

# 27 The World at War

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

## **Lessons in This Unit**

- Lesson 131 – Twice in Twenty-Five Years
- Lesson 132 – Key Event: American Involvement in World War II
- Lesson 133 – Key Person: Winston Churchill
- Lesson 134 – The Cultural History of Japan
- Lesson 135 – Bible Study: Peace

## **Books Used in This Unit**

- The Bible
- *The Hiding Place*

## **Writing Assignment for This Unit**

Write a two- or three-page paper on one of the following subjects.

- Interview a World War II veteran and write about his or her experiences during the war.
- Write about life on the home front during World War II. Life in the United States will be the easiest to research, but see if you can find out what it was like to live in Britain or France or some other country during the war.
- Nation Project: Find out how your country was affected by the world wars and their aftermath in the twentieth century.

## Introduction to the Literature for Unit 27: *The Hiding Place*

The horrors of Nazi oppression and concentration camps are vividly portrayed in Corrie ten Boom's classic book, *The Hiding Place*. Corrie (1892-1983) was the daughter of a watchmaker in the Netherlands. Her family were devout Christians. Nazi occupation of their country was bad enough, but the systematic persecution of Jews by the Nazis was even worse. The ten Boom family decided to do something to help, so they arranged a hiding place in their home for Jews.



*Allied forces freed these women and children from a concentration camp in Austria in 1945.*

The Nazis eventually found out about what they were doing and shipped the entire family off to concentration camps. There, Corrie's faith continued to shine. She made it through the horrible experience though other family members did not; and she dedicated her life to telling others about her experiences and about how Jesus was real even in a concentration camp. It is a testimony to the power of God that people of faith were able to bear such a strong witness for Him during that awful time. This is a story that needs to be told.

## What Was Happening in the World?

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- 1901 – Guglielmo Marconi sends the first radio signal across the Atlantic.
- 1902 – Karl Landsteiner isolates human blood types, making transfusions safe.
- 1905 – Albert Einstein presents his Special Theory of Relativity and develops the mathematics of energy mass equivalence ( $e=mc^2$ ).
- 1906 – A massive earthquake strikes San Francisco.
- 1912 – The Titanic sinks.
- 1914 – The Panama Canal is opened to traffic.
- 1918 – A flu epidemic causes more than 25 million deaths worldwide.
- 1927 – Charles Lindbergh flies solo across the Atlantic.
- 1928 – Alexander Fleming discovers penicillin.
- 1944 – Working with IBM, Howard Aiken completes the Mark I, the first modern digital computer.
- 1947 – India gains independence after 200 years of colonial rule.
- 1947 – The Dead Sea Scrolls are discovered in a cave on the shore of the Dead Sea.

## Lesson 131 – Twice in Twenty-Five Years

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A new century was dawning that held new possibilities for mankind. Technology and inventions were growing at an astounding rate. The world was changing from an agriculture base to an industrial base with all of the marvels associated with that new economy. The world was interconnected through communication as never before. The possibilities for future progress seemed limitless. Surely, many thought, mankind was entering an era when the old ways and the old prejudices would disappear.

Then reality hit.

The harsh realities of two world wars, new weapons of death, the rise of terrible totalitarian regimes that took the lives of millions of people, and years of economic uncertainty that affected the entire globe brought cynicism and despair to the hearts of many. The political, military, and social conditions in which people lived changed drastically from 1914 to 1945. World War I (known at the time as the Great War) changed the world, and the Second World War accelerated those changes.



*British soldier and family*

### **Prelude to War**

The first two-thirds of the nineteenth century saw a growing industrial revolution and continuing political revolutions in Europe. Then from 1870 forward came a period of rapid overseas expansion with the colonization of Asia and Africa. Several motives drove this expansion: a desire for wealth and economic growth, a mission to civilize that part of the world that did not yet have the advantages of the West (including the missionary drive to take Christianity to the heathen), and a belief that national power and prestige were enhanced by building a colonial empire.

