

International force to visit New Zealand

## Prime Minister and Opposition Leader welcome move



Maori Queen Te Ata-i-rangi-Kaahu



Mr Norman Kirk



Sir Keith Holyoake

THE PRIME MINISTER of New Zealand, Sir Keith Holyoake MP, and the Leader of the Opposition, Mr Norman Kirk MP, have been joined by other national figures in supporting the forthcoming visit to New Zealand of a 100-strong Moral Re-Armament force from 21 countries.

In a joint message printed in the Wellington *Evening Post* these national leaders welcome the MRA force and the cast of *Anything to Declare?* to New Zealand at the end of September. The musical opens in Wellington on 2 October.

'We have heard of the far-reaching effect of your work in critical situations in Europe and Asia and respond to the action you are taking,' says the message. 'In partnership with our Asian and Pacific neighbours we work to bring security and stability to this area of a troubled world.'

Other signatories include four Members of the Cabinet, Members of the Opposition Front Bench, Members of Parliament, the Mayors of Wellington, Auckland and Christchurch, and the Maori Queen Te Ata-i-rangi-Kaahu, DBE.

## French riot student decides 'to apologise to police'

A FRENCH STUDENT who spent a year taking part in weekly riots, has called for a police-student conference to take place in the MRA centre at Caux, Switzerland.

Louis-Noël Viallet from Lyons University this week told 500 delegates to the present Caux conference, 'We all hated the police and looked on them as dragons with arms of flesh, and our hatred for them increased our hatred of the state!

'Public opinion accused us, the students, of disrupting the country. Whole universities [e.g. University of Nanterre] have been disrupted this year

in battles between police and students, and fortunes have been spent repairing the damage.'

Viallet continued, 'Since I have been at Caux I have decided to fight for justice. I see that both students and police are responsible for the disorder because they create it together. Both need to change. We need to help the police so they are as concerned with the creation of a different, more just society as the students.'

'I have decided to apologise to the police for my hatred and would like to see a conference at Caux for students and police to find solutions together.'



# Ethiopian students 'unleash energies' for nation's rebirth

By Roderick Edwards writing from Ethiopia

AN AFRICAN friend of mine some weeks ago asked a long-haired man and a 'skinhead' in Piccadilly Circus what they thought of Britain. The long-haired one said his interests were girls and drugs.

My African friend was not impressed.

I wonder what our delegate at the World Youth Assembly at the United Nations stood for. The conference condemned 'U.S. aggression in Indochina and Israel's expansionist policies' and demanded the 'immediate withdrawal of Soviet troops from Czechoslovakia'.

There may have been cases for all the motions carried but I doubt whether the noisy fighting and squabbling, the method of debate, will have encouraged the statesmen of the world to take them seriously.

## Different challenge

I believe that they would have been more moved to change their policies if we had laid a different challenge before them. What if we had said that: (a) We have decided to abolish cheating and vote-rigging in our schools, colleges and universities, starting with ourselves, and to carry out a vigorous campaign for national honesty at all levels. (b) We believe that secretless, united homes are the basis of a constructive and forward-looking country and that we have decided to care for our own families in detail in order to achieve this foundation. (c) We have decided to cut with all impure sex, drinking and drugs in order to unleash our energies to organize a campaign to eradicate hunger, homelessness, unemployment and oppression in our countries.

Idealistic? I think they are more realistic than the World Youth Assembly's proposals. In fact I have been working during the last seven months with students in Ethiopia who are beginning to put these aims into practice.

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One of them is Woldemicael Abraha. He had been very bitter since the national education authorities had lost his final exam papers which wasted a year's work. His family are not rich and at home some of his brothers and sisters have to sleep on the floor. He decided, however, that being bitter about what the world had done to him would not make it a better place to live in. He changed his way of life. He went and apologised to his parents for misusing their hard-earned money, given for his studies. He decided to stop daydreaming and apply himself to his work. He saw through the phoney revolutionaries and intellectuals who spend hours discussing problems and criticizing others without lifting a finger to change themselves and decided to spend his time creating a different type of revolutionary.

