. Many are religious. One form of Japanese dance is the rice-planting dance. It involves rhythmic movements that made planting rice more enjoyable. When Japanese women perform traditional dances, their movements are restricted by the tightness of the kimono. Leg and foot movements are quite small and controlled.

Geishas are a group of professional female singers and dancers in Japan. Traditionally they began their training at age seven and were bound to their employers by contracts arranged by their parents. They were basically slaves until and unless they married. Selling daughters was outlawed after World War II, but professional geishas still work in Japan. Today many are members of unions.

Maiko, such as those pictured below, are apprentices who learn the music, singing, and dancing of the geisha.



Japanese Martial Arts

Most of the two hundred varieties of martial arts originated in East Asia. Martial arts generally involve both physical and mental training. Eastern religions, especially Buddhism and Taoism, influenced the development of many martial arts.

Karate (“empty hand” in Japanese) became highly developed in the 1600s on Okinawa, which is now part of Japan. The origin of jujutsu (“art of gentleness”) is unknown, but experts believe that elements of it were used by samurai warriors. Judo was developed in 1882 by a Japanese educator. It is based on jujutsu.

Ueshiba Morihei began teaching aikido (“way of harmony”) after claiming to have had a vision about it in 1925. He integrated elements of the Zen religion (a fusion of Buddhism and Taoism) into aikido. Aikido is also derived from jujutsu. Kendo (“way of the sword”) is a Japanese form of fencing. It is a twentieth century adaptation of kenjutsu (“art of the sword”), which was a form of mortal combat practiced by the samurai.

Sumo wrestling is a competitive martial arts sport that involves two heavy competitors. Each uses

his weight either to push the other wrestler out of the ring or to make him touch the floor. It is based on the ancient sumai (“struggle”) wrestling which began in 23 BC. It has many ritual elements. The *dohyo* (ring) is covered with a Shinto-style roof.

Art, Crafts, and Architecture

Traditional Japanese art and crafts include wood block printing, painting (on scrolls and screens), ceramics, calligraphy, lacquerwork, woven textiles, fans, dolls, and wooden cabinets. One traditional Japanese craft is silk thread embroidery on bright silk fabric. Stitches are long and soft. Preferred motifs are birds, flowers, bold lines, and abstract designs.

Most Japanese sculpture is directly related to Buddhism. Traditional Japanese architecture has excelled in building Buddhist temples and Shinto shrines; castles; and the *shoin*, a place to study and to receive guests. Many fine examples of modern architecture have been built since World War II.

Because Japan experiences as many as 1,500 earthquakes per year, the traditional Japanese house was lightweight, one-story, and easy to rebuild.

Kokeshi are wooden dolls made by hand in Japan. The traditional design is a cylindrical body without arms or legs, a rounded head, and painted clothing and facial features.



Inside walls made of paper on wooden frames were moved to make rooms larger or smaller. Traditional furniture includes chests and low tables. Floors covered with *tatami* (rice-straw mats) provided a place for kneeling or squatting at mealtime and for sleeping at night. Today many Japanese live in apartments in crowded urban centers.

The Tea Ceremony

Drinking tea has been part of Japanese culture for hundreds of years. The modern ritual tea ceremony has been traced back to the 1500s. It was originally held in a specially-built tea house made of bark-covered logs, woven straw, and other natural materials in the style of a rustic cottage. In the tea ceremony, the host leads guests in sharing a bowl of green tea as a celebration of harmony, respect, purity, and tranquility. In more elaborate ceremonies, the guests also eat sweets or even a full meal.

Beautiful ceramic vessels for use in the tea ceremony have been created. In the Momoyama period (1573-1603) each elegant vessel had a specific function and name. One famous type of tea vessel is Raku ware, which is asymmetrically-shaped and has a crackle glaze. Fine ceramic tea vessels are coated with green, brown, or purplish-brown glaze. Tea vessels, including cups, teapots, and water containers, are also made of lacquerwork.



Japanese Tea Ceremony

*From the rising of the sun to its setting,
the name of the Lord is to be praised.
Psalm 113:3*

Assignments for Lesson 119

In Their Words Read “A Soldier’s Regrets on Leaving Home” (page 298).

Literature Continue reading *The Hiding Place*.

Student Review Optional: Answer the questions for Lesson 119.



Hiroshima Peace Memorial

Lesson 120 - Bible Study

Peace

In our lives of turmoil, lived in busy families, in a nation on the run, in a world constantly at war, the great gift of God is the offer of peace. The twentieth century was marked by world wars as well as smaller wars in which the peace of the world hung in the balance. The twenty-first century has already seen more fighting taking place in various parts of the globe. The offer of peace in Jesus is indeed an attractive one.

A State of Peace

Peace is more than just the absence of open conflict. Family members might not exchange cross words or come to blows, but that does not mean they are at peace. Nations might not be shooting at each other, but they still might not be at peace with each other. Individuals might seem calm on the outside but actually be churning with emotion on the inside.

Peace is a positive state of harmony and good will. This is illustrated by the peace offering that is described in the Law (Leviticus 7:11-38). The peace offering was a free-will celebration by the worshiper that was an expression of thanks for his relationship to God. It is the only one of the sacrifices of which

the worshiper could partake himself, which made it in a sense a fellowship meal between that person and God. The peace offering was not a recognition of the mere absence of conflict with God. Instead, it was a statement of joy at a person's close and rich fellowship with the Lord.

After the atomic bomb was dropped on Hiroshima, Japan, an exhibition hall built in 1915 was the only building left standing in the targeted area of the city. The photo below shows the building in October of 1945. The 2008 photo above shows the structure in rebuilt Hiroshima. It is part of Hiroshima Peace Memorial Park, dedicated to the memory of those who died and to the promotion of world peace.



We can have peace with God because God is a God of peace (Romans 15:33). God sent Jesus “to guide our feet in the way of peace” (Luke 1:79) and to bring “on earth peace among men with whom He is pleased” (Luke 2:14). “Those who love Your law have great peace, and nothing causes them to stumble” (Psalm 119:165).

Inner Personal Peace

Peace among men must start with peace within oneself. “The wicked are like the tossing sea, for it cannot be quiet, and its waters toss up refuse and mud. “There is no peace,’ says my God, ‘for the wicked”” (Isaiah 57:20-21). The illustration of a stormy sea tossing up mud is a vivid one to describe those who do not have inner peace.

People who are not at peace within cannot establish peace with others. “They have healed the brokenness of My people superficially, saying ‘Peace, peace,’ but there is no peace” (Jeremiah 6:14). The best that can happen in a conflict between people who are not at peace within themselves is a superficial papering-over of differences, but this is not real peace.

The peace of God comes through Jesus. Isaiah described the Messiah as Prince of Peace (Isaiah 9:6). Jesus told His followers, “Peace I leave with you, My peace I give to you; not as the world gives do I give to you. Do not let your heart be troubled, nor let it be fearful” (John 14:27). He also said, “These things I have spoken to you, so that in Me you may have peace. In the world you have tribulation, but take courage; I have overcome the world”

Nichidatsu Fujii (1885-1985) was a Japanese Buddhist monk. After meeting Mahatma Gandhi in 1933, he became a committed pacifist. During World War II, he traveled throughout Japan encouraging his fellow citizens to resist participating in the war effort. After the war, he organized construction of Peace Pagodas in Hiroshima, Nagasaki, and other cities around the world. Pictured below (clockwise from top left) are those in Nepal, Sri Lanka, New York, India, England, and California.



Lesson 120 - Bible Study: Peace

(John 16:33). Peace comes by believing (Romans 15:13). Peace is part of the fruit of the Spirit who lives within Christians (Galatians 5:22). When we turn our worries over to God, “the peace of God, which surpasses all comprehension, will guard your hearts and your minds in Christ Jesus” (Philippians 4:7).

Peace Within the Fellowship

The Prince of Peace enables peace among believers. One remarkable aspect of peace among Christians is that it can happen even among people with great differences who had formerly been at odds with each other. When Peter spoke to the Gentile God-fearer Cornelius, he said that the word God sent consisted of “preaching peace through Jesus Christ” (Acts 10:36). Paul described how Jesus reconciled Jews and Gentiles to each other by reconciling them both to God in Himself. “For He Himself is our peace,” Paul said, breaking down barriers and making one new kind of person: simply Christians (Ephesians 2:14-16).

Christians are to be “diligent to preserve the unity of the Spirit in the bond of peace” (Ephesians 4:3). When Paul discussed issues and attitudes that divide Christians, he said, “The kingdom of God is not eating and drinking, but righteousness and peace and joy in the Holy Spirit” (Romans 14:17). Thus, “we pursue the things which make for peace and the building up of one another” (Romans 14:19).

A common greeting that Paul used in his letters included his prayer for peace for his readers (for example, Romans 1:7 and Ephesians 1:2). He admonished the Colossians to “let the peace of Christ rule in your hearts” (Colossians 3:15). With this emphasis on peace, how sad it is that peace often does not reign within the fellowship of those who follow the Prince of Peace.