This empire building took place through an expansion of the power and influence of European nations. In addition to the activity described in the units on Africa and Asia, France pursued interest in Indochina (that part of Asia south of China), the Dutch took over part of the East Indies islands, and Russia claimed a special interest in Mongolia and (with Britain) in Persia and Afghanistan. The partitioning of Asia and Africa by European nations was completed by 1914. The lands that were colonized were indeed modernized by the Europeans (and after 1898, by the United States), but those changes came with a price.

The two world wars of the first half of the twentieth century were connected. They were the result of (1) the competitive international colonial system, (2) intense nationalistic feelings that erupted into conflict, and (3) the attempt to create a balance of power among

The early 1900s also saw the exploration of the North and South Polar regions. Exploration in the North had historically been motivated by the desire to find a northwest passage to the Pacific Ocean. On a journey from 1903 to 1905, Norwegian explorer Roald Amundsen managed to get through the icy waters north of Canada. The difficulty of the trip showed that development of the passage for regular use was not practical. Claims regarding who got to the North Pole first have been disputed. Frederick Cook said that he made it in 1908. Most people, however, credit Robert Perry and his party with the first arrival at the North Pole in 1909.



*Roald Amundsen (1872-1928)*

The Antarctic region was the scene of seal hunting from 1790, when Americans first ventured into the area to pursue this trade. In 1820, Russian Fabian Gottlieb von Bellinghausen was the first person to see the Antarctic continent. A party reached the magnetic South Pole in 1909. Amundsen arrived at the geographic South Pole in 1911.

European nations. World War I occurred as a direct result of these factors. World War II happened as a result of the incomplete settlement of these and other issues.

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

### **International Competition**

Colony-grabbing created a sense of competition among the larger nations of Europe. Each wanted to have more, all were constantly looking at each other to watch for new moves and new ideas. This fed a growing spirit of nationalism that went beyond the earlier desires for a unified country. Now nationalism meant a belief that your country was better than others and deserved to expand its power and reach as fully as possible. One symbol of national pride was a strong army that could defend national interests when necessary. Germany had already developed a powerful military force by 1900, and other European nations tried to catch up with it. In this mindset, nations were quick to consider military action when a potentially troubling situation arose. The goal was to maintain peace through a position of strength so that other nations would not threaten, but every nation wanted to be the strongest. This resulted in a huge arms race. In addition, several nations wanted to add to their strength by forming alliances with other countries to be partners if any one nation in the alliance was threatened.

Bismarck of Germany feared that France might try to attack Germany in revenge for its

loss in the Franco-Prussian War. As a result, Germany created a military alliance with Austria-Hungary in 1879. This Dual Alliance was later expanded to the Triple Alliance when Italy was included. France, meanwhile formed an alliance with Russia in 1894 to protect against any expansionist moves of Germany. This meant that Germany faced the possibility of a two-front war against France to the west and Russia to the east should conflict erupt. Britain, which still ruled the seas, became threatened by the German kaiser's build-up of its

A Jewish journalist in Austria, Theodor Herzl, expressed his ethnic nationalism by proposing in 1897 the formation of an independent country in Palestine where Jews of all nations could live in peace, free from the persecution they had suffered in so many places. He called this goal Zionism, borrowing from the Biblical name of the temple mount in Jerusalem. Since Palestinian Arabs lived there at the time, this would mean displacing them from their homeland. This was the start of the modern drive for a political nation of Israel that achieved fulfillment in 1949.

navy. As a result, Britain made an informal mutual defense agreement with France. This group of three was called the Allies or the Triple Entente (French for understanding or intent).

Moreover, no international law existed to govern such competition and potential conflict. Conferences at The Hague in the Netherlands around the turn of the century attempted to formulate such law, including a ban on the use of poison gas (a new weapon of mass destruction) and the creation of an international court of arbitration where countries could take their complaints before turning to military action. No one wanted war; and some thought that, with human progress governing military parity and a political balance of power, war was unthinkable.