Woldemicael found that creating this type of citizen was costly. It meant applying absolute moral standards to his life. He found that he needed to get up early to find an unhurried time in which he could write down all the thoughts that came to him about where he needed to act differently himself and where he and his friends could best help to cure their country's ills.

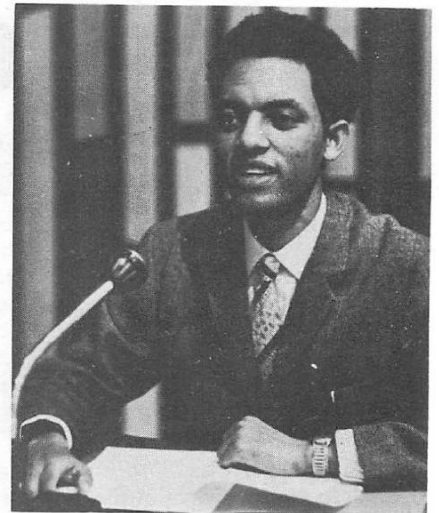
He and his friends have worked hard to create a play which portrays on stage how problems between rich and poor, young and old, can be answered. They have started to take this play on tour. They are well aware that a personal change alone is not enough and they need to reach the masses.

They are also preparing a national student-teacher conference to enlist others in the revolution that they are working for. The man who first had the idea of the conference is of a very different background from Woldemicael. He is of royal blood. They are united as they face and see that they are both in need of great change and that they both want to help their country.

We have seen that Africans can change. Can the British change?

But what will move us to change? I often see old women weighed down with packages, as I go through the streets of the African town where I am living—not a very exciting life behind them, not much to look forward to. Every day we read stories of horror, of needless bloodshed and of criminal oppression.

Will these things move us to sacrifice our energies and time to create a different



Woldemicael Abraha

type of world? I am afraid that my answer would probably have been no five years ago. I have been moved. Some people call this prime-mover God. I do.

## When a nation was governed by a man governed by God

By Walter Farmer

ENGLAND was an invaded and ruined land.

Great Britain was centuries in the future.

The ruler of the last part of this unhappy realm to fall to the marauding and cruel Vikings had lost everything but his character, and he was a fugitive in his own kingdom in a hide-out among the southern marshes.

Alfred was a Christian and the subsequent events of history indicate that in defeat he recommitted his life to his Creator for obedient service.

The way back from that bog over the next two generations is a thrilling chapter in the long story of England.

He trained his few loyal followers in brilliant guerrilla tactics and his team became the rallying focus for a dejected nation.

After his military genius had vanquished his foes, his character was the shining beacon of hope above the wasted farmlands and burned buildings of a people living in squalor, apathy and ignorance.

Alfred defeated his enemies, he did not make them, and his living Christianity

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# Education for living

TWENTY YEARS AGO, Frances de Russett, forced by ill-health to seek a warmer climate, left England for South Africa. Her aim, writes a correspondent in South Africa, was different from that of the average immigrant. 'She wanted to pass on to this country her conviction that teachers are meant to train their pupils in the art of choosing between Right and Wrong, as carefully as they train them in the use of the other three R's.

'She put her ideas into practice first of all in the classroom of the Johannesburg junior school where she taught. Her methods gradually won the respect and approval of her seniors, for the children she had taught were obviously being equipped with the discipline and confidence to tackle the basic skills.

'But approval was not Miss de Russett's goal. She had it in her sights to upturn educational thinking in this

country, so she used every chance to make her voice heard. She spoke up at national education conferences; she arranged and introduced showings of MRA films, and sold hundreds of copies of character-building books. . . . I have met university students, parents and senior educationalists who speak about the way her work has affected their lives, or those of their children.'

Frances de Russett recently returned to Britain. The following is a report in the National Council of Women Newspaper of a talk she gave before leaving South Africa:

MISS DE RUSSETT introduced her subject by saying that she believed in educating her pupils for living, not merely teaching them how to earn a living. . . . The problem, however, was *how* to train a child's character and how to make him think.

The first thing she had to do was to rouse the child's interest and make him eager to learn and think for himself. The world today was full of meaningless phrases and millions of words spoken

and read parrot-wise without understanding or realisation of their implication. Absorbing this type of knowledge would not benefit a pupil. He should be shown what was right and what was wrong but, instead of telling him what to do, he should be encouraged to choose for himself.