The United Nations deploys soldiers, police officers, and civilian personnel in an effort to promote and preserve peace. UN peacekeepers are generally not authorized to intervene to stop ongoing violence between opposing forces. This photo of shelling in Homs, Syria, was taken in 2012 by a UN worker shortly before the United Nations Supervision Mission in Syria ended because of escalating violence in that country's civil war.

Peacemakers

The Lord's people are to promote peace. “Depart from evil and do good,” wrote the psalmist. “Seek peace and pursue it” (Psalm 34:14). “Blessed are the peacemakers,” Jesus said. When they do so, they demonstrate the family characteristic: “for they shall be called sons of God” (Matthew 5:9). As we indicated earlier, this is more than just preventing people from exchanging blows. That is what a *peacekeeper* does. A *peacemaker* works to bring about genuine reconciliation and goodwill.

When Jesus sent the seventy out to preach, He told them, “Whatever house you enter, first say, ‘Peace be to this house.’ If a man of peace is there, your peace will rest on him; but if not, it will return to you” (Luke 10:5-6). Paul told the Christians at Rome, “If possible, so far as it depends on you, be at peace with all men” (Romans 12:18). Paul wanted all Christians to pray for rulers so that we might live peaceful lives (1 Timothy 2:1-2).



The message that Christians share is the same message Peter preached to Cornelius and that God communicated through Jesus: the message of peace. Paul encouraged Christians to have “shod your feet with the preparation of the gospel of peace” (Ephesians 6:15). When we have peace with God, peace with our fellow believers, and peace with others through the Lord Jesus Christ, we will know the true peace that God brings.

Not Peace, But a Sword

The pursuit of peace can sometimes bring about conflict. On one occasion Jesus said, “Do not think that I came to bring peace on the earth; I did not come to bring peace, but a sword” (Matthew 10:34). In the context, Jesus was talking about the division that must take place between those who follow Him and those who do not. Jesus is not willing to have peace at any price. Real peace demands making hard choices and casting your lot with Jesus when others oppose you.

Alfred Nobel (1833-1896) was the Swedish inventor of dynamite and a businessman involved in the manufacture of weapons. His will established a foundation to award annual prizes in Physics, Chemistry, Physiology or Medicine, and Literature. The Nobel Peace Prize was intended to honor those who have “done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses.” The first Peace Prize was awarded in 1901 to Henry Dunant (1828-1910, shown at left), a Swiss businessman whose ideas were instrumental in establishing the International Red Cross and the Geneva Convention, and to Frédéric Passy (1822-1912), a French economist who promoted peace through international dialogue and arbitration.

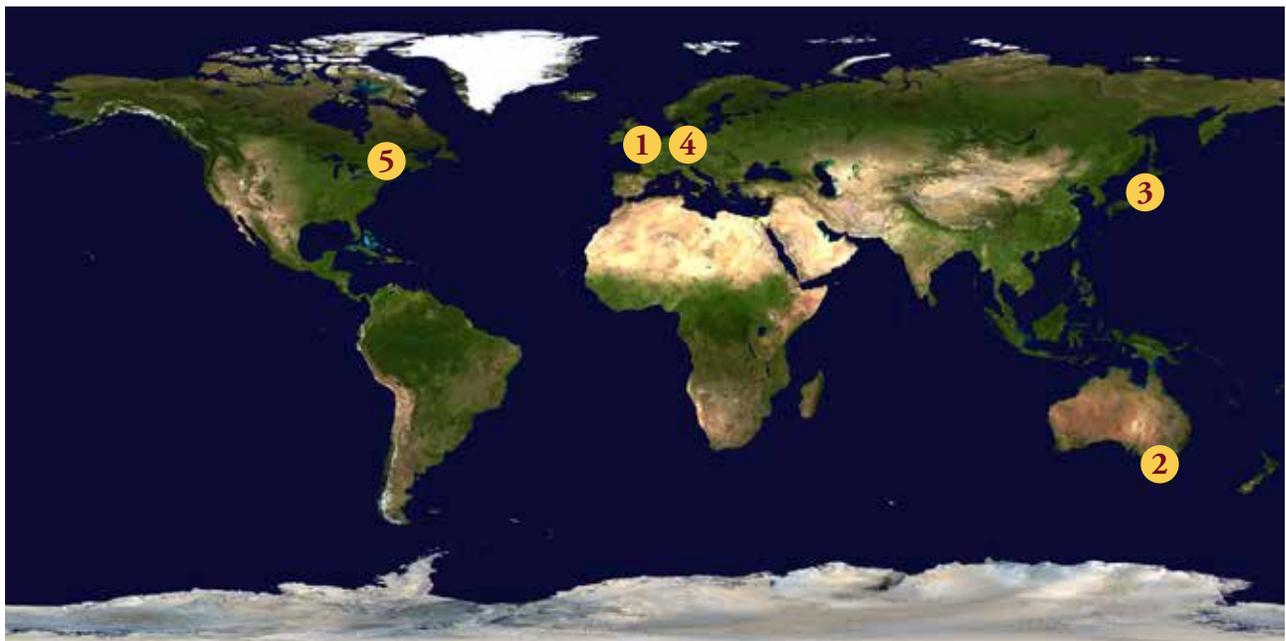
Paul said, “The God of peace will soon crush Satan under your feet” (Romans 16:20). This crushing work might sometimes involve conflict and difficulty in the short term to accomplish the long-term result. This is what Jesus experienced. The writer of Ecclesiastes said there is “a time to love and a time to hate; a time for war and a time for peace” (Ecclesiastes 3:8). Sadly, conflict with those who would destroy peace is sometimes necessary in order to achieve peace.

The Way of Peace

The real answer to the world’s problems is found in the peace of Christ. Peace through strength is found through the strength of Christ, not through worldly sources of strength. In Israel and Palestine, in northern Ireland, in terrorist training camps—anywhere that conflict exists, real peace can and will come when the peace of Christ is working in the hearts of men. “The Lord will give strength to His people; the Lord will bless His people with peace” (Psalm 29:11).

Peace and Conflict at the Modern Olympic Games

- 1 While recovering from World War II, London hosted the 1948 Summer Olympics. No new facilities were built, and attendees were asked to bring their own food because of shortages. Athletes from Germany and Japan were excluded, while the USSR declined to send any participants.
- 2 Melbourne, Australia, hosted the 1956 Summer Games, the first held outside Europe or North America. John Ian Wing, a seventeen-year-old Australian of Chinese ancestry, wrote a letter to the Olympic Committee suggesting that athletes should mingle together and wave to the crowd during the closing ceremonies, instead of marching in national groups. This tradition has been followed at each Olympics since.
- 3 The 1940 Olympics had been scheduled to occur in Japan, but Japanese aggression in the late 1930s led to their cancellation. Japan hosted the 1964 Summer Olympics in Tokyo and the 1972 Winter Olympics in Sapporo (Okurayama Ski Jump Stadium shown at right). Both Games were officially opened by Emperor Hirohito.
- 4 At the 1972 Summer Olympics in Munich, Germany, eight Palestinians took hostage eleven members of the Israeli Olympic team. During the ensuing standoff, all of the Israelis were killed. The Games continued, but the remaining Israelis and some other athletes left Munich.
- 5 Montreal, Canada, was the site of the 1976 Summer Games. Because of apartheid, South African athletes had been banned from the Olympics since 1964. Other African countries also wanted the Olympic Committee to ban New Zealand because their national (not Olympic) rugby team was touring South Africa. When this did not happen, twenty-six African countries, along with Iraq and Guyana, boycotted the games.



*And He will judge between the nations,
And will render decisions for many peoples;
And they will hammer their swords into plowshares
and their spears into pruning hooks.
Nation will not lift up sword against nation,
And never again will they learn war.
Isaiah 2:4*

Assignments for Lesson 120

Bible Recite or write Psalm 46:1-3 from memory.

In Their Words Read the excerpt from “Unity Between Nations” (pages 299-300).

Literature Finish reading *The Hiding Place*. Literary analysis available in *Student Review*.

Project Complete your project for the week.

Student Review Optional: Answer the questions for Lesson 120 and for *The Hiding Place*, and take the quiz for Unit 24.



26

The Making of Modern Asia

Summary

In this unit we survey the stories of the larger Asian nations—China, India, Japan, and Korea—as well as Southeast Asia. We also look at the lives of three Christian missionaries who served in Asia. The Bible study examines what the Bible teaches about helping the poor.

Lessons

- 126 - China: From Dynasties to Communism
- 127 - India: A Clash of Cultures
- 128 - Japan, Korea, and Southeast Asia
- 129 - Christian Missionaries to Asia
- 130 - Bible Study: Helping the Poor

Memory Work

Learn Zechariah 7:9-10 by the end of the unit.

Books Used

The Bible

In Their Words

Bridge to the Sun

Project (choose one)

- 1) Write 300 to 500 words on one of the following topics:
 - Write about the Olympic Games that were hosted in Beijing in 2008.
 - Research five Christian organizations that meet the needs of the poor. Write a basic description for each of how the organization started, where it is based, and what needs it addresses. (See Lesson 130.)
- 2) Create a beautiful Pachisi game for your family from wood, cloth, or specialty paper. Pachisi originated in ancient India. Research the history of the game before you begin your project.
- 3) Write a play based on the life or an incident in the life of a missionary to Asia. It can be one of the missionaries mentioned in Lesson 129, or another missionary. Your play should be at least seven pages long but can be as long as you like. Recruiting family and/or friends to perform your play might be fun, but is optional.

