

Lane

THE LATER YEARS OF MY LIFE

An Addendum to the book Worldview

The Later Years of My Life

An Addendum to the book
Worldview

Leonard S. Kenworthy

The Later Years of My Life

1. The Later Years of My Life
2. Speaking and Consulting
3. The Brooklyn Friends Meeting on Schermerhorn Street
4. Producing Publications
5. The Kendal Years
6. Family Feeling
7. Some Strengths and Successes
8. Some Disappointments and Shortcomings

Appendices

A Renaissance Man? From the Kendal Reporter

Kendal Man Specializes in the Whole World. From
The Kennett(Square, Pa.)Paper

The Later Years of My Life

In 1977 the Friends United Press in Richmond, Indiana, published my life story under the title Worldview: The Autobiography of a Social Studies Teacher and Quaker.

Several years have elapsed since that time and this is an attempt to bring that account up-to-date, through the year 1988.

By and large my goals or aspirations have not changed greatly in that most recent period. As the sub-title of my autobiography indicates, the primary emphases have been on the broad field of education, with particular reference to social studies teaching and the global dimensions of schools, and of devotion to the Religious Society of Friends.

But there have been changes, too, in these later years of life.

Undoubtedly the big event was my retirement from Brooklyn College in 1971. That meant a radical change in my life in some respects. It meant that I no longer was tied to one place geographically and to the rigors of teaching. But it also meant a rearrangement of my life in many respects.

First of all was the question of where I would live. Having bought a house several years before that, I decided to stay in Brooklyn. Many of my friends were in that area and it was a good base for my work. Then, too, there was my intense interest in the rebuilding of the Friends Meeting on Schermerhorn Street in Brooklyn and my interest in the two Friends schools in that locality- the Brooklyn Friends School and the Friends Seminary.

So I stayed in Brooklyn until 1983. Then I moved to Kendal, a retirement community approximately 25 miles west of Philadelphia and run by a board of Quakers, although open to anyone. I would have remained in Brooklyn longer if my two brothers had not urged me to move there with them, saying they were no longer able to come to Brooklyn, especially in case of some serious illness of mine.

Aside from the loss of a heavy schedule of teaching- the greatest change came in my freedom to rearrange my life on a new basis. My interest in education and in Quakerdom would continue, but with somewhat different emphases.

The first shift was in freeing me to help a great deal more than heretofore on the rebuilding of the Friends Meeting on Schermerhorn Street in Brooklyn - and in the broader activities of the Religious Society of Friends, activities which will be outlined in some detail in later pages of this account.

Secondly, my speaking and consulting would continue, but eventually be greatly curtailed, especially after my move Kendal. Then my activities in this regard would be limited almost completely to the geographical area around that community.

My travel to various parts of the world would also be curtailed drastically, especially after my removal to Kendal.

But the curtailment of several areas of my life would free me to concentrate even more than before on writing and publishing, with the result that this became the major focus of my life, with a tremendous outpouring of publications in the later years, both in Brooklyn and in Kendal.

My friendships did not change radically in this period although I saw little of my Brooklyn friends and made new ones in my Pennsylvania home. Then, too, my friends began to die--including such old Earlham chums as Bob Cope, Malcolm Jolliff, Tom Millikan, and Charles Wright, and of such New York and Brooklyn friends as Jeannette Fuchs, Margaret Parke, and Gertrude Hildreth.

In those later years dancing and tennis no longer were primary sources of fun and recreation but my interest in my flower garden continued and my pleasure in music was possibly enhanced. Attendance at the concerts of the Philadelphia Orchestra replaced musical events at Lincoln Center, Carnegie Hall, and Brooklyn College, and there were many fine concerts at Kendal, often by professionals. I enjoyed a good many concerts over the TV, too, and had more time to play my piano at Kendal.

Family contacts increased, especially when I moved to Pennsylvania where my two brothers and two sisters-in-law lived, and where Tom and Lee and their children visited occasionally.

The adjustment from a strenuous work program to the comparative freedom of retirement is difficult for many. I do not think it has been for me. When Eric Johnson sent a long and intricately-contrived questionnaire to me as a part of his background for writing his book on Older and Wiser, I replied that I did not have time to answer it in detail. But I suggested that my reply in four words would be: "Don't fossilize; keep growing" or in two words: "Keep growing." I think I have done that. At the close of my autobiography, I said that I hoped that my life had been one of expanding horizons. I think that has been true of these later years--expanding my horizons geographically, educationally, politically, and religiously, spiritually, or philosophically.

Financially many people find retirement difficult, too, with a much curtailed income. So far, however, this has not been a problem for me. For several years there was some income from speaking ; consulting and . writing, plus a good pension from the City University of New York and a small sum from Social Security. In fact I was able to begin a small investment program in the early years of retirement which gave me a solid base financially for my later years.

Many people are plagued in their retirement by ill-health. So far I have been fortunate in that respect, too. I have had some setbacks, but by and large my health has not been a major difficulty.

.....

24.

Speaking and Consulting

For the first few years after my retirement from Brooklyn College, I continued to speak to a variety of groups in many parts of the U.S.A. Most of them were social studies teachers. A few of them were educators at the elementary and/or secondary school level. Some of them were Quaker groups.

As mentioned in Worldview, there were several themes for talks to social studies teachers. The most frequent was a talk on The Many Methods in the Social Studies. Others were Beyond Values Clarification, Trends in the Social Studies, and Problem-Solving in the Social Studies.

To broader groups there were addresses on The U.N.: Known and Unknown, Discovering Africa, Richer by Asia, and Catching Up With a Changing World. The most frequent was a talk on Education for the 21st Century- an address which I must have given at least 50 times.

In this retirement period, I began to add senior citizens groups to the various categories of people with whom I shared my background and concerns. For example, I spoke to the Retired Professionals at Brooklyn College on both the U.N. and Africa.

An especially gratifying invitation came when the Middle States Council for the Social Studies celebrated its 75th anniversary and I was asked to be the keynote speaker. To them I spoke on Persistent Problems in the Social Studies: 1903-1978-2003.

When I moved to Kendal I had invitations to meet with world cultures classes in the nearby Avondale High School and to video-tape those groups on the subjects of Africa and the U.N.

Then, too, friends at Lehigh University and West Chester University asked me to meet with their classes and with clubs of educators.

In addition there were talks to some of the staffs of schools in the Unesco Associated Schools project in the U.S.A. and some of the international seminars at the U.N. One particularly successful one was a two weeks workshop at the U.N. and the International School in New York City, sponsored jointly by the Combined Fellowship Program of the U.N. and the Unesco Associated Schools project in the U.S.A. For that venture Adelaide Kernochan and I worked assiduously and I think, very successfully.

Gradually, however, the invitations became fewer and my energy less than previously. So I turned down most of the offers that came my way.

But the invitations from Quaker groups increased in this period. There were talks to 12 local Quaker Meetings in the Philadelphia area and three quarterly meeting groups. Then, in 1978, I attended the Western Hemisphere conference of Quakers in Wichita, Kansas. As a part of their 100th anniversary of becoming a college, Guilford in North Carolina sponsored the first international congress of Quaker educators and at that conference I chaired two groups on Quakers and Public Education. Probably the most satisfying talk, however, was my address to the Annual Gathering of the Friends General Conference, held at St. Lawrence University in Canton, New York in July, 1983 where I spoke on The Religious Society of Friends: Our Messages and Our Messengers. Parts of that lecture were printed in the Friends Journal, one on To Inquirers About the Society of

5
and the other on The Spoken Ministry. The entire talk was also published as a brochure.

Thus my work in speaking and consulting continued but slackened in these later years.

The Brooklyn Friends Meeting
on Schermerhorn Street

Much of my time and energy in the years following my retirement in 1971 from Brooklyn College was spent on the activities of the Friends Meeting on Schermerhorn Street in Brooklyn.

Even though that Meeting was the result of the union of the Lafayette Avenue and Schermerhorn Street Meetings, attendance at Meetings for Worship on Sundays was very low--often 20 to 25. There were also very few activities of the Meeting. And many of the active attenders were older people. In fact, the "man-power" was so limited that there was some talk of closing the Brooklyn Friends School, next door, because of lack of persons to serve on the Schools Committee.

With more time and energy at my disposal ^{than before} and few engagements over the weekends in different parts of the U.S.A, I decided to devote some of my efforts to rebuilding that Meeting. In that task there were seven or eight of us - including the Barlows, the Ellins, the Longobardis, and Larry Jaeger - possibly others.

In that period an increasing number of persons were moving to Brooklyn because of the high rents in Manhattan. So there were many potential attenders who were young married couples with children, or singles.

Four phases of the revitalization of the Meeting in which I did not engage were the Peace and Social Concerns Committee, the Coffee Hour, the First-Day School, and the Newgate Project. That was a concern of several members that special care should be provided for the children in the nearby prison when their mothers were visiting their fathers. No provision was made for the care of the children until the Brooklyn Meeting began a program of three or four afternoons a week for those boys and girls. That lasted for a few years until the prison officials finally decided to provide space and care for the children while their parents were visiting.

However, I did take a leading part in six other aspects of the Brooklyn Meeting.

One was the initiation of a Discussion Group or Meeting for Learning every Sunday morning at 10. There was a small committee to work on this new and important phase of the Meeting's life but I did almost all of the arrangements for different people to lead those meetings. A few people from the outside were invited to speak, such as the deputy head of the National Urban League when it moved to Brooklyn, Russell Carter (of Russiaville, Indiana and Earlham) on his lifelong work with American Indians, James Read of the High Commissioner's Office for Refugees and of Wilmington College--on Clarence Pickett, Moses Bailey of the Hartford Seminary - on Christianity, - and others. We tried to vary the topics and include as many people in leadership roles as possible. One especially helpful approach was to have two or three people read selections from their favorite devotional literature--holding those sessions in the Meeting Room so that they could serve as a background for the Meeting for Worship at 11. Once a month there was a hymn sing--usually with Dulcie Barlow at the piano.

A second activity in which I took part was the production of a Meeting Newsletter six times a year. In addition to coming events, notes on members and attenders, and other material, I included in each issue several quotations on a devotional theme.

And in almost every issue I wrote an essay on some aspect of Quakerism or a current social- economic topic. I believe I served as editor of this project for six years. Of course it was sent to non-resident members - and kept them in closer touch with the Meeting, resulting in increased financial contribution, also. 7.

A third activity was the Book Table, with a wide range of items for sale- many of them inexpensive pamphlets. The most popular over the years was a tiny green pamphlet prepared by the Catholic Church on Quakers. It was very fair, highly laudatory, and inexpensive (\$1.00), but the most important aspect for many was that it was written by non-Quakers. Books did not sell nearly as well as pamphlets.