When Miss de Russett came to this country, she taught Std. I children. Her methods were sometimes revolutionary and did not always meet with the approval of other teachers, but she was often asked how she had taught her pupils to think and reason for themselves. These lessons, she said, could be introduced to very young children by a process of pictures and discussions.

She showed her audience a book, *Happy Families*, which she used to introduce to her class the great lessons of life. The characters, very amusingly drawn, were Mr Gimme (with his unpleasant friend 'Tisntmifault' and insect army comprising the Grumbly-Rumbly, the Buzz-Buzz Flies, the Sneekle-beetle and the Bored Bug) and Mr Give with

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enabled him to change them into friends.

He used the opportunity of peace to extend the teamwork of the staunch comrades in adversity to everyone within the extended range of his realm.

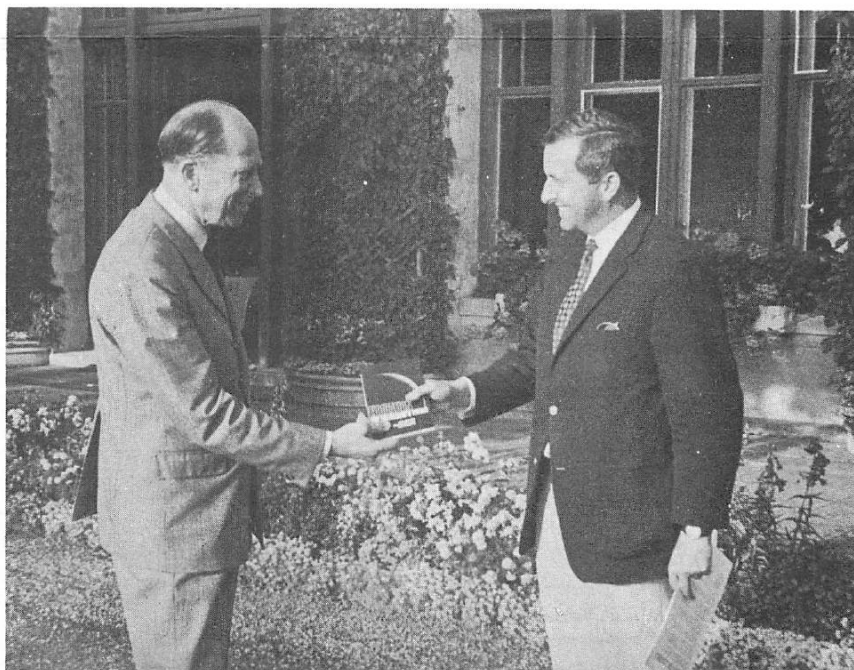
His captured foes were pardoned and released with an offer of land they had come to destroy, so that they also could belong to a kingdom they could help to rebuild.

Having read all that was available to him in his day, he also wrote much to enshrine culture and tradition in a native literature. To extend the blessings of education as fully as possible he engaged teachers and craftsmen of every trade to train others.

The historian Sir Arthur Bryant records that 'it was the deeply sincere attempt to model both his life and reign on his Master's that made Alfred's achievement so unforgettable. He not only saved a Christian State by his exertions, and others by his example, but made it worth saving. His legacy to his country and the world was his conception of what a Christian on the throne could be. . . . More than any other man he was the first maker of England.'

Before his death, Alfred wrote, 'God Almighty be thanked, we have now teachers in office!'

That was over a thousand years ago and our greatest need today is still the spirit and faith that sustained and guided a man governed by God, and for a thousand years he has been called Alfred the Great.



**HANDBOOK FOR CHARACTER-TRAINING:** two years ago Norwegian teacher Jon Hendon told educators at the MRA conference in Caux, Switzerland, 'We must produce a handbook for character-training.' Hendon, with fellow-countryman Erling Førland and Swedish educator Sven Fraenki, began work. The resulting book 'Education for Tomorrow's World' was published this summer. First copies were rushed to delegates from 34 countries at a UNESCO education conference in Geneva.