Literature

In 1930 Hidenari Terasaki was a Japanese diplomat serving in Washington, D.C. Gwen Harold of Johnson City, Tennessee, was visiting her aunt in Washington, and they attended a reception at the Japanese embassy. After getting to know each other over several months, Terasaki (or “Terry” as Gwen called him) and Gwen were married, despite their cultural differences.

Their diplomatic travels took them to China (where their daughter Mariko was born), Cuba, and back to Washington. Terry wanted Japan and the United States to be friends, and he strenuously opposed the attack on Pearl Harbor. After World War II, Terry served as a liaison between the Japanese Emperor and the Americans under General Douglas MacArthur.

Bridge to the Sun, published in 1957, is a moving story of love and commitment. It opens a window onto Japanese culture, and it shows how international events have real impact on individual lives. The book became a *New York Times* best seller, and the story was made into a major motion picture in 1961. Gwen Terasaki died in 1990.



Great Hall of the People, Beijing

Lesson 126

China: From Dynasties to Communism

The vast Middle Kingdom has been a prize sought by many strongmen for centuries. The pattern of politics in China has hardly ever involved democracy. Usually the powers of government have rested in the hands of an elite few. The Chinese have made many advances in technology and scholarship, often ahead of Europeans. However, these advances did little to help the millions of Chinese who worked hard to survive the best they could on farms and in cities while political battles swirled around them.

The Pattern of Dynasties

Ancient China was ruled by a series of dynasties. The most prominent of these were the Han, which governed until 220 AD; the Tang, from 618 to 907; and the Sung, in control from 960 to 1279. During the Tang dynasty, Chinese influence extended to the borders of India and Persia and into Korea, Japan, and Southeast Asia. The Sung leadership created a unified state centuries before similar nation-states were common in Europe. An efficient and well-trained civil service developed during the latter two dynasties, although access to government jobs was limited. Only children from wealthy families could afford the education required to study for the civil

service examination. The dominant belief systems in China were Confucianism and, later, Buddhism.

Several important inventions appeared during the Tang and Sung periods. Printing began in the eighth century by Buddhist monks who carved wooden blocks to print sacred texts onto paper. The earliest known printed work is the Diamond Sutra from 868. Other Chinese inventions included the magnetic compass, maps, gunpowder, and the water wheel as a source of power. The Chinese also began making porcelain pottery during this period.

Mongols, Mings, and Manchus

Fierce Mongol invaders led by Genghis Khan attacked China during the 12th century. The Mongols captured Beijing in 1215. The grandson of Genghis, Kublai Khan, completed the Mongol conquest of China. Eventually, the Mongol Empire spread from the Pacific Ocean to the Danube River in Europe. A system of roads enabled the Mongols to establish regular contact with Arabs, Russians, and Europeans. Italian traders developed the most active trade with China.

Poor leadership by successors to Kublai Khan led to a weakening of their dynasty. A Buddhist monk organized opposition to the foreign Mongol rulers,



During the Sung dynasty, the practice of binding women's feet became common. It began among the royalty because they thought that tiny, delicate feet were beautiful. A girl's feet were tightly bound soon after birth to keep them from growing. Court dancers were probably the first to have it done, but it spread to all classes because it was thought that having large feet might keep a girl from finding a husband. The process was painful and limited women to taking tiny steps. This 1902 photo shows a woman with bound feet on the right and a woman with unbound feet on the left.

and in 1368 the Ming Dynasty began. It ruled China until 1644. The Mings restored Chinese culture and built a huge fleet of trading ships that traveled to India, Arabia, and East Africa. However, around 1433 the trading voyages ceased for reasons that are unclear to us. The Mings turned inward and limited their contact with outsiders. Foreign trade was only allowed in the city of Canton and then only under tightly controlled conditions.

Despite this inward orientation, China continued to be a highly prized target for aggression. Another wave of invaders, this time from Manchuria to the northeast of China, seized control in 1644. The Manchu established their capital at Beijing and ruled a strong and prosperous civilization until 1911. Foreign trade was once again encouraged, but only under strict guidelines.

European Influence

In the 1800s, internal problems led to external pressures on China. The country's rapidly growing population put pressure on its food supply; famines became frequent. In addition, the leaders became corrupt, as had often happened in China. To pay for the costs of this corruption, the Manchu increased taxes, which did not please the people.

Meanwhile, European nations began pressuring China to relax trade restrictions. Foreign trade and influence were not valued by the Chinese, since they

saw themselves as the center of the world and thought they had all that they needed. The Chinese often saw Europeans as somewhat backward since they did not have Chinese technology and the fine products of China such as silk and spices. The Chinese did not see the need of exchanging diplomats with European nations, since the Europeans did not have much that the Chinese wanted.

A major exception to this general rule came when British merchants began selling opium from India and Turkey to the Chinese in the late 18th century. This made some Chinese merchants wealthy, but the Manchu leadership was concerned about the growth of the harmful practice and about the drain of silver from the country that the opium trade caused. In 1839 Chinese agents destroyed millions of dollars worth of British opium at Canton. In response, the British seized Canton and attacked the nearby area. Britain defeated China in this Opium War.

As a result of the war, China had to give Britain control of the port of Hong Kong (which was near Canton) and compensate the British for the lost opium. The Chinese also had to agree to loosen restrictions on trade with the British and to allow British subjects in China to be governed by British law, not Chinese law. This meant that the Chinese had little control over what the British did. Soon other European nations demanded similar arrangements in what were called unequal treaties.



1841 British Map of Hong Kong

After centuries of influence flowing out of China into Europe, now the Europeans were beginning to influence the life, economy, and government of China.

An 1850 peasant uprising in China known as the Taiping Rebellion sought to restore Chinese traditions and to bring about reforms in land ownership and taxation. European countries helped the weak Manchu ruler to quell the rebellion since they had lucrative trade agreements in place and did not want to risk any changes. This enabled the Europeans to demand and receive even more concessions from the Manchu government,

including reopening the opium trade and allowing foreign diplomats into Beijing.

Foreign domination of China continued to increase throughout the 19th century. Russia seized a portion of northern China in 1860 and built the port of Vladivostok on the Pacific Ocean. Japan defeated China in a war in 1894 and gained control of the Korean peninsula, which China had previously governed.

During the latter part of the 1800s, France, Germany, Russia, and Britain created what were called spheres of influence in different sections of China. Each country received trade concessions and recognition of their dominance in their particular area.

The Europeans were permitted to invest in mines, factories, and railways in their spheres of influence and could build military installations to protect their interests. The United States did not try to establish a sphere of influence. Instead, the U.S. pressured China and the European countries with interests there to follow what it called an Open Door Policy, giving all nations equal access to Chinese markets. The once proud and independent country of China was now the subject of foreign political and economic domination.

Regaining the Provincial Capital of Ruizhou by *Wu Youru* (Chinese, 1886) depicts a scene of the Taiping Rebellion.





This 1898 French political cartoon by Henri Meyer portrays China as a pie being carved up by other nations, represented by Victoria (United Kingdom), Wilhelm II (Germany), Nicholas II (Russia), Marianne (a national emblem of France), and a samurai warrior (Japan). An ethnically-stereotypical Chinese official watches in horror.

Unrest and Rebellion

Around the beginning of the 20th century, some Chinese undertook movements to restore Chinese power and culture. The Fists of Righteous Harmony was a secret society formed in 1899. They came to be called the Boxers by Europeans. Their goal was to rid China of both the Manchu dynasty and the foreign traders and diplomats.

In 1900 the Boxers laid siege to a compound in Beijing that housed foreign representatives. A coalition of forces from the foreign countries represented in China defeated the Boxers and demanded from the Chinese government the right to maintain a military presence on Chinese soil and in Chinese rivers and coastal waters. To many Chinese, it appeared that they were hostages and victims in their own land.

Revolutionaries overthrew the Manchu dynasty in 1911 and proclaimed a republic. This move ushered in a period of intense turmoil and conflict within China. Not all of the fighting was directed

against the Manchu or the foreigners. Powerful warlords in the provinces capitalized on the unrest as an opportunity to begin fighting each other and looting the people in the countryside.

A leading figure in the revolutionary movement was Dr. Sun Yat-sen, who had organized earlier uprisings against the Manchu but who was living outside of China when the 1911 revolt occurred. Sun quickly returned to China and was named president of the Chinese Republic. Sun was only president for a month before he was removed from office by an army general, but he continued to exert influence in the country.

Sun established a base of operations in Canton. He helped found the Kuomintang or Nationalist Party. Realizing that he would need an army to gain control of all of China, Sun designated Chiang Kai-shek to organize and lead the Kuomintang forces. After Sun died in 1925, Chiang led his forces on a march north from Canton, and in 1928 the Kuomintang established firm control over the Chinese Republic.