Then there were the annual "retreats." With one exception they were held outside of Brooklyn, including such Meetings and institutions as the Friends World College, the Purchase Meeting, Friends Academy, and the Westbury Meeting and School. To free all attenders to take part in our program, we hired local teen-agers to babysit for the children. One aspect of these retreats was the transportation, often on trains, to the locality where we were to meet- giving some children their first such ride - and letting people become better acquainted. Often we had some outside person as a speaker, followed by several small discussion groups. Among the speakers were Charles Perera, John Yungblut, The Watsons of the Friends World College, and the Sanders of Pendle Hill.

Throughout most of those years I served on the Committee on Ministry and Oversight- and for a few years on the Nominating Committee. But I turned down suggestions that I serve as clerk as I felt I could contribute more from the floor of the Meetings for Business than as clerk.

For several years I was also a member (and at times chairman or clerk) of the Schools Committee, about which I will write elsewhere.

I believe, however, that my greatest contribution to the Meeting was in the vocal ministry. With so many newcomers and so many young people, it was important to have some vocal ministry, if not every Sunday, frequently. So I kept this concern in my mind throughout the week, not preparing a sermon or message ahead of time, but constantly thinking of the themes which would help various individuals in the group. Comments from a number of newcomers, especially, about my messages made me feel that this was a distinct contribution to the Brooklyn Friends Meeting.

In later years many of the children and young people, often with their parents, attended weekend events at Powell House. That was a special feature of the "renaissance" of the Brooklyn Meeting, too. I did not take part in those weekends, however.

As a result of all these activities- plus others not mentioned here, our average attendance rose over a period of several years from 20-25 to 90-100. Membership did not reflect this change as many non-resident members were dropped from the rolls and many older members died in those years. So the membership hovered in the 200 range.

Much of what has been written here was said in an article for the Friends Journal for June 1-15, 1983 on The Growth of the Brooklyn Friends Meeting.

Producing Publications

As mentioned in several places in this addendum to my autobiography, the years after my retirement from Brooklyn College were highly productive in terms of publications. I wrote madly - and gladly - except in those inevitable low periods in the lives of all writers.

During this later period in my life I have produced 13 books, 17 pamphlets, many book reviews, and several articles, - some of them on Quaker themes and others on the social studies and on world affairs.

My "audiences" have included children, young people, teachers and other adults, and Quakers - a wide range of individuals.

In this period I have continued to find regular publishers for some of my books. But I have been irked increasingly by the high price set for books, by the uncreative and sometimes damaging work done by many editors, and by the slow speed of production by regular publishers.

So I have increasingly produced my own publications. To do so, I have established two enterprises -- World Affairs Materials and Quaker Publications. Thereby I have sped up the production of such publications, kept the prices on them at a very reasonable figure, and avoided the damage done by editors who use their positions to meet their frustration in not being able to write for publication.

Financially this has involved some risks but I have been able to split even on most of these books and pamphlets, plus having the satisfaction of seeing these materials in print and having them well received, with the demand for some of them requiring reprints.

Because there have been so many publications in this period, it may be helpful to readers to name them in categories (1) Quaker Publications, (2) Social Studies Publications, (3) World Affairs Publications, and (4) Other Publications.

1. Quaker Publications

The continued demand for the book Quakerism: A Study Guide to the Religious Society of Friends made it necessary to produce three reprints of that volume. Of course this was very gratifying, with around 150 Meetings using it in adult forums or First-Day Schools, plus a few Quaker schools which used it as a textbook in courses in Quakerism.

The volume on Quaker Quotations on Faith and Practice had a good sale, too, and was reprinted in the fall of 1988.

But there were also new books.

The first of them in this period was the story of my year in Nazi Germany for the American Friends Service Committee in 1940-1941. There were two editions of that volume, one for Quakers, which was called An American Quaker in Nazi Germany: Another Dimension of the Holocaust, and the other a "Jewish" edition, with the title and subtitle reversed. That Jewish edition, however, did not sell well. Pleased with that account of a key year in the life of their group, German Friends arranged for a condensation of my story and it was done by Anni Halle who had been a member of the

Young Friends group while I was in Berlin and whose mother was the clerk of the Berlin Monthly Meeting during part of my period there. The German edition was called Ein Amerikanischer Quaker in Nazi-Deutschland.

I had long wanted to do a book which included brief stories of the lives of several 20th century Quakers. But the list became so long that I finally decided to produce two books - one on U.S. figures and the other on Quakers from parts of the world. To do those two volumes I enlisted the help of several co-authors. The title of each of those volumes was Living in the Light: Some Quaker Pioneers of the 20th Century. Volume I had a sub-title of In the U.S.A. and Volume II - In the Wider World. In the selection process the emphasis was on the word "pioneer."

Back in the 1930s Elizabeth Janet Gray (later Vining) wrote a small book intended primarily for use in public schools on The Contributions of Quakers. Consulting her as a co-resident of our Kendal community, I learned that she had no intention of updating that volume. Believing that something of that kind was needed, I wrote a small book or booklet of 77 pages, popular in nature and having separate chapters on such topics as education, minorities, peace, the equality of women, etc. Perhaps one of the most novel sections was on Quakers as writers. That volume bore the title Some Contributions of Quakers to the World.

For many years I was disturbed by the fact that nearly all of the books on Quakers stressed Friends from the eastern part of the United States and thus essentially "silent-Meeting Quakers." So I decided to do a small book on my father, Murray S. Kenworthy, as a Friend who was in the forefront of many movements, including missions, the American Friends Service Committee, the Friends Committee on National Legislation, and the Rural Life Institute. I also stressed his prominent part as a bridge-builder between eastern and mid-western Friends. That volume appeared in 1986 with the title Living in a Larger World: The Life of Murray S. Kenworthy, a title which I took from a letter from Elton Trueblood, sharing with me his recollections of Dad. Perhaps that volume should have been written several years earlier, before most of Dad's friends and former students at Earlham had died. But the later date meant that I could see him in better perspective and perhaps write that volume with more expertise as an author. The sale on that book of 129 pages has been better than the Friends United Press and I had expected, although the printing was a relatively small one.

Back in 1952 Jack Kavanaugh edited a book entitled The Quaker Approach, with such distinguished authors as Curtis Bok, Kenneth Boulding, Henry Cadbury, Clarence Pickett, and Elton Trueblood. It was a significant undertaking, yet nothing like it was published in subsequent years, except for a volume produced by Western Yearly Meeting called Concerns. So I developed a plan for a similar volume in the 1980s, enlisting Olcott Sanders, the editor of the Friends Journal as co-editor. Despite the difficulties involved, I was able to persuade the Friends United Press in Richmond, Indiana, and the Friends General Conference, with headquarters in Philadelphia, to produce that volume jointly with Quaker Publications. And as authors, I was able to inveigle 20 prominent Quakers to write on 20 major Quaker concerns in the last part of the 20th century. That volume was issued with the title Friends Face the World:

Some Continuing and Current Quaker Concerns, a book of 248 pages. The authors included men and women from various parts of the United States and from all five of the main "branches" of American Quakerism : members of the Friends United Meeting, the Friends General Conference, the Evangelical Friends Alliance, Wilburite Friends, and Independents. The book included questions and a few pertinent references for further reading, making it particularly appropriate for discussion groups, adult forums, or First-Day classes.

Soon after starting the long and sometimes tedious task of assembling that volume, Olcott Sanders died and so I dedicated that book to him as a person "who contributed creatively to many Quaker concerns."

So far that volume has not had the sales we all had hoped but it is a significant addition to Quaker literature and should sell over a relatively long period of time as it is timeless in its handling of long-range Quaker concerns.

One of the tasks of older people is to sort the accumulation of a lifetime. I certainly was deeply involved in that task as I left Brooklyn to reside at Kendal. For example, I was able to reduce 23 steel files of collected materials on a wide range of subjects to the five full files I sent to my new home.

One carton that I kept was on Quaker education, filled with the few books written in the U.S.A. and in England on that topic, many pamphlets, several articles in Quaker magazines, and the notes on several talks I had given. Looking for a particular piece in that carton one day at Kendal, I realized what a wealth of unused materials were buried there. Hence I began shortly thereafter to plan a volume on Quaker education.

My efforts were speeded up when Guilford College announced that it was planning the first international congress of Quaker educators in April, 1988 and I was asked to chair two workshop groups on Friends in Public Education.

The book was completed in time to appear for the first time at that gathering, even though the speed in producing it led to several errors, largely in typos, in that volume.

But it brought together more data on Quaker education than had ever appeared between the covers of any book. The emphasis was upon the present but it contained material on the past and a chapter on the future. And the accent was on Quaker education in the U.S.A., even though there were many references and an entire chapter on Quaker schools in other parts of the world.

Because I wanted to preserve long excerpts from many authors, I decided to make it a comprehensive volume and call it Quaker Education: A Source Book. It consisted of 347 pages and was profusely illustrated, with 45 black and white photographs and 12 charts. It also included an index, a list of Quaker schools and colleges, and a bibliography.

So much for the books on Quakerism. In addition there were several pamphlets in this later period of my life.

In Worldview I told about the discovery of the Erbgut Heftchen or Heritage Leaflets, produced by the Fellowship of Reconciliation in Germany under the leadership of Wilhelm Mensching, a prominent Lutheran pastor. I did not know, however, when I wrote my autobiography that thousands of those pamphlets were sent by English Friends to the camps of German war prisoners in World War II, making it even more significant than I had previously realized.

By the late 1970s I had produced 16 such leaflets on famous Quakers. Then, in 1975 I added leaflets or biographical booklets on Kenneth Boulding, Howard Brinton, Douglas Steere, and Elton Trueblood. Before leaving Brooklyn I was able to produce six more titles in that series, bringing the total to 26 prominent Friends. Those six were all on Quaker women: Elise Boulding, Rachel Davis Dubois, Elfrida Vipont Foulds, Helen Hole, Elizabeth Gray Vining, and Elizabeth Watson. As I type this account plans are underway to bring those six accounts together in one small booklet with the title Six Contemporary Quaker Women Speak.

Before leaving Brooklyn, I brought out a pamphlet on The Meaning of Membership, which seems to have filled a special need and has sold extremely well in the U.S.A. and abroad.

I also brought together my experience over a period of years in running the Meeting for Learning at the Brooklyn Friends Meeting, in a pamphlet on Quaker Meetings for Discussion, published by Powell House, the adult education center of New York Yearly Meeting.

Sensing the need for a brief and popular account of George Fox, I took much of the material from my book on Quakerism on him and published it as a separate leaflet on The Man in Leather Breeches: George Fox and the Early Quakers.