## The Powder Keg

However, many observers saw the Balkan peninsula, which lies between Austria and Turkey, as a powder keg that combined all of the factors which threatened the uneasy peace of Europe. The dying Ottoman Empire still clung to some areas of the Balkans where Islam was strongest. Austria, which had formed a dual monarchy with Hungary in 1867, annexed Bosnia and Herzegovina in the Balkans in 1908. But the peninsula was home to a mixture of ethnic groups that resented both Ottoman and Austrian control. Talk of nationalism fell hard on their ears because they did not have the opportunity to live in a free country of their own, let alone expand. In fact, they were victims of the nationalistic expansion of others.



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

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



*Sarajevo, Bosnia*

Austria-Hungary feared that if Slavic nationalism pulled any of its territory in the Balkans out of its grasp, the tide of nationalism would ripple throughout the region and damage the Austrian Empire. If Austria was weakened in this way, the Triple Alliance would also be weakened.

## **The Spark in the Powder Keg**

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

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



*Archduke Ferdinand (1863-1914)*

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

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

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

## **The Course of the War**

The Great War involved more people, more armed forces, and more land area than any war in history. Eventually over twenty nations were directly involved in the conflict. Germany, hoping to avoid a two-front war, planned to strike France quickly and defeat it, and then move against Russia. Germany plowed through Belgium and into northern France, but the advance was stalled by British and French resistance. From this point until the end of the war, the western front was largely a stalemate involving fixed positions, fighting from long trenches facing across "no man's land," and occasional attempts in various places by both sides to break through the enemy's lines. The war saw the introduction of new weapons, such as the tank by the British, poison gas by the Germans, and airplanes by both sides. The eastern front against Russia was indecisive also. Casualties on both sides were enormous.

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



*French soldiers in trench*

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

However, German aggression against Atlantic shipping, even passenger liners, continued despite American warnings. On April 2, 1917, Wilson asked Congress for a declaration of war against Germany, which came a few days later. When American troops began arriving in large numbers in late 1917 and early 1918, they added pressure on the armies of the Central Powers that were beginning to crumble. Germany accepted Wilson's call for "peace without victory" and began negotiating for an armistice (a truce to halt the fighting). A revolt against the German government broke out in within Germany. A republic was declared on November 9; Kaiser William II fled to the Netherlands the next day; and on November 11, 1918, at 11:00 a.m., Germany signed the armistice that ended the fighting.

## **The Versailles Peace Conference**

The leaders of the Allied powers met in Versailles, France to hammer out the terms of a peace treaty. The goal of the European allies, who had borne the brunt of the war, was to make Germany pay. President Wilson brought high ideals about creating an international arrangement to prevent future wars. Separate treaties were drawn up with each of the Central powers. When Germany and its allies complained about the proposed terms, the Allies threatened to renew their war effort. To humiliate the Germans, France had the German representatives sign the treaty in the Hall of Mirrors in Versailles, where Bismarck had declared the German Empire several years before.

Germany was forced to give Alsace-Lorraine back to France and to give up its overseas empire and the lands it had captured from Russia. The German government had to dismantle



*The Conference at Versailles*

its armies and much of its merchant marine. New political arrangements were made on the global map. Poland was reconstituted as a sovereign nation. Austria and Hungary were separated, the country of Turkey was all that was left of the Ottoman Empire, and the pan-Slavic nation of Yugoslavia, the issue that had started it all, was created in the Balkans. The principle of self-determination for ethnic groups was generally followed, though not in every case.



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

The Ottoman Empire received its death blow as a result of the Great War. Because it was on the losing side, the Ottoman government lost almost all of its territories. In 1919 Greece seized land in Asia Minor that was still ruled by the Turks. A group of Turkish nationalists led by Mustafa Kemal ousted the Greeks. The Ottoman was abolished in 1922, and a republic under Kemal was instituted in 1923. Kemal was called Kemal Ataturk ("Father of the Turks"). He led sweeping changes to modernize Turkey.

In the late 1940s, the Soviet Union threatened to seize part of eastern Turkey. The United States helped Turkey resist this aggression. Greeks and Turks have had a long-standing feud over the island of Cyprus, which is inhabited by both nationalities. The Cypriot government is led by Greeks, but Turkish Cypriots have declared a republic in the northern part of the island and expelled Greeks from that area. The Turkish republic is not recognized by most of the international community.