The Rise of the Communists

However, Chiang had to deal with another growing power, the Communist Party. Chinese Communists had organized in 1921 and joined the Kuomintang in hopes of gaining control of the Party. Chiang realized their hidden agenda and expelled them in 1927. The leader of the Communists, Mao Zedong, organized his forces in remote southeast China. The Nationalists battled the Communists in a civil war until 1934, when Chiang gained

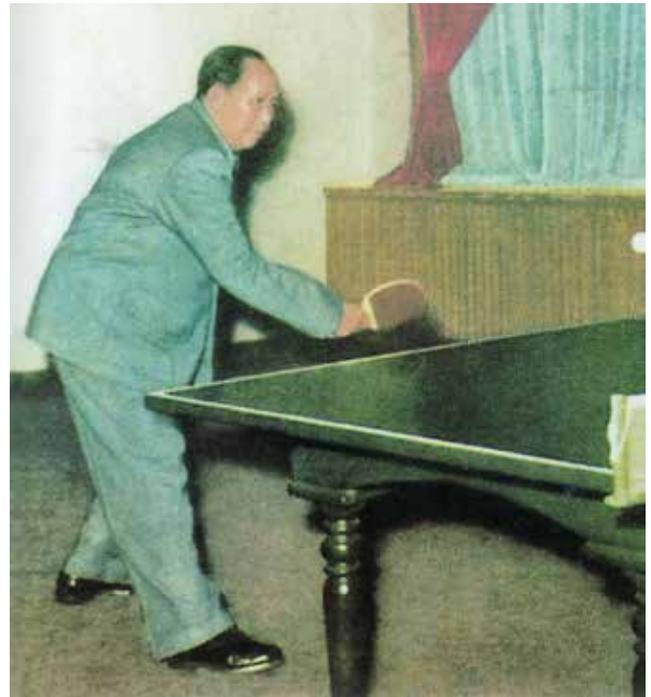
the upper hand. Then about 90,000 Communist soldiers began what was called the Long March to a far northwest province to reorganize. Only about 7,000 of the troops reached their destination, due to death and desertion.

During World War II, the Nationalists and the Communists stopped fighting each other to concentrate on the Japanese who had invaded the land. The United States gave assistance to Chiang, but Mao continued to build his army and to gain support among the people. By 1945 Mao controlled the north of China and Chiang controlled the south. The U.S. encouraged the two groups to form a single government, but neither side wanted to do this.

Civil war broke out again in 1945, and this time the Communists gained the upper hand. In 1949 the Communists under Mao finally defeated the Nationalist forces led by Chiang. The Nationalists retreated to the island of Taiwan off the coast of China; and Mao proclaimed the People's Republic of China on October 1, 1949.

Mao was devoted to what he understood to be the original Marxist-Leninist ideals. He introduced radical changes to Chinese politics, culture, and industry. After Stalin's death in 1953, the Soviet Union moved away from some of his policies. The Communists in China accused the Soviets of having lost the original socialist vision. This was part of a cooling of diplomatic relations between China and the Soviet Union.

China hosted the 2008 Summer Olympics in Beijing. This photo is from the Opening Ceremony.



This photo of Chairman Mao playing table tennis was included in the book of his quotations that was widely distributed in China.

When the United Nations was founded after World War II, the UN recognized the Nationalist government as the legitimate government of China. China received a permanent seat on the UN Security Council. After the Communist takeover of China, the Nationalist government based in Taiwan continued to control that seat in the United Nations. In 1971 the UN General Assembly voted to take representation away from Taiwan and give it to the People's Republic of China (the Communist government on the mainland). This move was supported by the other permanent members of the Security Council, except for the United States.

In 1972 U.S. President Richard Nixon, a strong anti-Communist, made a ground-breaking visit to China. The move opened the door to easing relations between the U.S. and the Communist Chinese government. Over the next several decades, China responded to its economic needs by aggressively seeking trade with the West and encouraging steps toward capitalism.

The Church in China

Tradition holds that Thomas, the disciple of Jesus, was the first person to preach the gospel in China. We have already studied about the Nestorian Stele, which describes Christianity in China from the 600s AD. Some Catholic missionaries went to China during and after the Middle Ages.

English Protestant missionary Hudson Taylor led a major effort to reach the Chinese people in the 1800s. The China Inland Mission (CIM) brought hundreds of missionaries into China, including single women. Gladys Aylward was rejected by CIM but managed to go to China on her own. Widespread Chinese skepticism of anything foreign, coupled with the chaos of civil war and the devastation of two world wars, hindered the further spread of the faith in the first half of the 20th century.

When China fell to the Communists after World War II, the government expelled all foreign missionaries. Officially atheist, the government sanctions the Three Self Patriotic Movement or

Three Self Church. These churches are self-governing, self-supporting, and self-propagating (in other words, without any foreign involvement). They teach many standard Christian doctrines but are tightly controlled by the government. A person can purchase a Bible in China—but only at a Three Self Church bookstore. The Chinese Patriotic Catholic Association is also aligned with the Communist government. Its leadership does not recognize the authority of the pope.

The dynamic spiritual power in China is found in the thousands of house churches that are not recognized by the government and do not rely on foreign missionaries. The Communist government tolerates most house churches, but authorities sometimes break up house churches and persecute and imprison church leaders. The inconsistent policy is to some degree the result of how local government officials respond to the existence of house churches. Estimates of the number of believers in China vary widely, from about twenty million to over one hundred million.

After these things I looked, and behold, a great multitude which no one could count, from every nation and all tribes and peoples and tongues, standing before the throne and before the Lamb

Revelation 7:9

Assignments for Lesson 126

In Their Words Read the excerpt from *A Tour in Mongolia* (pages 314-316).

Literature Begin reading *Bridge to the Sun*. Plan to finish it by the end of Unit 27.

Student Review Optional: Answer the questions for Lesson 126.



Street Cricket in India

Lesson 127

India: A Clash of Cultures

During the Gupta empire in the first centuries AD, the Hindu faith spread throughout India. As we noted earlier, Hinduism had absorbed elements of Buddhism. Two other strong influences in India during this time were (1) the power of the Brahmins, the educated priestly class that preserved ancient traditions; and (2) the strict caste system in society, that dictated where people lived, what work they did, and whom they married. The lack of a single strong leader throughout all of India left it subject to foreign invaders. The Huns from central Asia, for example, invaded India in the fifth century AD.

Muslims and Mongols

In the tenth century, Islamic Turks and Afghans invaded and conquered the Indus River valley and eventually ruled most of India. Muslim rulers, called sultans, established their capital at Delhi in 1206. The Muslims were motivated by desires to spread the religion of Islam and to acquire wealth from the land and people. The sultans set up a provincial government system and lived in lavish style.

Mongols from central Asia invaded in 1398, led by Tamerlane. The Mongols showed no mercy to the

inhabitants, completely wiping out the city of Delhi and killing or enslaving the entire population of the city. The only exceptions were artisans, who were sent to build Tamerlane's new capital at Samarkand (now in Uzbekistan). The Mongols did not stay in India long but left to pursue further conquests. Muslims returned to power, though now somewhat weaker because of the experience.

The followers of Islam did not allow their religion to be absorbed into Hinduism. The Muslims believed in one god, Allah; therefore, they abhorred the multiplicity of Hindu gods and often destroyed Hindu temples. Muslims valued the equality of believers while Hindus observed a regimented caste system. Muslims insisted on following the teachings of the Qur'an, while Hindus were tolerant of many different ideas. Muslims saw cows as merely a source of food while Hindus treated cows as sacred. Some Hindus in the north converted to Islam.

Another Mongol invasion, this one led by Babur, descended upon India in 1526. Babur claimed to be a descendant of Genghis Khan and Tamerlane. The Persian word for Mongol was Mogul, and Mogul was the word that became attached to this dynasty. The Moguls ruled India for about three hundred years.