And I revised drastically the leaflet I had written many years ago on John Bright, first as a paper at the Harvard Summer School in the 30s and then as a lengthy article in two issues of The Friend, merely calling it John Bright: Eminent English Quaker Humanitarian. Sales have been very slight on that booklet but it is the only brief, readable account on that famous Quaker whom Rufus Jones once called the most illustrious Quaker in politics, after William Penn.

The talk which I gave at the annual Gathering of the Friends General Conference, held at St. Lawrence University in Canton, New York in the summer of 1984 was enthusiastically received and many people urged me to publish it. That I did gladly as it was the culmination of my thoughts about Quakerism - and my hopes for it. For that pamphlet I used the title The Religious Society of Friends: Our Messages and Our Messengers.

If I were to preserve one piece of my writing on Quakerism, I think this would be the one I chose.

Then there were two brief booklets of meditations - one on Meditations Around the World, printed in 1979 and the other on Meditations Around the U.S.A., published in 1984. Many of these brief accounts came from messages in Meetings for Worship in Brooklyn and/or in Kendal.

That makes a total of 17 pamphlets in this period on various aspects of Quakerism - a sizeable number.

Because of my concentration in this span of years on books and booklets, there were fewer articles on Quaker themes. But several did appear, some of them of significance. By writing for both the Friends Journal and Quaker Life, I was able to reach a fairly broad spectrum of Friends in the U.S.A. Without much commentary on them, these are the articles which appeared, arranged in chronological order.

In 1980 Quaker Life carried an article on The Queries, the Advices, and the State of Society Reports : A Triad of Quaker Practices.

Then, in 1983 the Friends Journal printed my article on The Growth of the Brooklyn Meeting, in a series on such Meetings across the U.S.A. It also carried that year a piece on Quaker Meetings for Discussion, based in large part on our experience in Brooklyn. Meanwhile Quaker Life printed an article on Quaker Meeting Newsletters, based on a large number I had collected from a variety of Quaker Meetings and Churches.

In 1984 the Friends Journal carried much of my talk at the Friends General Conference Gathering in two articles, one on The Crucial Role of the Spoken Ministry and the other on To Inquirers About the Society of Friends. II in Living in the Light Vol

Unusual for me was the reproduction of my chapter on Margaretha Lachmund : Radiant Friend and Reconciler in the John Milton Magazine for the blind.

Two other pieces in that period were Trivia: Re Quaker Education, which appeared in Quaker Life in 1987 and Some Enriching Readings on the Life of Jesus , which appeared in the Friends Journal that year.

Meanwhile Friends in Korea printed my leaflet on John Woolman Speaks in a Korean edition.

One great disappointment and frustration in that span of years, however, was the use by the editor of The Evangelical Friend of a section from my book on Quakerism as a signed editorial, with only a couple of slight changes- which nevertheless distorted my original statement. How this could occur is still beyond my comprehension.

Nevertheless, this outpouring of books, pamphlets, and articles combined with earlier publications, made me the most prolific of Quaker authors in this period of history -and possibly in this century, with the possible exception of Howard Brinton with his many Pendle Hill pamphlets and a few books. This may seem like an overstatement but I think it is true. For example, Elton Trueblood wrote over 50 books but only one specifically on Quakerism- his volume on The People Called Quakers. Douglas Steere penned no books, to my knowledge, directly for Friends, although he did prepare a few pamphlets for them. Tom Kelly did not publish any books in his lifetime, although two based on his writings appeared after his death. And of the 56 books Rufus Jones wrote in his lifetime only a few were intended primarily for Friends.

2. Social Studies Publications

Although my attention to writing on the social studies diminished in this latter part of my life, there was nevertheless some publishing on this important aspect of my life interest.

My volume on A Guide to Social Studies Teaching in Secondary Schools, printed by the Wadsworth Publishing Company in California, finally reached the 100,000 mark in sales in this period and they presented me with a

gold-embossed copy to celebrate that auspicious occasion. But I told them that I did not have the energy to prepare a new edition and so it went out -of-print after serving a large audience for several years. I made that move reluctantly but also realistically.

However, the companion volume on Social Studies for the Seventies: in Elementary and Middle Schools was reprinted twice and a new volume with the title Social Studies for the Eighties: In Elementary and Middle Schools appeared in 1981. Even though the titles were different, the content remained largely the same and so they called it the third edition of that widely-used textbook for teachers. Because of the constant ferment in the textbook publishing field, that volume had appeared under the imprint of Ginn- Xerox, Wiley, and the Macmillan Company. Then, in the late 1980s, I told Macmillan I did not care to revise that book and it eventually went out-of-print.

Because of my tremendous interest in the use of pictures in social studies teaching, the National Council for the Social Studies asked me to do a paper in their How-To-Do -It Series on Reach For A Picture, a brochure widely used by social studies teachers across the U.S.A.

As a former president of the Middle States Council for the Social Studies I was asked to give the keynote address for the 75th anniversary of their formation and that talk appeared under the title Some Persistent Problems in the Social Studies: 1903-1978, 2003.

Then there were numerous reviews, including several bibliographical essays in the publications of the Curriculum Advisory Service, based in Chicago, on such topics as Arts and Crafts in Social Studies Teaching, Anthropology, War and Peace : Studying Conflict and Conflict Resolution, Using the U.N. System: A Wealth of Classroom Resources, and related topics.

Thus I kept my hand in the development of social studies teaching late into the 1980s.

3. World Affairs Publications

Retirement and my move to Kendal gave me a golden opportunity to expand my writing on world affairs . Thus I was able to prepare and publish four books in my first five and a half years there. Many people have asked me how I could possibly produce so much in such a short time and my answer has been that they were volumes on which I had done considerable work previously and needed only the luxury of uninterrupted time to complete them.

The first of those volumes was called Catching Up With a Changing World: A Primer on World Affairs. In it I tried to provide young people with an introduction to the world scene in simple language, concentrating on 13 major themes of our day. Those were Five Billion Neighbors: The People on Our Planet; The Centrality of the Concept of Cultures; A World of Nations, New Nations, and New World Powers; A The Worldwide Surge to the Cities: The Urban Revolution; The Increasing Interdependence of the Modern World; Competing and Conflicting Ideologies; A Planet in Peril: Some Threats to Our Survival; The Rich-Poor Gap Widens and the Call for a New International Economic Order; The Increasing Role of Regional and International Organizations; Fun and Beauty: Creativity Around the World; and Some Ways to Become Better Informed and More Effectively Involved in World Affairs.

To enhance the appearance of the book and to add to the background

14.

of the readers, I included 13 black and white photographs, six maps and charts, and four cartoons, plus an attractive cover. Altogether the book consisted of only 113 pages and sold for \$6 plus 95 ¢ postage, a price which should contribute immeasurably to its sale.

My interest in biography, already evidenced in books on Twelve Citizens of the World, Leaders of New Nations, and the 38 titles on world figures in the Speaks Series continued in the publication of a volume on Twelve Trailblazers of World Community. Those 12 were selected to include 10 men and two women from 10 countries and representing a variety of movements and organizations. The 12 on whom essays were written were: Norman Borlaug, Pablo Casals, Dag Hammarskjöld, Julian Huxley, Margaret Mead, Jean Monnet, Alva Myrdal, Raul Prebisch, Maurice Strong, Rabindranath Tagore, Desmond Tutu, and Laurens van der Post. Photos of each of the 12 appeared in the volume and the cover design showed all 12 of them.

My earlier volume on Hats, Caps, and Crowns, written for boys and girls from approximately 8 to 12 years of age and profusely illustrated had been one of the books which I had the most fun preparing. Published by the Messner Company, it was very well received and sold well over a short period of time. That emboldened me to prepare a similar volume for children (and adults) on hands, a volume called Billions of Hands and How We Use Them. It became a 64 page book with 135 black and white photographs from 35 countries, with a very simple text. It appeared in both paperback and hard cover editions, the latter to meet the demand by libraries for more durable volumes. It, too, was priced at \$6 plus 95¢ postage for the soft cover edition and \$8 plus 95¢ postage for the other edition. Preparing it had included years of collecting outstanding pictures and it was a joy to produce.

Finally there was the production of a volume in 1988 on Studying the World and the United Nations System. The story of that book was both fascinating and horrendous. Back in the 1960s I had been asked by Unesco to write a book which eventually was produced by Unesco and the Oceana Press in the United States called Telling the U.N. Story: New Approaches to Teaching about the United Nations and Its Related Agencies. That volume had a wide sale over the years, primarily in the United Nations Bookstore in New York City.

Then, in the late 1970s I was asked by Unesco to revise that volume. However, the task of Unesco in education for international understanding had broadened considerably since the appearance of the book on Telling the U.N. Story and I urged them to let me prepare an entirely new volume rather than to revise the old one.

They agreed and I went about that task with great glee as I felt it would be the culmination of all my efforts in this new and terribly broad field. Certainly the word "challenge" would apply to that commission as my self-imposed assignment was to write for educators around the world, whether in highly centralized or highly decentralized situations and for administrators and teachers in elementary and secondary schools and in teacher education institutions.

Despite the difficulties involved, I completed the manuscript and the officials in the Education Department of Unesco were enthusiastic about it. It was carefully edited and readied for publication. Then it was submitted for final approval to the deputy director-general

of Unesco, a Russian, ^{who} vetoed the project, apparently saying that no American would write on that topic as long as he was in that position of control. Such are the vagaries of international politics at times.

So that important project was terminated. I was paid well for my work and told that I could use the manuscript in any way I wanted to. But I forfeited the satisfaction of seeing it in print and having it used worldwide. It was a great disappointment - one of the worst of my life.

After that I waited 10 years to see if Unesco would find someone else who could write a "satisfactory" manuscript. When they didn't, I decided to print the original document myself, slightly revised and updated. It appeared in the summer of 1988 as a 178 page book with 56 black and white photographs from 27 countries and six charts. I am hoping that it will still have considerable impact even though far less than it would have had if it had been printed officially by Unesco.

Two booklets on world affairs were prepared by me in this span of time and printed.

One was the ninth edition of the very popular pamphlet on Free and Inexpensive Materials on World Affairs, -with the Teachers College Press as the publisher. That was in 1983 and even though it has long been out-of-print, I still get orders for it through Brooklyn College. One of the curious things about it over the years has been the fact that many people ^{have} thought it was free merely because they saw that word in its title!

The other booklet was a joint project of the United Nations Association - U.S.A. and our Unesco Associated Schools Project in the U.S.A. From many sources I obtained the questions that troubled teachers most in teaching about the world. Then I enlisted the help of 11 colleagues in answering briefly and in a very practical manner those problems. The booklet was called Helping Boys and Girls Discover the World: Teaching about Global Concerns and the United Nations in Elementary and Middle Schools. That double title was a device I have used frequently, , utilizing the sub-title to help explain the catchier first line.