## **The Effects of the War**

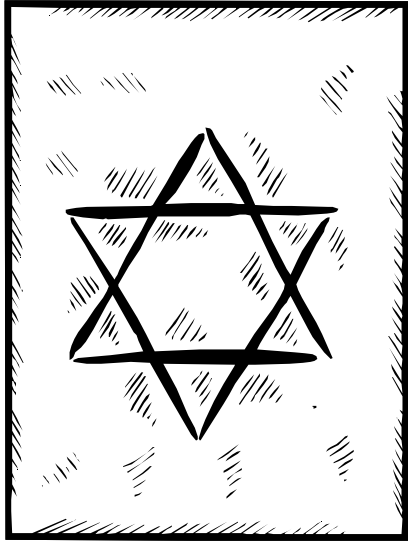
Of some sixty million people mobilized around the world into active duty, some nine million were killed. The total of all deaths, civilian and military, from fighting and from other war-related causes (such as disease) was thirty million. France suffered the most of the allies. It had about 750,000 casualties (killed and wounded) in the first sixteen months of fighting alone.

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

The costs of the war and its devastation made recovery difficult. The United States responded by turning inward once again. Wilson was the moralist at the peace conference, but his proposal for a League of Nations as a way to prevent future wars received only



*Destruction in France*



After 1941, Jews in Nazi-occupied territories had to wear badges with the Star of David and the word Jude, German for Jew. The origin of the Star of David as a symbol of Judaism is unclear. According to one tradition, David's armies displayed it on their shields (the word translated star actually means shield); but no evidence exists of its use in ancient times. Another tradition says it was a symbol used in the practice of magic by Jews. There is some indication that it was used by Jews in the Middle Ages and again after the French Revolution.

lukewarm acceptance both abroad and at home. The U.S. Senate voted to reject the Versailles peace accords with its provision for a League of Nations, and the U.S. concluded separate treaties with the Central Powers over the succeeding few years.

### **Between the Wars**

In the United States, economic recovery from the war was difficult at first. This was complicated by a Red Scare that came from a fear that the Communist Revolution in Russia might be duplicated in the United States. Economic recovery did come during the 1920s. In fact, the U.S. started on the road of becoming the economic center of the world. However, Americans did not generally become a better or more moral people. This deeper change occurred more during the economic downturn of the Great Depression, when the country's financial props were knocked out of place.

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

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

### **Fascism and Nazism**

The rise of authoritarian leaders in Italy and Germany were a result of reaction to the war, the failure of the liberal democratic governments in those countries, the rise of a militant

nationalism, and the appeal of these leaders to the interests of both the upper class and the working class.

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

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

Following the war, Mussolini spoke out harshly against Soviet Communists and the Italian government. He organized the Fascist Party, named for the fasces, a bundle of rods that was a symbol of strength during the Roman Empire. The group wore black shirts and became known for bullying other political parties. Mussolini effectively played on people's fears and came across as a strong leader, which won him wide support. He was backed by the army and by Italian industrialists, who feared socialists and who were frustrated by the existing government's failures. When in 1922 Mussolini and his followers marched on Rome to defend the capital from the Communists (though no Communist threat was known to exist), the constitutional monarch, Victor Emmanuel III, asked Mussolini to form a new government. Mussolini then changed the election laws in his favor and took control of Parliament. Soon the Fascists were the only legal political party.

In Germany, Adolf Hitler, a German veteran of the Great War, joined and soon became leader of the National Socialist (Nazi) German Workers Party in the German state of Bavaria. Like Mussolini, Hitler appealed to the fears of the people: fears related to the struggling economy and to what he saw as the dangers of ethnic impurity. For Hitler, the fault for Germany's problems lay with those who had humbled Germany and especially with the Jews, who in his mind wielded too much power and were a blight in society. In 1923, Hitler failed in an attempt to seize the state government of Bavaria. He was imprisoned for more than a year. During this time he wrote *Mein Kampf* (My Struggle), in which he outlined his goals for conquest. Hitler, like Mussolini, was supported by the middle class who feared chaos and Communism.