Unit 26 - The Making of Modern Asia

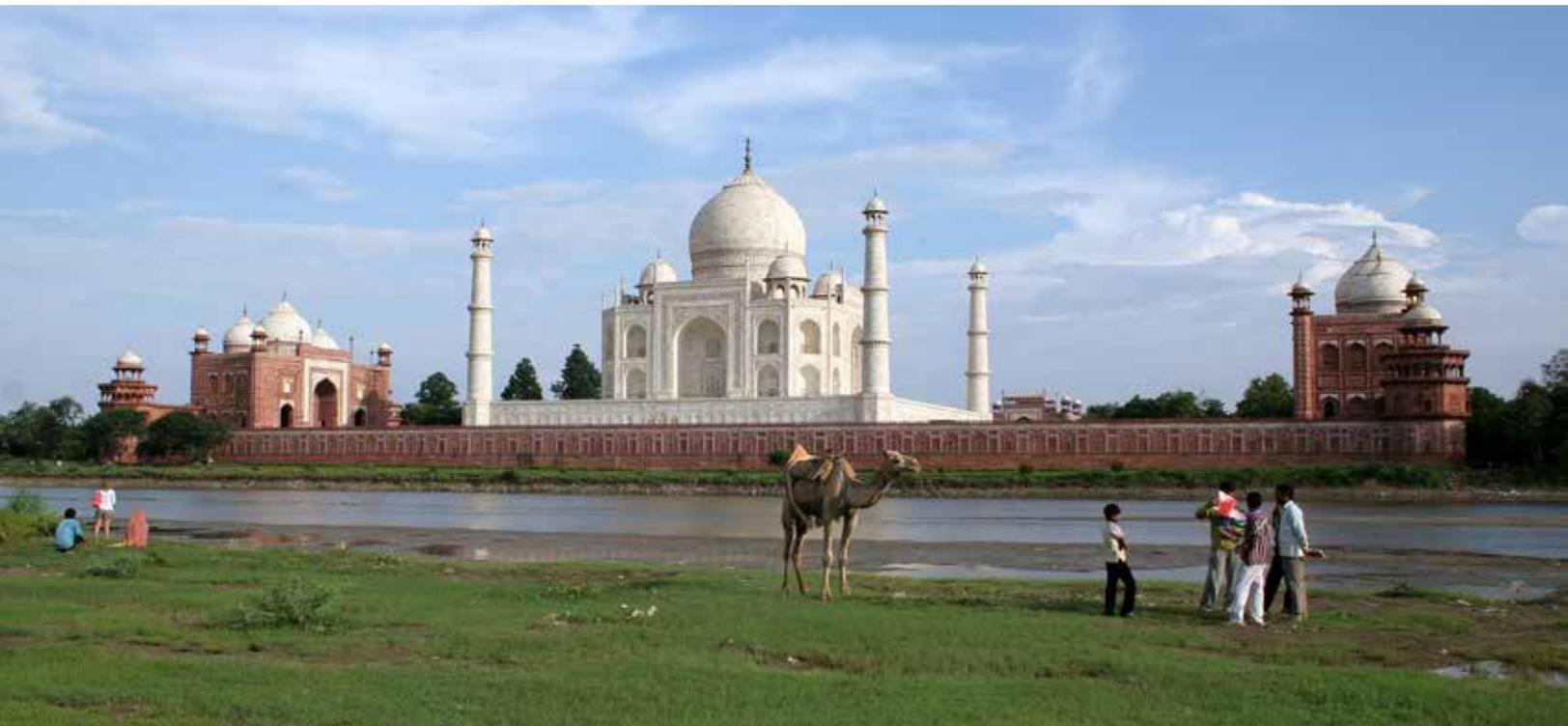
This is a late 16th-century Mogul illustration of Mogul artists and calligraphers.



Though they were Muslims, Babur and his immediate successors promoted toleration of Hinduism. Wealthy Moguls built elaborate palaces and manicured gardens. The Mogul Jahan had a beautiful tomb built in 1632 for his wife Mumtaz Mahal. The structure became known as the Taj Mahal. Later Mogul leaders returned to the policy of persecuting the Hindus, which prompted a strong Hindu reaction. In-fighting among Muslim princes also weakened Mogul authority.

During the Mogul ascendancy, traders from Europe arrived in India. Portugal opened the trade route, and other nations followed. Soon after the traders came Christian missionaries, but during the 1500s the Moguls strongly opposed Christian evangelistic work. In general, however, the Moguls did not feel threatened by the Europeans, who did not appear to live in the splendor and wealth that the Moguls enjoyed.

The Taj Mahal is part of a larger complex that includes a mosque (left), gardens, and other small tombs.



The British Come to India

In 1600 British merchants formed the East India Company to finance and promote trade between Britain and India. As trade with Europeans was increasing, the Mogul dynasty was weakening from poor leadership and fighting among provincial princes. The British East India Company took on military and political roles in India on behalf of Great Britain.

When the Seven Years' War erupted in Europe in 1756, Robert Clive of the East India Company organized a military force and ousted the French from their trading posts in India. The company also pressured provincial Indian governments to give it favorable treatment. Within a few years, the British East India Company was the strongest political and military force in India. It in effect ruled India unhindered until the mid-1800s. An 1857 uprising of Indian soldiers called sepoys who worked for the company drew the support of Hindu and Muslim princes and of many poor farmers, but the British prevailed. The incident led Parliament to assume oversight of India as a British colony, removing the East India Company from its position of power.

British rule brought technological advances to India in the form of better health care and improved travel and communication. Upper-caste Indian children attended British-run schools and became a new professional class in the country. Missionaries spread the gospel in India, and millions were converted there. However, the British policy of imposing their culture had some harmful effects. Britain sought to exploit India by extracting raw materials for use in manufacturing activity in Britain and by using it as a market for finished British goods. Indian artisans could not compete with lower-cost British goods. Indian farmers were encouraged to grow cotton for sale instead of food to feed their families. This led to occasional famines.



Rani Lakshmi Bai (1828-1858), queen of the Indian state of Jhansi, was a leader in the 1857 rebellion. She died in battle against the British. Equestrian statues of Lakshmi Bai, such as this one in Solapur, India, often portray her with her son on her back.

The Opposition Grows

Indigenous opposition to British rule increased the longer Britain remained in charge. This opposition was fed by a rising tide of nationalism among better-educated, middle-class Indians. This group formed the Indian National Congress Party in 1885. The goal of the Congress Party (as it was called) was merely home rule within the British Empire at first, but later the party advocated complete independence. Both Hindus and Muslims opposed British rule, but Britain depended on the division between those groups to weaken the effect of their opposition.

During World War I, Britain made vague promises about lessening its control over India at some point in the future. This did not satisfy the Congress Party or other nationalist leaders, and unrest grew among the Indians. The response by Parliament to jail protesters without a trial only increased native frustrations. Limited reforms enacted after World War I still did not mollify opposition to British rule.

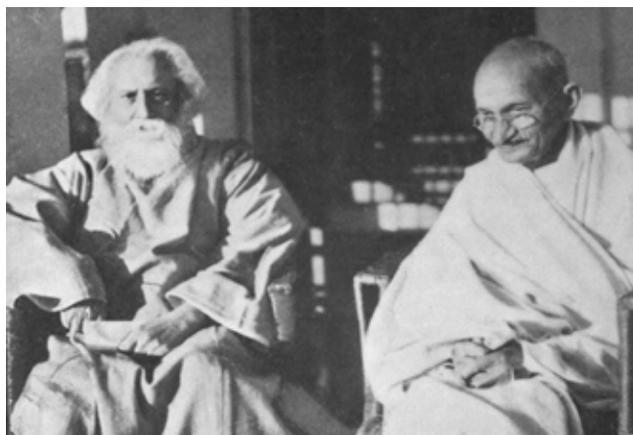
The leader of the Congress party after the war was Mohandas Gandhi (1869-1948), an attorney who had been educated in Britain and had earlier worked for greater civil rights for Indians in South Africa. Gandhi's approach to the issue of British rule was to adopt an attitude of non-violent resistance. He urged a boycott of British business and encouraged a renewal of cottage industries.

Gandhi himself lived a simple life in voluntary poverty. He encouraged Indians to take pride in their culture, although he opposed the caste system. Indians recognized the power of his philosophy and gave him the title of Mahatma, "Great Soul." Britain extended more home rule powers to India in 1935, but by then the indigenous opposition would be satisfied with nothing less than complete independence.

Independence and Partition

By the end of World War II, the British government realized that it could no longer govern India. However, the Hindu-Muslim conflict threatened to destroy any advantages the country might gain by independence. Britain persuaded Gandhi and other Indian leaders to accept a plan

Indira Gandhi met in 1969 with Nicolae Ceaușescu, Communist leader of Romania.



Rabindranath Tagore (1861-1941) was a Bengali author and poet, the first non-European to win the Nobel Prize in Literature (1913). He opposed the British occupation of India. Tagore (left) and Gandhi met in 1940.

for partitioning the country into a Hindu state and a Muslim state. In August of 1947, British rule ended and two new countries were created: India with a Hindu majority, and Pakistan with a Muslim majority.

The political boundaries did not reflect where all Muslims and Hindus lived, however. As a result, ten million people moved: Muslims in India moved to Pakistan, and Hindus in Pakistan moved to India. Violence and rioting erupted in several places. About a half-million people were killed, and millions were left homeless in the transition. Gandhi himself was assassinated in 1948 by a Hindu fanatic who did not like Gandhi's attempts to bring peace between Hindus and Muslims.

India under the leadership of Jawaharlal Nehru in the 1950s and 1960s was marked by the growth of industry, the modernizing of agriculture, and a greater sense of Indian unity. However, the mushrooming population strained the nation's resources. Opposition to the leadership of the Congress Party sometimes became violent. When Nehru's daughter, Indira Gandhi (her husband was no relation to Mohandas Gandhi), was prime minister, she declared a state of emergency in 1975 and jailed some of her critics. She was voted out in

1977 but was elected again in 1980 by promising to avoid some of the unpopular policies of her earlier administration.

A major issue during her second tenure was an uprising of Sikh separatists. Indira Gandhi was assassinated in 1984 by two of her Sikh bodyguards. Her son replaced her as prime minister, but he was assassinated in 1991. Intense political and ethnic unrest have continued to result in violence from time to time.

Pakistan and Bangladesh

Pakistan initially functioned as a parliamentary democracy, but the system did not work well. A military dictatorship assumed power in 1958. Government corruption and extremely poor living conditions have led to continued civil and political unrest.