4. Other Publications and Assisting People Seeking Help on Writing or Publishing

Another volume, published in 1987 in cooperation with the Four Corners Press in Michigan, was titled Think on These Things: An Anthology of Inspirational Quotations. Its genesis may be of interest to some readers, briefly told.

Throughout much of my life I pasted into two large, hard-cover books quotations that struck me as especially enticing. Those I used frequently in speeches, articles, pamphlets, and books or in messages in Quaker Meetings. When I became the editor of the Brooklyn Meeting Newsletter, I used several of them on a single topic in each issue of that publication.

Clearing out my enormous belongings to go to Kendal, I felt it would be a shame to toss away that wonderful collection - or to have some relative do so after my death. Here was a lifetime collection of pertinent and often inspiring statements by conspicuous and sometimes inconspicuous authors. What a shame to consign them to the waste basket,

So I assembled them in many categories, ^{from} Adventures and Adventurers and The Aims of Life, to Worship and to Youth, Altogether there were quotations from 414 authors. There were some statements from people in the distant past but the emphasis was upon 20th century authors and particularly Americans- philosophers, religious leaders, educators, psychologists and psychiatrists, - and others. In counting the number of quotations included in that volume, after it was published, I discovered that the most-frequently cited 10 authors were in this order: Ralph Waldo Emerson, Harry Emerson Fosdick, Rufus Jones, Rabindranath Tagore, Joshua Liebman, Norman Cousins, Kahlil Gibran, Peter Marshall, Jane Addams, and Rollo May. The fact that I had done booklets in the Speaks Series on most of those people may account in part for that list, although they have all been favorite writers of mine. Like most of my books, this was also a paperback.

Incidentally one of those biographical booklets, the one on Gandhi, was printed in translation by Korean Quakers along with the one on John Woolman, already cited.

Thus these later years have constituted a very productive period for my publications of various kinds.

But there has been another dimension to my life in recent years and that is in replying to people who are interested in writing or in publishing, and seeking my advice. I have tried to answer every one of those inquiries, from the most promising to the least promising, being as positive and practical as I could possibly be, yet realistic, too. Some of those inquiries have come from people I have known; many of them have been from people I have never met. And the inquiries have ranged over a broad spectrum of subjects. In recent years they have increased noticeably as I have written more and more.

My general impression is that most writers have no idea of how difficult it is to get their writings published. Having prepared a manuscript, they feel that publishers will be eager to print it. Unfortunately prospective authors do not realize all the intricacies of publishing, including lists of persons or groups who might be interested in purchasing their product and of magazines which are likely to review it.

Many writers also need to be counselled to write in a more popular manner rather than writing to impress people with their erudition. Some need to be encouraged to add practical means of carrying out ideas. A few can be told about prospective printers, ranging from lesser-known magazines to lesser-known publishing houses.

Space does not permit me to extend these remarks but I think I have been helpful to a good many people in a variety of ways.

A few examples should suffice to illustrate this point.

In connection with plans for its 300th anniversary Friends Select School asked me to be interviewed on my recollections of that institution in the 1930s and video-taped my comments.

At Kendal two residents showed me their manuscripts of their proposed books. One was on Martha Schofield, the founder of a school in the South in Reconstruction days. Fortunately that manuscript was published eventually by the University of Pennsylvania Press. Another was a document on Rachel Carson and I urged the author to recast it with emphasis upon the childhood of that famous environmentalist on whose life there were already several accounts but about whose childhood there was very little.

An old friend in the Philadelphia area forwarded to me an account of George Fox, written for middle school boys and girls, and I urged him to simplify it and present that individual in a more human fashion.

A classmate at Earlham College, Francis Hole, shared with me his account of his father, "Daddy" Hole - an eminent professor of geology at Earlham, and I worked hard on that manuscript as I had urged Francis to prepare an account of his famous father.

Roger Carter of England was perturbed by a booklet which had been printed on the lives of German Quakers during the Nazi period and wrote me about his impressions of that account. I joined him in his displeasure in its inaccuracies and in its negative approach to that topic and together we prepared comments which were then sent to several Quaker libraries to attach to that little booklet, calling attention to the many errors in it and its negative slant.

And Eric Johnson, a well-known writer on many topics, associated for most of his life with the Germantown Friends School, asked me if I could help him find 15 or so people at Kendal who would write brief recollections of outstanding Quaker Meetings for Worship - inspirational, humorous, or ridiculous in tone. That I did - gladly.

Such advice has taken time but often I have enjoyed replying to inquiries and reading manuscripts and have been pleased when some of those manuscripts appeared in print, revised along lines I had suggested.

Some Unfinished Manuscripts

Despite this outpouring of publications, there were several topics on which I wanted to write but have not done so up to this time.

One is a book on Catalysts of Change in the 20th Century U.S.A. a volume comparable to my writing on Twelve Trailblazers of World Community. It would portray several pioneers in our country in a variety of fields. Among them would be the Mayo brothers in medicine, Margaret Sanger and the sex revolution, Harry Emerson Fosdick, religion, Norman Cousins and world affairs, John Dewey in education, Margaret Mead and people, Martin Luther King Jr. in civil rights, and others.

Over the years I have collected a great deal of material on the contribution of different immigrant groups to our American life and that material would make an enticing book.

Then there is an article in some travel magazine or in the travel section of some newspaper on Sounds and Smells As Well As Sights Abroad.

There is also a fascinating article to be done on Famous Couples - such as the Lindbergs, the Durants, the Webbs, the Curies, the Beards, the Roosevelts, the Myrdals - and others.

But the book which might attract the most attention is one on which I have done considerable work - on The Struggle for Democracy in the U.S.A. It would start with the formation of the U.S.A. and break our history into six eras rather than into several administrations. And in each era it would handle the same themes in the same order each time, including the people, political events, the economy, women, education, religion, and the arts and recreation. Thus people could read about several themes throughout our history as well as see the struggle for democracy as the major focus of that book.

The Kendal Years

18.

Quaker Interest in Retirement Homes and Communities. Around the turn of this century, Quakers established several retirement homes or boarding houses for elderly people- largely Friends. Most of them were in the Philadelphia area, although there were homes in such places as Waynesville, Ohio; Richmond, Indiana; and Barnesville, Ohio.

Why those boarding homes were established is a question I have not been able to answer, despite some research into that subject. There was no shift in the number of older people, no change in the size of families, or in the size of homes so that older people could not live in them. Anyway, they filled a need and have remained until the present time. Accommodations were simple, with people having one room only, and the charges were not too great.

In the 1960s and 1970s, however, there were changes in society which seemed to demand more adequate- and more expensive- accommodations for elderly people. Married children often lived at a distance from the old homestead. There were more old people and they were living longer. Standards of living had risen and some people could pay for larger and better quarters in their retirement years.

Thus a concern arose in Philadelphia Yearly Meeting for retirement communities and such places were started as Foulkeways in Pennsylvania, Medford Leas in New Jersey, and Kendal in Pennsylvania-with its "twin"- Crosslands. Although managed by boards composed solely or largely by Friends, they were not officially tied to Quaker Meetings.

Other communities were developed about the same time in Richmond, Indiana; Baltimore, Maryland and Sandy Spring, Maryland; and elsewhere.

My Decision to Go to Kendal. I would have been happy to have stayed for a few more years in Brooklyn but my two brothers were anxious for me to move to Kendal, where they were located. One brother pointed out that they were no longer willing to come to Brooklyn if I were ill.

Thus I made the decision to move somewhere and made a short trip to Foulkeways, the two boarding homes in West Chester (thinking I would like to be in a small town), and Kendal. Since Carroll and Mary were already at Kendal, Wilmer, Fran, and I all decided to join them there eventually. Thus Wilmer and Fran moved to Kendal about four years after Carroll and Mary and I moved there about four years after that.

This was a major decision for me and one I have never regretted.

The Location. Kendal is located in close proximity to Kennett Square, Pennsylvania-about five or six miles, and about eight or nine miles from West Chester, the seat of Chester County. It is about 15 miles from Wilmington, Delaware, and 30 from Philadelphia.

It is just off Route 1 - which is both an advantage and a disadvantage. It makes access to Kendal easy for visitors but it also makes the entry dangerous because of the large amount of traffic.

I would have preferred to be in or very near some sizeable town and be able to wander in it from time to time but that would have ruled out the spacious grounds and beautiful setting we have at Kendal. Those grounds include many flowering trees and shrubs, laid out largely by Steve Fletcher- now a resident of Kendal.

The original farmhouse for the farm that was here for decades is still standing and serves as a hospitality center for visitors and some social functions for Kendal residents.

The Caliber of the Residents. Possibly the outstanding feature of Kendal is the caliber of its residents. Upon a couple of occasions I started to select the 10 most important people here. But I soon stopped because I could not limit that number to 10.

For example, one of the world's outstanding singers- Dorothy Maynor (Rooks) lives at Kendal, together with her husband-Shelby Rooks, a prominent minister in a very large church in Harlem in New York City. So does Elizabeth Gray Vining, the tutor to the Crown Prince of Japan after World War II. Then there is Mary Hoxie Jones, the daughter of the most famous Quaker of this century- Rufus Jones. Another unique individual is Rein Kroon- an engineer who helped with the installation of the famous Polomar Observatory with its 200 inch telescope--and a professional pianist. Another pianist is "G.G." Gehrig- a 91 year old when she entered Kendal -and one who has already given us two gorgeous piano concerts. And there are the Perera brothers, one a famous eye surgeon and the other the dean of the Columbia Medical School. And there are many others - too many to continue this list.

Many here are graduates of Swarthmore, but Earlham has 15 "sons" and "daughters" here, plus several residents who sent their children to E.C. Most residents are college graduates.

Religiously the largest group are Quakers- about 40%. But there are many Unitarians, Presbyterians, and members of other denominations. There are a few Jews but at present no Catholics.

The general tone of the community is one of caring and friendliness.

The Process of Becoming Acquainted. That "tone" is noticeable in many ways. One is in the many ways in which people are welcomed into the community.

As they arrive, people are interviewed and their pictures are mounted on the general bulletin board. Soon brief biographies appear in the Kendal Reporter and eventually brief biographies are placed in the book Who's Here which every resident receives.

A committee of the Residents' Association welcomes each newcomer and neighbors look out for them in their early days here. Often people invite them to Happy Hours in their apartments and then to dinner in the main dining room.

Soon newcomers are enticed into joining various committees and taking part in some of the many activities at Kendal.

For several years three newcomers spoke for 15 minutes each on their lives before Kendal -or some part of them in what was known as Pre-Kendal Memories. Those evenings seem to have stopped recently. which is a loss to the entire community.