*Benito Mussolini (left) and Adolf Hitler in Germany*

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

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

### **International Aggression**

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

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



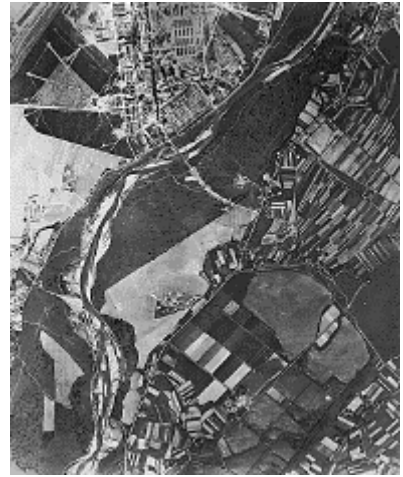
*Hitler announces the acquisition of Austria to the delight of the Nazis.*

Meanwhile, in 1935 Hitler had announced that he was going to rearm Germany in defiance of the Treaty of Versailles. In 1938 Hitler took over Austria. Hitler also gave aid to Francisco Franco, the leader of a fascist rebellion in Spain. Franco won, but Spain was never a major factor in World War II. Many in Britain and France were alarmed at the actions of Italy and Germany; but most British and French were opposed to becoming involved in another war, and

their governments were ineffective in dealing with the aggressors. In 1938, France and Germany agreed for Hitler to take over part of Czechoslovakia without complaint (he took the rest of Czechoslovakia six months later). Hitler then turned his attention to Poland, and the Soviet Union began looking for security of its own. The Soviets, while supposedly considering a defense pact with Britain and France, on August 23, 1939, shocked the world by announcing a non-aggression treaty with Germany. Secret provisions called for the two countries to divide up Poland and the rest of Eastern Europe. On September 1, 1939, German

The Nazis imprisoned many others in their concentration camps in addition to Jews. Gypsies, the handicapped, political prisoners, those who helped Jews, and others who did not toe the line of the Nazis were subject to imprisonment. Corrie Ten Boom was one such person. The Nazis only allowed those churches which bowed to their rule to remain open. Allegiance to the pope or to Biblical Christianity was seen as a threat to Nazi power.

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



*Aerial view of Auschwitz*

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

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

forces invaded Poland. France and Britain declared war on Germany two days later. The Soviets, meanwhile, moved into eastern Poland and the small Baltic countries that had been formed after World War I. The Second World War had begun.

## War in Europe and Asia

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

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

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

emptive strike against the U.S. in the hope of eliminating any opposition to their moves. This brought the United States into the war directly, although it had been aiding the Allied cause for some time.

It was not until late 1942 that the Allies began to turn the tide. American forces cleared the Japanese from the island of Guadalcanal northeast of Australia and began the slow task of island-hopping toward Japan. The Allies took over German positions in northern Africa and then moved into Italy. Mussolini lost his position of leadership, and Axis



*The USS Arizona burning after the attack on Pearl Harbor.*

fighting in Italy was taken over by the Germans. The new Italian government that was formed after Mussolini's overthrow joined the Allies. After many difficult battles, the Allies entered Rome on June 4, 1944.

Meanwhile, a giant Allied assault was planned for the northern coast of France to push the Germans out of France and then wheel east to invade Germany and end the war. The code name for the landing was Operation Overlord, and the day of invasion, June 6, 1944, was called D-Day. Fighting was fierce, but the Allies secured the beaches and began moving inland. Paris was liberated on August 25, 1944. The push toward Germany was interrupted only in December of



1944, when the German forces broke through the Allied line and made a bulge back toward the west. This Battle of the Bulge was only a temporary setback, and the advance toward Germany continued.