When it was formed, Pakistan consisted of two parts: the larger area to the northwest of India, and East Pakistan to the northeast of India, about 1,000 miles away. West Pakistan leaders dominated the Pakistani government from the beginning. Many in East Pakistan demanded self-rule. Flooding in East Pakistan in 1970 and a slow response by the national government led to stronger calls for separation. East Pakistanis won a majority of seats in the December 1970 election, but the military dictator threw out the results. Civil war erupted the next year.

Almost half of Bangladeshis work in agriculture. Rice is the most important crop.



The Faisal Mosque was the largest in the world when it was completed in 1986. It is named after King Faisal of Saudi Arabia (1906-1975), who supported its construction. Located in Pakistan's capital of Islamabad, it is the national mosque of the country.

Millions of refugees tried to flee the fighting by crossing into India. India helped the East Pakistan rebels against the government of Pakistan. East Pakistan officially became the independent country of Bangladesh in December of 1971. Natural disasters, government corruption, and few opportunities for people to support themselves have combined to make life miserable for most people in Bangladesh.

To the Present

During the Cold War between the United States and the Soviet Union, Pakistan aligned itself with the U.S. while India remained officially neutral. Occasional issues, such as the Chinese invasion of Tibet in the early 1960s and the Soviet invasion of Afghanistan in 1979, have raised tensions in the region. Control of the Kashmir region has been a source of conflict ever since the end of British rule. Claimed by Pakistan and India, some local tribes favor independence for themselves. Since both India and Pakistan have developed nuclear weapons, the stakes of the confrontation between the two countries are high.

*Too long has my soul had its dwelling
With those who hate peace.
I am for peace, but when I speak,
They are for war.
Psalm 120:6-7*

Assignments for Lesson 127

In Their Words Read “A Living Sacrifice” (pages 317-321).

Literature Continue reading *Bridge to the Sun*.

Student Review Optional: Answer the questions for Lesson 127.



Japanese Warriors (c. 1293)

Lesson 128

Japan, Korea, and Southeast Asia

Japan

About the third century AD, rulers from the Yamato plain on Japan's largest island began to lead a central government for the entire country. They claimed to be descendants from the sun goddess, whom they ranked first among the Shinto deities. Buddhism was introduced in the sixth century, but interference by Buddhist priests in government matters led emperors to avoid that religion. Later weak emperors led to the rise of local or tribal leaders who ruled smaller areas. Private armies of warriors called samurai developed to support these tribal leaders.

In 1180 the Minamoto family revolted against the ruling dynasty and established the first military government, with leaders called shoguns. Military governors and land supervisors oversaw civil officials. The shogun system resisted two attempted Mongol invasions in the 13th century. Fighting and feuding among rival families continued, and for about fifty years in the 14th century two rival dynasties ruled at the same time.

The first European traders that reached the country in the mid-1500s met a Japan characterized by local lords, vassals, and castle towns. The Catholic

missionary Francis Xavier brought Christianity to the country in 1549. Shoguns did not like the fact that Catholics had to obey the pope, whom they saw as a foreign ruler. As a result, Christianity was banned in 1639. All Europeans except the Dutch were also excluded from the country.

Japan was re-unified in the late 1500s by strong military leaders. From the early 1600s until 1868, the Tokugawa dynasty ruled Japan from their castle town of Edo, which is modern Tokyo.

Shogun Tokugawa Hidetada (1579-1632)



The isolationist policy that began in 1639 cut Japan off from almost all contact with the outside world. In the 19th century, Japanese society entered a period of turmoil. Peasant uprisings became common, the despised merchant class had gained economic power (the merchant class was considered to be below the peasants), and the shogun government was corrupt.

In 1854 U.S. Commodore Matthew Perry arrived leading an American fleet. Perry demanded that Japan open its ports to foreign trade. The increasingly discredited Tokugawa regime signed agreements with the U.S. and other foreign nations. Uprisings by local samurai led to the resignation of the shogun in 1867 and to the creation of an imperial government overseen by Emperor Meiji.

During the half-century of Meiji's reign, Japan was transformed into an industrialized world power. However, Japan did it their way instead of having it forced upon them as a colony of a foreign power. The emperor abolished feudalism, improved the efficiency of government, and replaced the samurai with an army of draftees, who were loyal to the emperor. Foreign industrial, scientific, and

educational experts were recruited to come to Japan; and government missions went on study trips to other countries.

In 1889 domestic political pressure resulted in a constitutional government. Only one percent of the people could vote, however, and the emperor was still believed to be divine. Japan emerged as a world power after the 1894-95 war against China over control of Manchuria. Japan defeated China in the war and also gained control of Korea. Ten years later, Japan defeated Russia in the Russo-Japanese War and added Sakhalin Island and other territory to its empire.

As one of the Allies against the Central Powers in World War I, Japan seized German territories in Asia, including areas in the German sphere of influence in China. When the war ended, Japan demanded concessions from China that gave Japan power in Manchuria and Mongolia. Following the war, the Japanese government agreed to arms limitations as part of a world-wide effort to promote peace. The Japanese military, however, believed that the government was giving away the country's national security.

Promulgation of the Constitution, *Toyohara Chikanobu (Japanese, 1889)*



Lesson 128 - Japan, Korea, and Southeast Asia

The military led the people of Japan into the horrors of World War II. After Japan's defeat, the United States forced acceptance of a revised constitution. The emperor was allowed to remain as a ceremonial monarch, but a Western-style parliamentary system was created. Japan's military capabilities were severely restricted, and large numbers of American military personnel have been stationed in Japan ever since.

Japan prospered economically for many years after the war. Many Japanese companies that manufactured automobiles, motorcycles, and engines became international brands, including Honda, Isuzu, Kawasaki, Mazda, Mitsubishi, Nissan, Subaru, Suzuki, Toyota, and Yamaha. Other major Japanese companies have diverse operations in industries such as electronics and entertainment technology. These include Casio, Fujifilm, Fujitsu, Hitachi, Nintendo, Ricoh, and Sony.

Japan suffered a lengthy economic decline beginning in the 1990s. Though economic growth returned in the 2000s, the country had another major setback in 2011. A major earthquake off the Japanese coast produced tsunami waves that killed about 15,000 people and caused extensive damage. Equipment failures at the Fukushima Daiichi Nuclear Power Plant led to the release of radioactive material. It was the largest nuclear disaster since the 1986 disaster at the Chernobyl plant in Ukraine.

Korea

The people of the peninsula of Korea are ethnically related to both the Chinese and the Japanese. The first Koreans might have come from Mongolia. Because of Korea's many mountain ranges, small kingdoms and city-states were the norm on the peninsula. The Shilla Kingdom unified the country in 668. About three hundred years later, a powerful leader established the kingdom of Koryo. This is the origin of the name Korea. The Choson Dynasty ruled from 1392 until 1910.



Access to this area in Japan was restricted after the 2011 nuclear disaster.

Koreans fought against many invasions over this long period, usually by the Chinese or Mongols. The country resisted opening its ports to western traders in the 1800s. Korea became known as the Hermit Kingdom for its refusal to have contact with the West.

Around 1900 China, Japan, and Russia all wanted to expand the territories they controlled; and they all targeted Korea. Japan annexed Korea in 1910 and ruled with a firm hand until the end of World War II. The Japanese shipped many raw materials from Korea back to Japan and required that the Japanese language be used in schools and newspapers.

As the end of World War II neared, the United States agreed to let the Soviet Union take over the northern part of Korea in return for Soviet help against Japan. The U.S. administered the southern part of the peninsula. Each side hoped to unify the country on their own terms after the war. Elections were held in South Korea in 1948, but the Soviets resisted allowing elections in the North. In 1950 North Korean soldiers invaded the South to try to unify the country under Communism.

After the Korean War, the North and South took very different paths. South Korea, after some struggles with military dictators, became a modern democratic-republic with a prosperous economy.



This composite of multiple photos from space shows lights at night in and around the Korean peninsula. National boundaries have been outlined. China is on the left of the image, Japan on the right, and some ships at sea are scattered. South Korea is in the middle, with North Korea largely darkened above it. Electricity supply is not reliable in North Korea, and is generally shut off at night.

Christianity has grown significantly there, with a large percentage of the population professing faith in Christ. North Korea, by contrast, has endured harsh government control of the economy and society. North Korea boasts a large military, but political and religious persecution and shortages of food and medical care have killed hundreds of thousands of people.

North and South Korea never signed a peace treaty to end the Korean War, and tensions on the peninsula remain high. The so-called Demilitarized Zone (DMZ) between the two countries is actually one of the most heavily-fortified borders in the world. The two sides have taken cautious steps toward more open communication.

Southeast Asia

The region of Southeast Asia includes the area south of China and east of Bangladesh, as well as the Philippines, Indonesia, and other Pacific Islands. The region was strongly influenced by traders and explorers from China and India. Traders and Buddhist missionaries spread Chinese and Indian cultures and religions among the smaller people groups of Southeast Asia. Some parts of the region had powerful emperors while other places were ruled by local lords.

Significant western contact began when Europeans opened the spice trade in the 1500s. Spain conquered the Philippine Islands in 1571 as a bridge between the spice islands and Spain's American colonies. Otherwise, European countries only operated trading posts in the region and did not pursue colonization at that time.