The Staff. The staff members are outstanding, too. That includes the administrative staff, the dining room workers, the medical people and nurses, and others. And it takes a large staff to care for the 375 residents, the apartments, the grounds, and other aspects of Kendal.

Special Facilities for Older People. Care has obviously been exerted in making special provisions for older people. Those include emergency buttons in each apartment and special bars in the showers and tubs, benches on which to rest at different points on the "campus," electric eye doors in the main building, etc. etc.

There is also a branch bank of a major bank in Kennett Square and a sub-postoffice.

"Checkmates" are selected to keep tabs on their neighbors, too, usually every morning.

Educational Programs. There are a wealth of educational opportunities, starting with a large and well-kept library, under the supervision of residents, many of whom have been librarians professionally. That includes many large-print books and scores of magazines contributed each month by residents.

On Monday evenings about 80 or 90 people take part in a Current Events program and on Tuesday evenings a smaller group meet for the Spiritual Life group.

Then there are many lectures in the auditorium or in smaller groups .

A few people take courses in nearby colleges and many go to various locales in Elderhostel programs.

Entertainment Programs. The opportunities for entertainment are numerous, too. Especially outstanding are the concerts, with many of them paid for their visits. For some time those programs have been arranged by Vernon DeTar, a former faculty member of the famous Julliard School of Music in New York City and a well-known church organist. Other residents also help Vernon.

There is a play-reading group which occasionally performs in the auditorium.

Then there is bridge, with Thursdyy night being the "official" evening, with the library turned over to those players.

There is a tennis court which a few people use, a three hole golf course, a putting green, and bowling in the main building.

In the summer there is an outdoor pool and in the winter a few Kendal residents avail themselves of the indoor pool at Crosslands.

Many people invite others to their apartments , usually at 4: 45 for Happy Hours before dinner.

Transportation. Many people have brought their cars to Kendal and continue to drive for pleasure, to visit family and friends, or to shop. In fact, one of the problems is to persuade people who have poor vision or other handicaps , to give up driving.

For those without automobiles, there are many trips to Media, West Chester, Exton, Kennett Square, and even Wilmington. Especially popular are the twice-a-week shopping trips to Kennett Square.

Probably I should have bought a car when I came to Kendal, but I didn't and I have relied on the Kendal busses for much of my shopping. Sometimes I have stayed in Kennett for lunch , returning in the Rainbow Cab (from West Chester) for my return to Kendal - at a very low rate because of the subsidy from the Pennsylvania lottery. And occasionally I have taken a Rainbow Cab to go to West Chester, Wilmington, or some other nearby place for dinner.

Meals at Kendal. Usually institutional food palls on people after a few weeks. Not so at Kendal. People who have been here for years still enjoy the excellent food and the good cooking, as well as the wide choice of food at every meal. The service is good, too, with waiters and waitresses who are mostly young people from the nearby communities.

People must eat at least dinner or lunch in the main dining room - and many do. Some eat three meals a day there.

In my early months at Kendal I ate three meals a day in the main dining room but when I moved to my apartment, I got my own breakfasts--when I wanted them and limited in scope. For the most I ate in the Coffee Shop which is more informal - and faster.

Opportunities for Service Locally. Because of the large number of activities at Kendal, there are many opportunities to serve that community- and some for nearby communities. Since there are 60 committees or so under the aegis of the Kendal Residents Association, almost everyone can take part in some activity - the Photography Club, the Flower Arrangement Committee, Bowling, etc.

Many of the women work as volunteers in the Gift Shop, with the profits (about \$12,000 a year) turned over to the Residents Association. A small group of men work every day in the Wood Shop, repairing items for residents and making things for them. They, too, make a profit- with \$8000 or so turned over to the Residents Association.

A few people also work in nearby communities on Meals on Wheels, Literacy Programs for the men and women in the mushroom industry in Kennett Square, and in other activities.

Then there are drivers for people ^{who} need to go to hospitals and on special errands and people who wheel residents from Westmoreland and Cumberland to programs in the auditorium. And there are people who read to the bedfast or people with poor vision. These and other activities are a part of this "caring community."

Medical Provisions. One of the chief advantages of Kendal and other similar communities is the life-care provided. A large staff of doctors and nurses are on duty 24 hours a day and there are special arrangements with nearby hospitals, such as the one in West Chester and the Crozer hospital in Chester.

Then, too, there is a large reduction in one's income tax due to the large amount of money paid Kendal for medical services.

Religious-Spiritual Life. This aspect of Kendal is also well provided for.

Since there are a large number of Quakers here, there is a Kendal Monthly Meeting, a part of Western Quarterly Meeting and Philadelphia Yearly Meeting. On Sundays 80 to 100 gather for unusually good Meetings for Worship, with five or six vocal messages, often on a common theme and with a fairly wide group of persons participating.

Then, several residents attend meetings or churches in nearby communities.

Once a month there is a Vespers program in the auditorium with a minister from some nearby church and a choir of residents. Monthly there is also a communion service for those who want to participate.

In addition, there is the weekly Spiritual Life group which reads together a variety of books on diverse themes.

Every Sunday evening there is also a Hymn Sing, for which I have played once a month for several years. About 25 attend that event.

Apartments. Provision is made for a wide variety of needs when it comes to housing. There are studios, one apartment arrangements, rooms with "dens" or studies, and two bedroom apartments. Some people also live in single rooms in Cumberland, a type of halfway house, and Westmoreland - the hospital wing. Many individuals and couples plant flowers and shrubs around their apartments and thus provide beauty not only for themselves, but for others. Closet space is great, with outside "sheds" and inside, walk-in closets, as well as other space.

Every apartment also has overhead protection so that everyone can walk to the Center with protection from the rain or snow.

My Life at Kendal. Some time in the summer of 1983 the management of Kendal told me that an apartment was available at Crosslands if I wanted it. I replied that I was set on Kendal becausee Carroll and Mary and Wilmer and Fran were there. Then they told me that I could move to Cumberland, awaiting the availability of an apartment. So I did that in August, placing my furniture in a storage place near West Chester.

I remained in Cumberland about six months when apartment 132 became available. I was very fortunate because it was in a choice location, fairly near the Center, and well landscaped with trees and flowering shrubs-such as holly and rhododendrons.

Apartment 132 was a one bedroom and den arrangement, with a fireplace - an ideal arrangement for me. Into the living room I moved my Scandinavian modern furniture, some pictures, my piano, and a four-tiered shelf arrangement for trinkets from various parts of the world. Into the den I moved my two desks, five files, and approximately 1000 books.

Soon after moving into that location 15 people from the Brooklyn Friends Meeting came to Kendal, bringing with them a handsome quilt which they had put together, with individuals or families each doing one section. Included in the "squares" were such items as the tower of the Library at Brooklyn College, a section on A Tree Grows in Brooklyn, a replica of the Brooklyn Bridge, a stylized section resembling the A.F.S.C. star, and other choice pieces.

With so much closet space, I was able to keep many publications in the apartment, especially in the walk-in closet and outdoor shed. Other cartons were stored in a special facility near West Chester.

Much of my time in the first five or six years was spent on writing, with which I will deal later.

But I began to take part in several activities at Kendal. Soon after arriving here, I spoke at a Pre-Kendal Memories evening, gave talks on Africa, the United Nations, and Catching Up With A Changing World: A Primer on World Affairs.

In addition, I did considerable speaking in the Philadelphia area, such as talks at West Chester University, Lehigh University, and the Avondale High School. Then there were talks on world affairs or on aspects of Quakerism at 12 local Meetings and three Quarterly Meetings. And there was a talk at the national "gathering" or conference of the Friends General Conference at St. Lawrence University in Canton, New York on The Religious Society of Friends: Our Messages and Our Messengers- later published as a pamphlet.

For a while I took an active part in the Current Events programs on Monday evenings, leading several of their sessions. I was even more active in the Spiritual Life group, helping to corral a few men into that experience, and leading several of its sessions on such topics as Rabindranath Tagore and Laurens van der Post, several sessions on Kenneth Boulding's Naylor Sonnets, and other topics.

In addition I served as a guide to visitors and prospective residents of Kendal, a member of the Memorials Committee of the Residents Association, and played for the hymn sings one Sunday evening a month.

Some of my time was spent on my flower garden which gave me and others considerable pleasure.

The local Friends Meeting also claimed some of my time with membership on the Ministry and Oversight Committee, the Peace and Social Action Committee, and service as assistant clerk, plus an active part in the vocal ministry of the Meetingz for Worship.

Life in such a close-knit community can pall on one so I tried to get away from Kendal from time to time. Twice each week I went on the Kendal bus to Kennett Square for shopping and mailing letters and packages at the post office. Often I stayed in town and had lunch, returning to Kendal on the Rainbow Cab of West Chester. I also attended meetings of the board of the Friends Journal in Philadelphia, sometimes staying overnight and attending the concerts of the Philadelphia Orchestra on Friday afternoons and returning with a group of Kendalites on our concert bus.

Other trips were limited. The biggest exception came in 1988 when I attended the first international congress of Quaker educators at Guilford College in North Carolina and chaired two sessions of that conference, stopping over in Atlanta, Georgia to visit Tom and Sue, Owen, and Lauren on the return trip.

However, I turned down several invitations to speak in various parts of the United States because I found such visits very tiring.

One special pleasure was my connection with the children of the Kendal Day Care Center, whom I visited at least twice a week, serving as "grandfather" to those boys and girls.

Family Feeling

There were several factors in our lives as a part of the Murray Kenworthy family that might well have led to a loss of family feeling or the lack of development of a sense of solidarity if they had not been offset by other experiences.

For example, there was the early death of our mother and our consequent breakup as a family, with the remaining four of us never living together. In addition, Carroll went off to Oakwood School when I was in the first grade and I do not recall ever living with him as a boy. Then there was our geographical separation, with Carroll and Mary and their three boys living in Washington, D.C.; Wilmer and Fran based in State College, Pennsylvania, and my home in Brooklyn, New York.

However, we have been able to counteract these centrifugal forces by several centripetal measures, constructing a strong feeling of mutual support.

In our earlier years there were our visits to Dad and mother, wherever they lived. Then, too, Dad wrote each of us almost every week, pecking out the same letter with two fingers on his battered old typewriter, making carbon copies on onion-skin paper, as mimeographing and xeroxing had not been invented yet. In later years Carroll and I wrote family letters frequently. Still later Tom carried on that tradition.

Then there were the visits all three of us sons made to mother, after Dad's death, when she was in New London and then in Fort Wayne.

Since I did not have a family and had a long summer vacation period, I was the one who did the most family visiting. For example, I spent most of my Christmases in Indiana with mother, and sometimes visited Wilmer and Fran in State College on my return trip east, spending New Year's with them. I served for many years on various national committees in Washington and that made it possible for me to see Mary and Carroll frequently.