Allied forces entered Germany on March 7, 1945. Mussolini was captured and executed by Italians on April 28; Hitler committed suicide two days later. The German high command surrendered on May 7, and V-E (Victory in Europe) Day was celebrated the next day. In the Pacific, the Allied advance toward Japan continued into the summer of 1945. Then in August, the United States dropped two atomic bombs on the cities of Hiroshima and Nagasaki. Japan surrendered a few days later, on August 14 (V-J Day, Victory over Japan), and signed the surrender documents September 2, 1945. At last, the war was over.



*Cherbourg, France*

The toll of this second world war was even greater than that of the first. Some 70 million people were mobilized, with seventeen million casualties. Counting the six million Jews murdered by the Nazis, the total loss of life, military and civilian, caused by the war is estimated at 50 million. The conflict was total war as never before, with civilian populations heavily involved in the war effort and often the target of military attack.



*United Nations Headquarters  
in New York City*

## Aftermath

Japan was occupied by American troops, forced to eliminate its military, and underwent a transition to a democratic government imposed on it by the American occupation forces. Germany was divided between Allied-controlled (West) and Soviet-controlled (East) zones. The capital city of Berlin, which was entirely within East Germany, was also divided between the Allied-controlled West and the Communist-controlled East. The city of Bonn became the capital of West Germany.

The post-war world was dominated not by Germany, France, or Britain but by two new world superpowers: the United States and the Soviet Union. The United Nations was created in 1945 to promote world peace, but a major purpose behind it was to balance the interests of the U.S. and its allies against the U.S.S.R. (Union of Soviet Socialist Republics) and its satellite nations. The uneasy relationship between the two nations formed the basis of the Cold War, which dominated the last half of the twentieth century.

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

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## Bible Study Lesson

What violations of the teachings of Jesus helped lead to world war?

## Grammar Point – At

Do not use the word *at* unnecessarily. *Incorrect: Where is our car at? Correct: Where is our car?*

## Reading

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



# Lesson 132 – Key Event:

## American Involvement in World War II

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We all need help now and then. This does not mean we are weak. It means we are human. Even when we try our best, sometimes we need help. A man or woman caring for an aging parent or a parent tending to a sick child need an occasional break to maintain their own health. “Two are better than one because they have a good return for their labor” (Ecclesiastes 4:9).

Nations need help from other nations. One critical factor that helped the United States win the Revolutionary War was the assistance given by France. British backing of the Monroe Doctrine helped keep European nations from meddling in the affairs of the Western Hemisphere. When a country suffers a natural disaster, people from other nations often sacrifice a great deal to help.

The involvement of the United States helped the Allies win World War II and profoundly changed life in the U.S. and the world. It was a time when other nations needed help and the United States could provide it. This does not negate what other countries did in the war. France was twice pummeled by German invasions, while not one German shell landed on American soil. Britain stood brave and unbowed before the onslaught of German air power, and its victory in the Battle of Britain was a major step toward stopping Hitler’s war machine. The French and other national resistance movements worked bravely to sabotage the German war machine. But American involvement in World War II had a decisive impact on the outcome of the war and on the shape of the world following the war.



*American war poster*

### **A National Commitment**

A total of about fifteen million American men and women were in military uniform during the war. Almost all of them were citizen soldiers. They were not full-time military personnel; instead, they were average citizens who volunteered or were drafted, served up to four or five years (if they survived), then returned home to try to pick up their lives again.

The war effort, more than President Franklin Roosevelt’s New Deal, was actually the factor that brought the United States (and gradually the rest of the world) out of the economic doldrums of the Great Depression. The domestic economy was shifted to wartime

production. Those on the home front had to endure rationing of certain foods, tires, gasoline, and other commodities needed in the war effort because those on the battle front were having to do with even less.

A new economy emerged. The war influenced the development of such products as computers, electronics, radar, plastics, synthetics, jet engines, rockets, and atomic energy. Although many women went to work during the Great War, their numbers were far higher



*American women helped the war effort in factories.*

during World War II. About one-third of the domestic labor force in 1944 was women. Many of these women returned to full-time home responsibilities after the war, but many did not; and the practice of women working outside of the home became more common.