During the 1700s, Europeans began to create plantations in Southeast Asia to grow crops such as rice, coffee, and sugar. The Industrial Revolution made Southeast Asian raw materials such as oil, rubber, and tin attractive to European nations. The Netherlands brought their trading posts under one colonial government as the Dutch East Indies in the 1800s. Also, Britain and France began a scramble to establish colonies in the region. Britain acquired Burma, Malaya, and Singapore, while France established French Indochina in what is now Vietnam. Both France and Britain hoped to use these colonies to move more easily into southern China.

Only Siam, now called Thailand, was not colonized by a European power. During the 1800s, Siamese rulers modernized their country and welcomed European trade. The country was a neutral buffer between the British in Burma and the French in Indochina.

A nationalist movement began in the Philippines in the late 1800s. These fighters helped the United States against Spain in the Spanish-

The Malaysian capital of Kuala Lumpur is home to the Petronas Towers. These twin office buildings are each 1,483 feet tall. Petronas is the national Malaysian oil and gas company.

American War. However, when the United States did not give the islands independence, the nationalists turned on the Americans and began fighting them. Their efforts were unsuccessful at the time. The United States only granted independence to the Philippines after World War II, in 1946.

European countries maintained a colonial presence in Southeast Asia until the Japanese took over most of the region before World War II. Countries in the region became independent after the war, but the area became a battleground in the Cold War between Communism and freedom, as we discussed in Unit 25.

Malaysia is divided into two sections, one on the southeast tip of Asia and one on the island of



Borneo. After gaining independence from Britain, the modern country of Malaysia formed in 1963.

The British founded Singapore, on an island off the coast of Malaysia, as a trading outpost in 1819. It was briefly part of a federation with Malaysia, but it became independent in 1965. Singapore is one of the smallest countries in the world, and one of the most densely-populated.

Indonesia is an archipelago consisting of over 17,000 islands. A former Dutch colony, it gained independence in 1949. Indonesia is the fourth most-populous country in the world, and the country with the largest Muslim population.



Aung San Suu Kyi (b. 1945) opposed the military regime that took over Myanmar (Burma) in 1988. She spent almost fifteen years as a political prisoner under house arrest. As the military relaxed its control on the country, Suu Kyi was released in 2010 and was elected to the national parliament. She received the Nobel Peace Prize in 1991 and the Congressional Gold Medal in 2012.

Anna and the King

King Mongkut (or Rama IV) of Thailand reigned from 1851 to 1868. He invited Anna Leonowens, an Indian-born British woman, to teach his children and wives the English language and customs. Leonowens spent five years in Thailand. One of her pupils was Chulalongkorn, pictured below with his father the king in 1865. Leonowens composed two memoirs of her experiences. She eventually settled in Canada.

King Chulalongkorn (Rama V), who reigned from his father's death until 1910, oversaw the abolition of slavery and helped Thailand become a modern state. Leonowens' son, Louis, became an officer in the Thai army and founded a trading company there that still exists. Chulalongkorn met Anna Leonowens again in London in 1897.

*American author Margaret Landon published an historical novel in 1944 called *Anna and the King of Siam*. This novel became the basis for the greatly fictionalized (but highly enjoyable) Broadway musical and movie *The King and I*. The film was banned in Thailand (along with a 1999 remake), because it portrayed the king in a negative light. Showing disrespect toward the Thai monarch is still illegal.*



*Those who go down to the sea in ships,
Who do business on great waters;
They have seen the works of the Lord,
And His wonders in the deep.
Psalm 107:23-24*

Assignments for Lesson 128

In Their Words Read King Mongkut's letter to the President of the United States and the President's reply (pages 322-326).

Literature Continue reading *Bridge to the Sun*.

Student Review Optional: Answer the questions for Lesson 128.



Missionaries Sent Out by China Inland Mission in 1887

Lesson 129

Christian Missionaries to Asia

Christian missionaries have gone by faith to remote parts of the globe, enduring difficult circumstances at great personal sacrifice, to share the message of Jesus with others. Those who have gone to Asia have loved and taught people who had an entirely different worldview. These snapshots of missionaries to Asia will help us appreciate what others have done in the name of Jesus.

Adoniram Judson

The son of a Congregationalist minister, Adoniram Judson was born in Massachusetts in 1788. He entered Andover Seminary in 1808 during what was known as the Second Great Awakening in the United States. He and other Andover students developed a deep desire to spread the gospel to other lands. In response to the interest of these students, the Congregationalist Association of Massachusetts formed the American Board of Commissioners for Foreign Missions, which was the first body to send foreign missionaries from the United States.

In 1812 Judson married Ann Hasseltine. Two weeks later, they left for India as Congregationalist missionaries. Judson had a desire to translate the

Bible into the language of the people with whom he would be working. On the trip, he studied the Greek New Testament and became convinced that the Greek word for baptism means immersion. After landing in India, Judson and his wife were immersed by an English Baptist missionary.

Adoniram Judson (1788-1850)



Judson felt duty bound to inform the Congregationalist board of his change and to resign from their sponsorship. He also contacted Baptists in America to see if they wanted to support his mission work. Judson's interest (along with the encouragement of others) led to the formation of the General Convention of the Baptist Denomination in the United States for Foreign Missions, which sponsored Judson's work.

The Judsons had to leave India in 1813 because of pressure from the British East India Company, so they moved to Burma. There Judson translated the Bible into Burmese after first developing an alphabet, since Burmese was not a written language.

Ann, an active partner in the mission work, died in 1826. In 1835 Judson married Sarah Boardman, widow of another missionary. Sarah died in 1845, and shortly thereafter Judson returned to the United States for his only furlough. He was welcomed as

Judson Church is located on the campus of Yangon University in Kamayut, Myanmar (Burma).



a hero by Baptist churches, and his visit stimulated great interest in mission work. Judson married again in 1846, and he and his wife Emily left for Burma a few weeks later. He devoted much energy in his later years to a Burmese-English dictionary. However, Judson was plagued with poor health. He died in 1850 on an ocean voyage which had been prescribed as his only hope for getting better. He was buried at sea in the Bay of Bengal.

Amy Carmichael

Born in Belfast, Northern Ireland, in 1867, Amy Carmichael was the oldest of seven children. When she was seventeen, she and her family were returning home from church one wintry morning when she noticed an old woman, poorly dressed, laboring under a heavy burden. Amy and her two brothers helped the woman, despite the fact that this was not the kind of thing that respectable people did. That afternoon, Amy spent time in private reflection and prayer and was convicted that God wanted her to die to herself and serve other people.

Amy began reaching out to the shawlies. These were girls who worked in the textile mills and who were too poor to afford hats so they covered their heads with their shawls. Amy established a school for the girls and taught them about the Lord.

She was eventually sent by the Church of England as a missionary to Japan. Amy stayed there about two years, then returned to Britain because of her health. Someone suggested to her that traveling to India might improve her health. There she found her life's work. She helped to start the Dohnavur Mission to children. The children she is best known for helping were young girls who were sold by their parents to Buddhist temples at seven or eight years of age to be temple prostitutes. The Dohnavur Mission, still in operation, has helped thousands of children.

During her fifty-three years in India, Carmichael wrote many books and poems. Injured in a fall in 1931, she spent the last twenty years of her life as

an invalid, but she continued to serve the needy children of the mission. She never married and was buried in an unmarked grave at Dohnavur.

Once a girl who was thinking about becoming a missionary wrote to Amy to ask what missionary life was like. Amy replied, "Missionary life is a chance to die."

Eric Liddell

The Flying Scotsman was born in 1902 to a Christian missionary family in China. He attended school in Scotland with his older brother while their parents served in China. Liddell grew up wanting to return to the mission field of China, but he was also an excellent runner. He attended Edinburgh University and studied science because he knew that the Chinese needed better science education.

Before his return to China, however, Liddell had the opportunity to compete in the 1924 Olympics.

Eric and Florence Liddell married in Tianjin, China.



Since many of the rescued children did not know their birthdays, the Dohnavur community celebrated Coming Day, as pictured above.

Liddell was scheduled to compete in the 100-meter dash, his best event; but his preliminary heat was scheduled for a Sunday. Liddell believed that the Lord's Day should be devoted to the Lord and not to games, so he refused to run and switched to the 400-meter race. This was all known and determined some months before the Olympics began. At the Olympics, on the day he could have been running for a chance at the gold, Liddell preached at an English-speaking church in Paris. In the 400-meter race (a difficult event for a sprinter) Liddell set a world record in winning the gold medal. He also won a bronze medal in the 200-meter race.

Liddell did not capitalize on his Olympic success for personal profit. After finishing his education two years later, Liddell went to China and taught science at an Anglo-Chinese school in Tientsin. He later went into full-time evangelistic work. Liddell was married in 1934 to a girl who had been one of his students, after she had completed nursing school in Canada. They had two daughters when the Japanese took control of China in 1937. Liddell insisted that his family go to Canada for safety, even though his wife was expecting their third child. He never saw his family again.

After Pearl Harbor, the situation in China worsened for foreign nationals; but Liddell refused to leave. The Japanese eventually imprisoned all foreigners in China, including Liddell. The Olympic champion spent the last two years of his life serving,

teaching, and encouraging fellow prisoners. He developed terrible headaches but continued to smile and serve. He died in February of 1945 of a brain tumor and typhoid, just a few months before the end of World War II.