Then there were a few occasions when we were all together - at the weddings of Tom and Lee and for the 50th wedding anniversary of Carroll and Mary, spent at Kendal.

But the main event which helped tie us together as a family was the move we all made over the years to Kendal, the retirement community in Pennsylvania. There we have eaten Sunday dinners together, as well as visiting back and forth in our apartments.

Tom and Lee planned their trips to Kendal jointly, with each of them coming at least twice a year- and spaced so that they did not overlap too closely. Sometimes they brought one of their children with them, too.

Perhaps my writing of a brief biography of Dad, entitled Living in a Larger World: The Life of Murray S. Kenworthy, added a little to our family feeling, giving us pride in his contributions and enabling the younger generations to learn a little about him.

The two summers I taught at Penn State University and lived with Wilmer and Fran and the two occasions I stayed with them during or after operations for appendicitis and hernias brought us closer together.

Some Strengths
and Successes

It is difficult, and sometimes even dangerous, to write about oneself as none of us can be truly objective, although we can be fairly certain in our later years about ourselves if we have cultivated as much objectivity as we could muster and if we have listened fairly carefully to friends--and critics.

In this section I will attempt to stress my strengths and successes as a person, leaving my weaknesses and disappointments to the next section of this personal narrative.

Physically I have been fairly fortunate. My brother Carroll has often said that I inherited many of my genes from the Stout side of our family - with a good constitution and much energy, although some of it has been nervous energy.

I have had a few operations in my life and in my later years have grown too heavy, although I have fought that battle assiduously at times. But I have been healthy for the most part and able to carry on a full schedule, including many speaking and consulting engagements in various parts of the U.S.A., in addition to a heavy teaching schedule, plus considerable writing. My main drawbacks have been poor teeth, poor eyes, and some arthritis in my later years. Fortunately for me I discovered osteopaths fairly early in life and have been helped much by them as well as by regular physicians. In my Brooklyn years on Bedford Avenue, I had a physician friend three doors down the street on one side of me-Dr. Fierer, and an osteopath two doors away from me on the other side- Dr. Dash (a black).

Friends have said that I had an attractive appearance physically and have complimented me many times on my taste in clothes - up-to-date and moderately inexpensive, with a good eye for color.

Many people have also commented on my good voice as an inborn asset, as well as my skill in using it. I think the number of times I have been asked to speak to large groups of people may verify those traits.

I think there is considerable evidence, too, that I have liked people- and people of many kinds. I have not had many close friends but I have had many acquaintances. And they have included older people and children as well as men and women my own age, people from different religious groups despite my strong interest in Quakerism, people of different races and ethnic groups, and men and women from several nationalities.

For example, my neighbors on Bedford Avenue included two Jewish families and two black families with whom I was quite friendly. And at the party celebrating the publication of my social studies series of textbooks, Dr. Murray of Brooklyn College laid stress on the fact that I had always been friendly with blacks without being ingratiating - an unsolicited compliment.

As a bachelor, I found it difficult to entertain and many people in Manhattan considered it a hardship to come to Brooklyn. So I purchased tickets to concert series at Lincoln Center and Carnegie Hall, as well as at Brooklyn College. Then I entertained people at dinner either before or after the concerts.

I think I have also been able to keep in touch with old-time friends, largely through letters, and to show appreciation for their friendships in a variety of ways.

Then, because of my broad interests in local, national, and international events; in travel; in religious questions; in music; and other topics, I think I have been considered a good conversationalist. For example, at Kendal, I have often been invited to eat with visitors even though I ruled out very early being on the "Happy Hour circuit."

Travel has been very important to me for a large part of my life. as it combined background for my teaching and writing with fun and recreation. It also was not too costly as I used it as background for speaking and writing and it probably aided me in my promotions as a professor. Altogether that amounted to travel in all 50 states and 88 countries.

As indicated already, I have had a lifetime interest in music, largely because of my mother's interest in that phase of life and her ability as a singer and piano player. Reference has been made to the number of concerts I attended. To that should be added my own piano playing, not extensive, but pleasureable. If I could live my life over, I would surely develop that interest measureably.

One of the advantages of living in New York City was the opportunity to see Broadway plays. Over the years I saw many of them.--Pygmalion, The Miracle Worker, Annie, Amadeus, South Pacific, and many, many others.

With a love of music and a good sense of rhythm, I enjoyed dancing for many years, although I have not taken part in that form of recreation in recent years.

Another interest of mine has been flowers. I suspect that started during the summers I spent with Grandpa and Grandma Kenworthy in Indiana. Grandma had many flowers and enjoyed them greatly - and I think I picked up that hobby from her. At my home in Brooklyn and at Kendal I had small but beautiful flower gardens.

Extremely helpful in my teaching and writing has been my love of reading. Most of the books I have perused have been non-fiction, although I have also read quite a few novels over the years. At Kendal I re-read --or skimmed--35 or 40 of the volumes which I had enjoyed most at some time in the life--and/or had influenced me most. Then I prepared a brief summary of each of those books. Included in that list were such famous novels as Tolstoy's War and Peace, Dostoevski's Brothers Karamazov, and Thomas Mann's Magic Mountain. Less famous but nevertheless fascinating were such volumes as Bambi, To Kill a Mockingbird, and The Yearling. Among the several books in U.S. literature and history were Catherine Drinker Bowen's Yankee from Olympus and Miracle at Philadelphia,

Vernon Parrington's Main Currents of American Thought and The Flowering of New England, Samuel Morison's One Hour of American History, and other volumes. On Africa and Asia I was particularly impressed with Edmund Taylor's Richer by Asia, Laurens van der Post's The Dark Eye in Africa, Tagore's Gitanjali, Nenru's Glimpses of World History, - and several other accounts.

The entire list and comments on each book appear in a separate Memo prepared at the close of this period of intensive re-reading.

For most of my life I have underlined important or striking passages in books, partly to impress them on my mind and partly to be able to come back to them rather than rereading an entire book or chapter. That has saved me thousands of hours of time. For example, in preparing the 64 titles in the Speaks Series of biographical booklets, I was able to quickly refer to underlined passages in books about the various authors dealt with in that long list of publications, rather than rereading entire books.

Over a long period of time, also, I have haunted second-hand book stores, obtaining valuable books at a very low cost.

As a writer as well as a reader of books, I have learned the importance of prefaces. Usually they are written after an author has completed his or her manuscript and state what that person hoped he or she had written. So the preface usually states the overall aim of a volume.

Despite the fact that I never married, I have liked children and young people - or partially because I was not married. Thus, at Kendal I visited the Day Care Center two or three times a week and became known as "grandfather" to the children there.

Many people probably associate me with puns and plays on words and quick retorts rather than the telling of jokes and humorous stories. A few probably consider that a weakness and are annoyed by this characteristic but most people, I think, would consider this a strength or at least an interesting aspect of my personality.

However, the greatest strengths of my life have probably been in writing and speaking in three different fields - the social studies, world affairs and the global dimensions of education, and Quakerism.

Speaking started very early in life. For instance, I recall memorizing a short talk at Wilmington, Ohio when the Quaker group there collected a considerable sum of money for the building of a chapel in the Tennessee mountains for a Friends church there. "Mamma" drilled me on that talk and it is the first such appearance I recall.

Then, at Westtown I took part in all of the "elocution contests" which were still in vogue at that time- including my participation in the "finals" of one such contest.

Speaking became an even greater part of my life at Earlham. There I took part in seven oratorical contests, winning second or third place in each of them. Starting in my sophomore year, I was a member of the varsity debating team- wrestling with such topics as the recognition of the U.S.S.R. by the U.S.A. and the introduction of a sales tax in Indiana. One year our "team" consisted of four of us from the class of 1933- David Dennis, Tom Millikan, and I, plus Orville Johnson as the alternate.

28.

When I taught at Friends Select in the early 1930s, I spoke many times in schools and other groups on William Penn. The headmaster, Walter Haviland, was a well-known authority on Penn and was asked to speak frequently, especially on Penn Day and Penn Week. Because of his other duties, he was unable to accept all the invitations and so he often "volunteered" me as a substitute. That was the beginning of my expertise on William Penn, leading to the first of the Speaks Series on the title of William Penn Speaks.

From then on, I became a frequent speaker at gatherings of social studies teachers, educators, and Quakers. Often those groups were large, including a good many county-wide conferences in the fall as school opened. Occasionally there were standing ovations, such as at a meeting of elementary school principals of New York state and at a state-wide convention of the Association for Supervision and Curriculum Development in Michigan-bringing me 14 or 15 invitations to speak to city groups in that state.

My most frequent talk was on Education for the 21st Century. In one form or another that lecture must have been given 50 or more times. For social studies teachers there were such talks as Meeting the Leaders of New Nations, Richer by Asia, Rediscovering Africa, and The Variety of Methods in Social Studies Teaching.

For Quakers there were many themes. Perhaps the one which meant the most to me was a talk at the annual "Gathering" of the Friends General Conference, held in the summer of 1983 at St. Lawrence University in Canton, New York on The Religious Society of Friends: Our Messages and Our Messengers. That was one of the few talks for which I volunteered, believing I had something important to say to the 1500 or so individuals there. Despite the heat, I was able to hold that group for approximately an hour, with 100 or so persons staying for a question and answer period which followed the main address.

Perhaps my greatest success has been as a writer. Certainly that has been the means by which I have reached the most individuals. As pointed out in my autobiography, that started at Westtown and continued at Earlham - and then throughout my life, including the publication of nine volumes during the first five and a half years at Kendal.

For example, 100,000 copies ~~were printed~~ of my book on A Guide to Social Studies Teaching in Secondary Schools. At that point the publisher, the Wadsworth Company in California, gave me a gold embossed copy of that book. Then I told them I did not want to revise it and it was dropped.

Even more copies were sold of my companion volume on Social Studies for the Seventies: In Elementary and Middle Schools and the later revision entitled Social Studies for the Eighties.

But there were many other similar volumes, most of which will be included in a section of this updated autobiography on publications.

For Quakers the most influential volume has probably been the one on Quakerism: A Study Guide to the Religious Society of Friends.

Prior to that publication the most widely read book of that type was Howard Brinton's Friends for Three Hundred Years, a volume which displayed his knowledge of Quakerism, his philosophical outlook, and his deft style of writing.

My book differed from his in several respects. One was the inclusion of a chapter on Pastoral Friends, the largest group in the U.S. A. -and in the world - which Brinton completely neglected. Another was the inclusion of a chapter on the World-Wide Society of Friends, which had not been included in the Brinton book. A third difference between his volume and mine was the fact that my book was prepared as a study guide for use by groups of young people and adults, with questions for discussion and suggested readings. That made it particularly useful for Quaker school classes and adult forums in Quaker Meetings.