**ABOVE:** Fraenki, one of the authors, presents a copy of the book to Dr C Hummel, Secretary General of UNESCO for Switzerland. Hummel had just addressed the MRA Conference in Caux on 'Permanent Education.'



# 'Something to Declare' in Canberra

SENIOR ADVISER on the Prime Minister's staff A T Griffith and Laotian Chargé d'Affaires Tianesthone Chantarasy were among those welcoming the MRA force with the revue *Anything to Declare?* to Canberra last week.

Addressing a reception by the Committee of Hosts Griffith said, 'The work of Moral Re-Armament is the work of reconciliation destined to bring a peaceful, sane and united world of the

kind we dare not dream about, but which we must work for or the world is lost.'

Chantarasy, one of those who invited *Anything to Declare?* to Canberra, said, 'I come from a country in the midst of turmoil, surrounded by more powerful and mightier countries. Australia is an affluent country but we do not want wealth alone. You are showing us how to reach the hearts of the Australian people.'

Press, radio and TV reported the arrival of the 21-nation force in the Australian capital—*The Canberra Times* under the headline 'Something to Declare'.

The Committee of Hosts includes men from politics, business, labour, universities, Armed Forces and public service.

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his friends the Betterflies. Pictures were shown of 'our house', 'our street' and 'the world' when Mr Gimme was a visitor and when Mr Give took over.

These pictured characters became very real to the pupils. Discipline became easy when she told them Mr Gimme had come into the classroom and they were to expel him by shouting 'Go away Mr Gimme.' This led to an amused acceptance of the fact that fighting, cheating, bad temper, sullenness and boredom would not be tolerated in a classroom taken over by Mr Give and his Betterflies.

She also explained how the child's horizon was slowly enlarged by progressing from 'me' to 'our house' and 'our street' to the world, so that the introvert was taught to look outwards to something larger than himself. Miss de Rusett mentioned the thought-provoking pantomime, *Give a Dog a Bone*, which was currently showing in the U.K. and proving popular with both children and adult audiences. It had been filmed.

Above all things, said Miss de Rusett, children needed discipline and security. Robbed of this, they became unsure of

themselves and prone to nameless fears and resentment, which often affected their schoolwork.

The religious instruction period could be utilised to teach them the basic principles of life and make them aware that God had a plan for each one of them and that it was their duty to trust and obey Him.

The acceptance of this often gave them the feeling of security they lacked and made them aware of a loving discipline. By overcoming their fear and resentment, the teacher could then channel their interests constructively.

at a glance

## Caux, Switzerland

INDIA'S 22nd Independence Anniversary was celebrated by 500 delegates from 25 nations at the MRA World Assembly. British MP Patrick Wolrige Gordon praised the statesmanship of Hills and Plains people in Assam in founding the new State of Meghalaya earlier this year without violence. Scots farmer the Marquis of Graham paid tribute to the hard work and world outlook of Indian farmers he had met around the MRA conference centre at Panchgani in Western India.

R D Mathur, Director of the Panchgani Centre, said, 'We are now at the beginning of the next era for Asia where we grow out of the Stone Age philosophy of hate and revenge.'

## Poona, Western India

SEVEN HUNDRED students of Papal Seminary, Asia's largest centre for training Catholic priests, saw *Happy Deathday* last week. The film of Peter Howard's play was shown in the Seminary's main hall with 30 students watching through windows from an outside balcony. Last month Rajmohan Gandhi spoke at the Seminary and a group of priests and students visited the MRA conference centre at Panchgani.

## HAPPY FAMILIES

**The story of Mr Gimme and Mr Give**  
by Elizabeth Bradburn and Kathleen Voller  
Blandford Press; 64 pages; hardback;  
price 3s 6d

## EDUCATION FOR TOMORROW'S WORLD

By Jon Hendon, Erling Fjorland and Sven Fraenki  
Grosvenor Books; 95 pages; paperback;  
price 6s



Above is a scene from the Indian production of the London West End play 'The Forgotten Factor' by Alan Thornhill. Titled 'Jo Bhoool Gaye Hain' in Hindi, 'The Forgotten Factor' is being staged in Bombay on the initiative of Shasti Patel, Managing Director of Polydor of India and Film Centre.