*Do you not know that those who run in a race all run,
but only one receives the prize?
Run in such a way that you may win.
1 Corinthians 9:24*

Assignments for Lesson 129

In Their Words Read Adoniram Judson's *Rules of Holy Living* and the excerpt from *Things As They Are* (pages 327-330).

Literature Continue reading *Bridge to the Sun*.

Student Review Optional: Answer the questions for Lesson 129.



Street in the Philippines

Lesson 130 - Bible Study

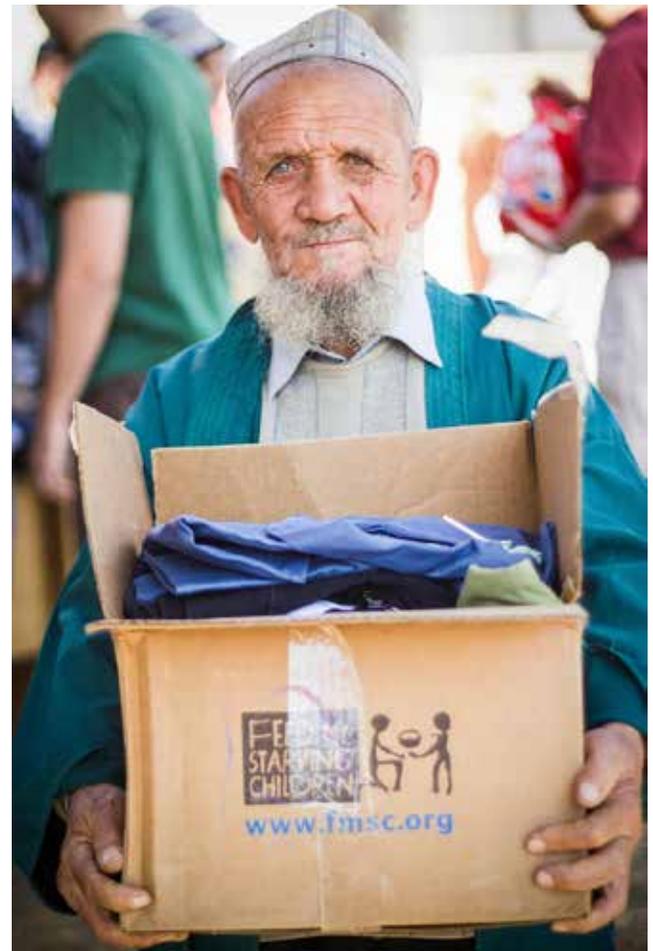
Helping the Poor

Christians are called to help others with their physical needs. This is an important and often challenging responsibility. Christian missionaries around the world, including in Asia, have been confronted with widespread poverty among the people they seek to teach.

Old Testament Teaching

In the Law, God told the people of Israel to leave the gleanings in their fields for the needy and the stranger (Leviticus 19:9-10). The landowner did not need every last grape or stalk of grain. Instead, he was to remember that he (or his ancestor) was once a poor slave in Egypt. God promised that He would bless them in their work if they did this (Deuteronomy 24:19-22).

The Law also commanded the Israelites to treat the poor justly in legal matters. They were not to prefer the rich in order to win favors from them (Deuteronomy 24:17-18). Several of the prophets denounced Israel's failure to do this when they condemned Israel's sins (for example, Isaiah 1:17 and Amos 4:1).



Feed My Starving Children is a Christian organization that works with local partners to distribute food in many countries around the world, such as Tajikistan.



The Teaching of Jesus

Jesus had much to say about helping the needy. It is important to remember first of all that He Himself was poor. He had “nowhere to lay His head” (Luke 9:58). When you give to the poor, Jesus said, you are not to call attention to yourself for your good deed. Instead, your help should be so quiet and come so naturally from your heart that your left hand does not know what your right hand is doing. When we give secretly, God will reward us (Matthew 6:2-4).

Instead of judging others, we are to give to others. This giving we are to do generously, “for by your standard of measure it will be measured to you in return” (Luke 6:38). Jesus used the illustration of someone pouring into your cup so generously that the gift overflows into your lap. Such generosity from God will come to us when we are generous to others.

Starting in the 17th century, poor man statues (and an occasional poor woman) were placed outside churches in Sweden. Members could make donations to help the poor by placing coins in a slot in the chest. The statue at left is in Nurmo, Finland. (Finland was once controlled by Sweden but became an independent country in the 20th century.)

The dividing line between the sheep and the goats on the day of judgment, Jesus said, was that the sheep had helped people in need. In this way, they had served Jesus. The goats, on the other hand, had failed to help others and so had failed to serve Jesus (Matthew 25:31-46). Even a cup of cold water given in the name of Jesus will not go unnoticed (Matthew 10:42).

Shortly before Jesus was betrayed, arrested, and crucified, a woman anointed His head with expensive perfume. The disciples complained about her actions, saying that the perfume could have been sold and the money given to the poor rather than being wasted in this way. Jesus rebuked them for their thinking. She had done a beautiful deed for Him to prepare Him for burial. “You always have the poor with you,” Jesus said. You will always have the opportunity to help the poor, if that is what you really want to do (and talking about it is much easier than actually doing it). But there should be no price ceiling on serving Jesus.

Serving the poor and serving Jesus are not mutually exclusive. Jesus said that the woman’s loving, generous act would be told wherever the gospel is preached. The story of Jesus and the story of the woman’s generosity to One who was poor Himself would go hand in hand (Matthew 26:6-13).

Helping the Poor in the Early Church

Almost immediately after the church was formed, Christians began helping those in need. Believers in Jerusalem sold property and gave the proceeds to the apostles, and the money was then

“distributed to each as any had need” (Acts 4:35). As a result, “there was not a needy person among them” (4:34). The church undertook a daily distribution of food to widows (Acts 6:1). Dorcas was remembered for her “deeds of kindness and charity” (Acts 9:36). When Agabus the prophet predicted a famine, believers in Antioch sent help to Christians in Judea (Acts 11:27-30).

In the early part of Paul’s ministry, the leaders of the church in Jerusalem encouraged him to remember the poor, something he was eagerly wanting to do anyway (Galatians 2:10). As an example of this, a major part of Paul’s third missionary journey involved a collection he undertook among Gentile churches to help the poor saints from a Jewish background in Jerusalem (1 Corinthians 16:1-4, 2 Corinthians 8-9, Romans 15:25-26).

James said that pure and undefiled religion included giving assistance to widows and orphans in their difficulties (James 1:27). He rebuked those who discriminated against the poor in their assemblies (James 2:1-5). Those who are poor in things but rich in the Lord are in fact the rich in this life, but those who are materially wealthy are to be pitied if they are spiritually poor (James 2:5-7; see also Luke 6:20-21 and 24-25).

Apparently the need to help the poor was a major issue in the early church. Many of the first Christians were from the lower economic strata (see 1 Corinthians 1:26-29). It has often been the case that the wealthy believe that they have more to give up, and thus they are relatively more reluctant to become Christians. “How hard it will be for those who are wealthy to enter the kingdom of God!” Jesus said (Mark 10:23).

Our Calling Today

Since ancient times, some people have been wealthy and others poor. Some wealthy people inherit their riches or get them by unscrupulous means, while many who labor hard never seem to get

ahead. Proverbs warns of the calamity that will come to the lazy person (Proverbs 24:30-34), but not all poverty is the result of laziness. Perhaps it will always be a mystery hidden in the justice of God why some are wealthy and some are poor. Our calling is not to wait until we figure it out but to do what we know we need to do according to God’s Word.

In addition to meeting real needs of real people, helping the poor is a way to make the gospel attractive to outsiders. Sometimes we may be taken advantage of, but that is something the other person will have to explain to God. We don’t want to miss serving Him by trying to judge the worthiness of someone who appears to need help.

Feed My Starving Children Effort in Kenya





Unit 26 - The Making of Modern Asia

We should prayerfully look for thoughtful and imaginative ways to help others. Some churches, for instance, have an annual giveaway of things the members no longer need. Rather than having a garage sale, the church blesses many people in the community by simply giving the items away on a designated day. Or, churches that are near a major hospital sometimes sponsor a motel room or apartment for family members of patients who are from out of town. Individual families helping those in need often makes a profound impact on the person being helped. In other words, helping others does not have to be a church project. The best way to help others is always to do so from the heart.

Love a Child is a ministry run by Christians that sends mobile medical clinics to remote villages in Haiti.

*For you know the grace of our Lord Jesus Christ,
that though He was rich, yet for your sake He became poor,
so that you through His poverty might become rich.
2 Corinthians 8:9*

Assignments for Lesson 130

Bible Recite or write Zechariah 7:9-10 from memory.

In Their Words Read Recollections of Eric Liddell (pages 331-334).

Literature Continue reading *Bridge to the Sun*.

Project Complete your project for the unit.

Student Review Optional: Answer the questions for Lesson 130 and take the quiz for Unit 26.



Detail from Tahitian Women on the Beach, Paul Gauguin (French, 1891)

Credits

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