The fact that I kept the price to \$5, also enhanced its value.

At the present writing, I am aware of 150 Quaker Meetings that have used that volume as a discussion guide- and there are probably others that I do not know about.

Such are some of my strengths and successes, so far as I am able to see them. Amplification of several of the points in this section will be found in other parts of this enlargement of my autobiography.

Some Disappointments
and Shortcomings

Obviously there are disappointments, setbacks, tragedies in the lives of all human beings and I have not escaped failures and disillusionments.

Probably the first setback in my life was the death of my mother when I was only 10 years old. For years that left a dull pain, hidden much of the time, but nevertheless there. Fortunately, however, my recollections of her are all positive. They include her care in her appearance and her love of color, her musical ability, her good cooking, her ambitions for the three of us sons- especially in public speaking and school grades, -and her love of each of us.

Possibly my need to be alone a good part of the time stems from the loneliness when she died. But there has been a positive aspect to that experience, also, because it has enabled me to enjoy ~~time~~ by myself and given me time to produce a wide range of creations .

Fortunately for me, I had a wonderful step-mother and she helped to fill the void in my life. In her quiet, supportive way, encouraged me in many of my efforts, especially in my writing. Her interest in botany , added to the love of my step grandmother Kenworthy in flowers, was another of her contributions to my life.

My father's death did not affect me nearly as much, largely because he had lived a long and useful life and because I was well into maturity when he passed on.

The death of a nephew, David Kenworthy, in an automobile accident at Earlham College also was a great disappointment as he was an unusual lad- handsome, a gifted athlete, a very good student, and a popular young man. He was killed when a friend of his from Washington, D.C., drove into the countryside around Richmond, Indiana one afternoon. Driving on the slippery gravel country road, the car turned over, despite the fact that they were going at a moderate speed. A small compensation for his death came in the drive for funds among the friends of the Sidwell Friends School in Washington for the construction of a gymnasium which was named the David Kenworthy Gymnasium in his honor.

Another disappointment came when another nephew, Lee Kenworthy, was divorced by his wife, Susan. I did what I could to forestall that separation and then to help Lee live through this tragedy, one from which he has never fully recovered. Several times Lee came to New York to share his grief with me and to receive encouragement to pick up the pieces in his life and move on.

Many people have felt that my lack of a lifetime partner through marriage has been a major setback. I doubt if that is true. Although I would surely have gained by having a wonderful wife and have loved children and young people, there have been compensations in being a bachelor- giving me opportunities to travel widely and be free from the care of a family. At one time I was engaged to Carol Richie but that did not work out. And I have would have been glad to marry two or three other girls but they were not interested. And two or three others who have made strong overtures to me were persons in whom I was not especially interested.

For many years I hoped that I would be invited to join the faculty of Teachers College-Columbia University, largely because that would have enabled me to have a large number of students from many countries, thus giving me background on many parts of the world and increasing my influence on educators in many places.

Hence I was elated when I was asked to take over Dr. Tewksbury's large class on international education at T.C. upon his death, sharing that class with Dr. Margaret Cormack- a colleague at Brooklyn College. Then, for two semesters I taught that large class on Saturday mornings. There were over 100 students each time in those groups, 40 or 50 of them from abroad.

However, the salaries and fringe benefits at T.C. would have been much less than at Brooklyn College and I would probably not have been able to retire at Kendal because of financial considerations.

When I became restless at B.C. because of the chairmanship of the education department under Dr. Joseph Justman, my good friend Jack Niemeyer, the president of Bank Street College, talked me with several times about joining that institution. But his board told him he had started enough innovative programs and should not add a strong division of international education.

So I stayed on at Brooklyn College until my retirement.

It is curious that two of the greatest disappointments in my life were in connection with Friends schools - first at Oakwood School and then at the Friends Seminary in New York City.

At Oakwood I had a part in the selection of Tom Purdy as the principal when the board of managers were confronted suddenly with the resignation of Charles Hutton, to become the head of the Friends School in Wilmington, Delaware. In retrospect I realize that Tom was an insecure person as he replied to my question about what phases of the school's activities he would need help on and he replied "None." Obviously no one person can effectively administer every aspect of such a school and needs buttressing by other persons around him or her. But Tom was not able to realize that important fact.

At various times I wrote or spoke to Tom about possibilities for changes at Oakwood. Apparently he was irked by such suggestions and felt that he could not work on all of them, although I repeatedly told him that they were merely "suggestions" and that I did not expect him to accept all of them.

Probably I pressed him too hard and in retaliation, he refused to talk or write to me. I shared my amazement with the chairman of the board of managers, Keith Smiley, who replied merely that I should "love" Tom and all would be well. Infuriated by that advice as grossly inadequate, I sent Keith a Christmas present of the psychologist's book Love Is Not Enough. (Bruno Bettelheim)

Frustrated by this unbelievable development, I resigned from the board, writing each member of that committee about my feelings and predicting trouble if stronger action was not taken by them, as several younger members of the faculty had spoken to me privately about their dissatisfaction with Tom's leadership.

Within three or four months after my resignation, the revolt of the faculty became so intense that the board asked for Tom's resignation in the middle of the year- and I felt vindicated.

Even more horrendous was the situation that developed at the Friends Seminary in New York City during my short term as chairman of the School Committee.

I had had a significant part in bringing Tom Purdy to Oakwood from his post at Westtown School and of bringing "Jim" Seegers there from George School. With Charles Hutton they made a superior "team" of administrators. When Charles Hutton suddenly resigned, Tom was made principal. Then "Jim" was called to Friends Seminary.

Jim had been a friend of mine for many years, as well as his very talented wife, Ruth Thomforde Seegers. He was an able teacher and administrator but not particularly innovative. On the school committee of Friends Seminary were several people who felt that that institution needed a great deal of change and that Jim was not the one who would bring about such innovations. Hence there was considerable criticism of his leadership, shared by a substantial number of parents.

Since they could not find anyone of their sub-committee of the Schools Committee for the two schools in New York and Brooklyn, they asked me to transfer to the Friends Seminary sub-group, as I had chaired the Brooklyn Friends School during its transition - shifting the leadership to Stuart Smith and moving into the renovated former building of the Brooklyn Law School.

In our search for a head to succeed Jim Seegers, we were almost all very favorably impressed with Harold Jernigan who had founded the Carolina Friends School, drawn up the plans for their building, gathered together a very able young faculty, enrolled black students in that new school, and developed an innovative curriculum.

His plans for Friends Seminary appealed to many of us. But he moved much too rapidly in bringing about changes, asking for the resignations of the heads of the elementary and middle school, plus several other shifts, within a very short period, even before he took over as principal.

Over and over I urged him not to move too fast but he said there were two ways of handling such a situation. One was to move slowly over a period of years. The other was to bring about quick changes and then to begin rapidly to initiate new programs and new personnel. He was determined to use the latter approach. I pled with him privately not to move so fast, but he was adamant.

The result was a revolt on the part of the faculty and some parents, resulting in the reactivation of a Teachers Union- the only one in any Friends school.

As a result of scores of phone calls, many long night sessions, and other horrendous situations, I fell down the steps of the subway twice late at night and was told by my doctor that I could not continue under such pressure.

Meanwhile a couple of members of our committee were leaking all our transactions to the opposition of Harold Jernigan.

Leaving that post, I urged others to bring in my good friend, Jack Niemeyer, who had recently retired as president of the Bank Street College. They did and he was able to salvage the situation at the Seminary, eventually bringing in a very able woman as principal, Joyce McCray from the Ethical Culture Schools.

That story is probably the greatest disappointment of my life as Harold Jernigan would have been a conspicuous success if he had not been in such a hurry to bring about changes.

Wilmer points out that such experiences are "par for the course" in the administration of schools and colleges.

In addition to these disappointing experiences, there have been some setbacks in connection with my publications, too.

In the 1960s there was a widespread period of ferment in the social studies field in elementary and high schools throughout the U.S.A. Change was the order of the day and eventually over 20 new series of social studies textbooks were printed to meet what seemed for a time like an era of innovation in that important and broad-based field. Among them was the series for Ginn and Company in Boston for which I served as the senior author.

Much of the story of my part in that minor revolution was told in my autobiography, Worldview, but it needs to be mentioned here, too, as it was probably the largest defeat or disappointment in my life. What I hoped would be the acceptance of a radical departure in the social studies from kindergarten through grade eight fizzled out and the economic gains I had anticipated, never materialized.

There were three factors militating against that series. One was the fact that teachers were not ready for such a radical change, saying that they did not even know where some of the countries were about which we included material. Hence they were frightened by our series. Second, Ginn and Company did not use nearly as much color or include as many illustrations as some of the other companies did. And third- the social studies revolution did not last long - or really never materialized.

Some day in the future I hope that someone or some company will develop my idea of a "twin-spirals" social studies curriculum with pupils shuttling between the U.S.A. and other parts of the world as they examine families here and abroad, then communities, and finally nations. But that day still seems far away. With that in mind, I have included material on this idea in several of my publications, hoping thereby to keep those ideas alive until there is widespread readiness for them.

Furthermore there was some disappointment in the work I did on Pakistan for teachers in American schools. At the request of the government of that country, I spent nearly three months in almost all parts of that divided nation, helping to prepare a film, a filmstrip, an article on teaching about Pakistan, and a book for middle school pupils. The first three items were completed but I never finished writing the book for teachers on Pakistan. The difficulty I encountered was in describing the government - a difficulty which later became painfully clear when the two sections of Pakistan split into Bangladesh and Pakistan - two nations.

In the late 1970s or early 80s I also produced a pamphlet for school groups visiting the U.N. headquarters in New York City. It was financed by Con Edison and they paid me well for my efforts but they never published the material, probably because of increasing criticism in the U.S.A. against the U.N.

A larger disappointment came in relation to a manuscript for Unesco on teaching about the world and the U.N. system. That story has already been told in this document but reference needs to be made to it as it was a major disappointment in my life and writing career. My manuscript on Studying the World and the U.N. was enthusiastically received by the Education Division of Unesco and edited for publication. But when it was submitted to the Deputy Director-General, A Russian, he vetoed it, saying no American would write such a book while he was in office.

So I waited for several years to see if they would ask someone else to write such an account. They never did. And so, in 1988 my manuscript on Studying the World and the United Nations, slightly revised, was printed under the aegis of my World Affairs Materials outfit. The disappointment in this venture was that it would never bear the imprint of Unesco and gain world-wide recognition, despite all my efforts to make that possible by such devices as sending complimentary copies to a large number of world authorities in this field and ministers of education in various countries.

Very different was my disappointment that despite the fact that I had written more than any other Quaker in this century, I was never invited to speak or chair a roundtable at either Pendle Hill or the Earlham School of Religion. The statement I have just made about the extent of my writings on Quakerism may surprise (or shock) some readers of this account. But, with the possible exception of Howard Brinton, who wrote scores of pamphlets and a few books on Quakerism, other Quakers had written primarily for a larger audience. For instance, Elton Trueblood wrote only one book specifically on Quakers, the volume on The People Called Quakers. Douglas Steere wrote no books primarily for Quakers, even though he penned several pamphlets. And even Rufus Jones, who wrote 54 volumes in his lifetime, wrote on broad religious themes for a very large audience, largely non-Quakers.

Such, then, were some of my disappointments in a lifetime now of 76 years. They were not great but show that all of us have such setbacks in our lives. Most of us forget them or live through or above them.

Perhaps one of my strengths- and one of my weaknesses- has been that I have often been ahead of the times. Thus the plan Alex Robinson and I devised for a skyscraper on the property of Friends Select in center Philadelphia was rejected at the time we proposed it but was later erected. My idea of a Meeting House on the campus of Oakwood School, housing the headquarters of New York Yearly Meeting in it, is a similar idea whose time may come some day - and I am still trying to keep that idea alive. So, too, with the twin-spirals curriculum in the social studies, combining an analysis of families, communities, and nations--our own and those of other parts of the world, may come to fruition eventually. And I am trying to keep that plan alive by mentioning it in various publications, such as the new book on Quaker Education and the book on Studying the World and the United Nations System, hoping that someone will pick it up someday and use it for a nation-wide system of schools somewhere.

35,

As pointed out earlier in this account, I : have been fairly prompt in answering letters and meeting obligations of many kinds. Thus I have tended to expect others to do the same, which many people have not done. Thus I have had too high expectations often times- and been impatient about having tasks of others completed promptly.

Furthermore, my lack of interests in sports has often been a handicap. First, because it has not drawn me to exercise and second, because it has been a handicap in talking with others, especially males. I did play soccer at Westtown and tennis at Westtown, Earlham, and later in life. And I did some bowling for a few years and learned to ski during my year in Germany- although I did not carry on that sport very long. I learned to swim rather late in life but never enjoyed that sport. So I have been limited largely to playing and cultivating an interest in the one sport in which I have had some competence- tennis.

Also, I have probably been overly sensitive to criticism, although I do not think this has shown unduly most of the time.

Undoubtedly others can add various other failings which I have not included here!



The Kendal Reporter

Volume XVII, Number 3
March 15, 1988

RENAISSANCE MAN?

We have among us a literary phenomenon in the person of Leonard Kenworthy, known in Quaker circles and beyond for his life-work as educator, writer, editor and publisher in a variety of fields. Since coming to Kendal he has produced nine books and has a few more in preparation.

His literary activity has fallen into several areas: collections of Quaker writings about aspects of life in the Society of Friends ("Friends Face the World"); inspirational quotations ("Think on These Things"); writings about the U.N. ("Studying the World of the U.N. System"); books chiefly for children ("Billions of Hands and How We Use them"), and a life of his father ("Living in a Larger World"). Several of these books are in our Library; look them up!

and

N.J.

*Leonard Kenworthy***Kendal man specializes in the whole world**

By John Harty
Correspondent

A visitor to Leonard Kenworthy's book-crammed home at Kendal at Longwood, can clearly see that this large, affable man has traveled widely and enjoyed rich experiences in his life. A large picture of the Matterhorn dominates the living room. In a corner is a photograph he took of an Egyptian perched on the gigantic foot of the Sphinx and in a hallway is a photograph of the youthful Kenworthy at a conference with Eleanor Roosevelt. There's an upright piano, and there are carvings and prints which reflect the many interests and travels of this 76-year-old man whose energy and enthusiasm seem undiminished by time.

Kenworthy fits in well in the Kendal scene. He came to the Quaker-oriented retirement community six years ago because of his Quaker background, and because of his ties with Westtown School which he attended, and the Friends schools in Philadelphia where he taught. Now two of his brothers have made Kendal their home.

He has been in every one of the 50 states and has visited 88 countries. One year, the now-retired educator took a sabbatical trip around the world and interviewed, among others, world leaders David Ben-Gurion (Israel), Jawaharlal Nehru (India) and Jomo Kenyatta (Kenya). He's written more than 40 books—nine in the six years he's been at Kendal—covering the fields of world affairs, education and Quakerism. The highly prolific writer has three

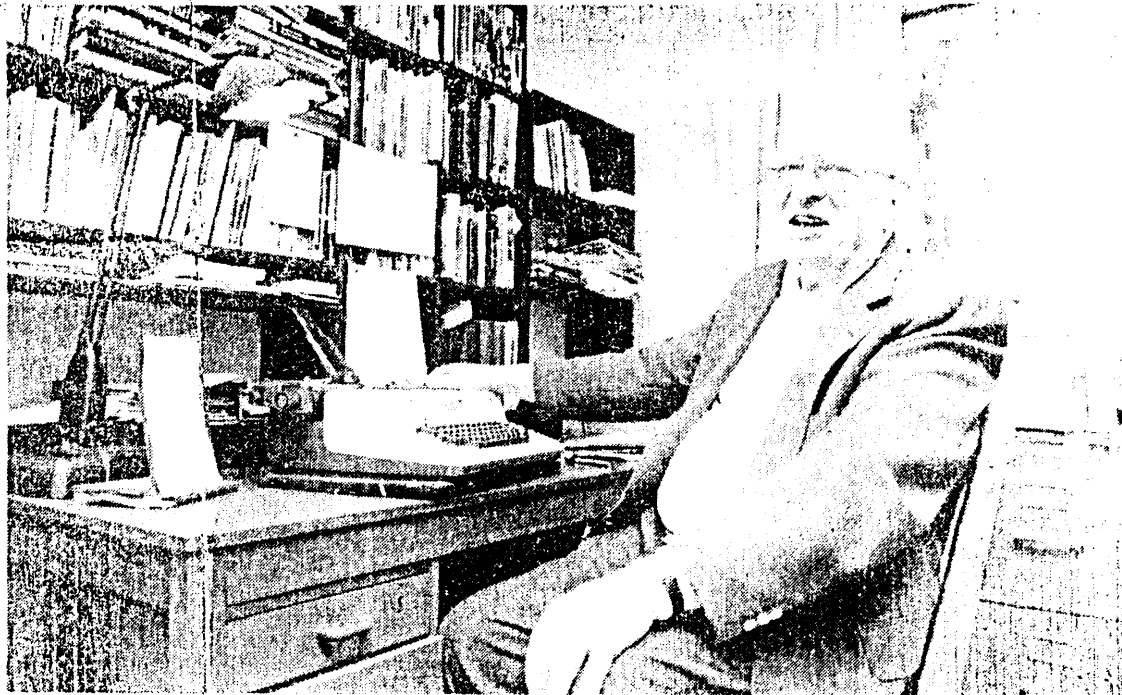
people profiled in *Trailblazers*, his latest book. Kenworthy has personally worked with two—the renowned scientist, Julian Huxley, and Alva Myrdal, winner of the Nobel Peace Prize in 1982.

Identification with a world community began long ago, however, for the Kenworthy family. His father was in charge of the English and American Friends Relief Service in Russia in 1920-1921 when Kenworthy was growing up, and a brother was a journalist working for a Tokyo English-language newspaper.

Kenworthy went to Westtown Friends School and then to Earlham College in Indiana before earning a master's degree in history and later a doctorate in education from Columbia University. In 1940 and 1941 he was in Nazi Germany representing the American Friends Service Committee, a period he describes as representing "both the greatest and worst year of my life" since he was there to assist the German Quakers during that difficult time. But, as he explained, "helping people started me on my whole life's work."

Returning to the United States, he taught social studies at Philadelphia's Friends Select and Friends Central School where one of his pupils was the foster daughter of Margaret Mead, the subject of one of the chapters in his book on the trailblazers of world community.

His affiliation with the United Nations Educational, Scientific and Cultural Organization began in London, working with the preparatory commission headed by



Books—many written by Kenworthy—line the walls of his office at Kendal.

lisher, if not printer; that is done by a press in Grand Rapids, Michigan. Another new book, available like the others at the Decoy Book Shop in Kennett Square, is a compilation of inspirational quotations on a wide range of topics from the

writings of philosophers, poets and statesmen.

Kenworthy's study at Kendal is filled with books, including his own, and filing cabinets full of clippings and photographs he has collected over the years to provide

reference material for his writing.

He is also an avid photographer and says, as if all he has accomplished were not enough, "If I had my life to live over, I'd work on my photography."

April 30, 1989

Additional Notes ; L.S.K.'s Later Years

Outstanding Quaker secondary schools. In my day Germantown Friends, George School, and Friends Central. All in 30 school, 8 Year Study Germantown. Stanley Yarnal and Burton Fowler as heads.

Very strong Meeting (Orthodox).

Outstanding faculty

George School Outstanding head-George Walton- and Dick McFeely

Strong faculty

Already had burst out of staid Quaker background

Yearly Meeting support (Hicksite)

Friends Central No strong Meeting support and fair head-

Barclay Jones. Fair faculty

But ø innovative under 8 Yr. Study- Bob Cadigan especially, LSK, Clayton Farrady and Eleanor Jones

LSK Sources of Enjoyment May repeat some of earlier notes

Reading of biographies and autobiographies, world affairs

Music, playing piano, concerts in person and TV- Boston

Symphony, Phila. N.Y. Lincoln Center, Boston Pops, and near Washington, Mormon Tabernacle Choir, etc.

TV Channel 12- Ice dancing, Sunday morning organ music, some "soaps"- All in a Family, Who's the Boss, Cheers, etc.

Travel 50 states, 88 countries Washington Week in Review and McNeal-Lehrer daily news

Speaking

Writing

Persons met in lifetime. As a boy heard Wm. Jennings Bryan speak, sat with Coolidges in church service, worked with Julian Huxley, Lyman Bryson, Alva Myrdal in Unesco and Leon Blum as speaker at our first seminar. Fosdick often as a student at Columbia. Tewksbury at T.C., Howard Wilson at Harvard (and Unesco), Carleton Washburne as boss at Bryn College. Friday night group once a month on international education

In Kendal Years especially called on as "historian" by younger people

Kenworthy family history (using Carroll's notes)

"Andy" Smith of Center for Global Perspectives in Education- writing history of international educ. in U.S.A. called on LSK for help.

Group of men in California working on the story of C.P.S. (Civilian Public Service) as alternative service in World War II for 50th anniversary. LSK helped.

Quaker schools. LSK book on Quaker Education: A Source Book.