The World War II generation as a whole made these sacrifices willingly because they understood that the cause was worthwhile. They were willing to commit themselves to a cause bigger than themselves. These are lessons from which all of us can profit, especially as we live in a generation that is increasingly self-centered.

## **The Difference on the Battlefield**

The American presence turned the tide against the Axis in the Pacific, in North Africa, and in Europe. On the continent of Europe, Americans helped from the south through Italy and from the north by the D-Day invasion. In addition, American bombing runs over Germany helped weaken their war effort and made the assault from Paris to the German border less difficult. The United States was planning another assault on Japan when the use of atomic bombs brought an end to the war.

The U.S. suffered 292,000 deaths in battle and 114,000 deaths from other causes, plus thousands upon thousands of injured. Almost all families or extended families had someone in the war, and hardly any community was spared from losing a loved one.

## **The Post-War World**

A different policy was followed after the Second World War than was implemented after the Great War. Rather than punishing the defeated aggressors, the United States sought to help and rebuild Germany, Italy, and Japan. The Marshall Plan, named for U.S. Secretary of State George Marshall, provided loans and other economic aid to war-torn Europe.

Americans helped to rebuild the Japanese economy also. The Japanese took some American business techniques and became better at them than Americans had been.

The United States also exported Christianity after the war. Christians who served in the military left the security and freedom of America and saw a wide, diverse world that needed Christ. Some of these Christians came home, went to Bible college, and then went back overseas as missionaries. The increased spiritual activity in the United States during the 1950s was only one element of a world-wide revival.

The war changed many domestic issues within America, one of which was race relations. Black Americans served capably during the war in segregated units. When they returned home, many blacks realized that they were fighting for freedom for others when they did not have complete freedom and equality in America themselves. The civil rights movement in the United States became more active after the war.

The United States no longer considered the option of isolationism as it had during and after World War I and as some Americans had urged as World War II was escalating. The U.S. was an international power with many overseas territories and interests. It could not afford to sit back while events took place in other nations. Sometimes the U.S. tried to be a policeman in other countries' affairs, but America was also frequently the defender of freedom when freedom was threatened.

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

## **The Greatest Generation**

The generation of Americans who fought and served and supported during World War II has been called the greatest generation. As the son of one who served in the U.S. Army during the war, I heartily agree with this assessment. As the years pass, the members of this generation are getting older. At the time of this writing, it is estimated that World War II veterans are dying at the rate of 1,000 per day. While you still can, thank someone who served during World War II, a member of the greatest generation, for their service and sacrifice.



*Disabled veteran*

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

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### **Bible Study Question**

How does the service and experience of the World War II generation illustrate Bible truths? Give specific examples.

### **Grammar Point – Awful**

The original meaning of this word is *awe-inspiring*. The word has come to mean something is extremely disagreeable. In general, because of their conflicting definitions, avoid using the terms *awful* and *awfully*.

### **Reading**

- Continue reading *The Hiding Place*.



1943 illustration

# Lesson 133 – Key Person: Winston Churchill

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



*Winston Churchill (1874-1965)*

## **His Early Life and Career**

Winston Churchill was born into wealth and privilege at Blenheim Palace in England in 1874. His father was Lord Randolph Churchill; his mother was an American. He attended the Royal Military College and entered upon a career in the British army. Churchill saw action in Cuba, India, and the Sudan. He was sent by a newspaper to cover the Boer War in South Africa. The Boers captured him, but he made a daring escape and became a national hero.

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

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

## **His Finest Hour**

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



*The German bombing of London had tragic consequences.*

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

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

Churchill remained leader of the Conservatives; and the party returned to power in 1951, when he began his second term as prime minister. He was knighted by Queen Elizabeth II in 1953 but suffered a stroke shortly thereafter. Churchill remained in office until 1955. He died in 1965.

Besides his public career, his writing of history was voluminous. He wrote a biography of his father; a four-volume biography of his ancestor, the first duke of Marlborough; a four-volume *History of the English-Speaking Peoples*; and a six-volume history of *The Second World War*.

## **The Eloquent Churchill**

Winston Churchill is probably best remembered for his stirring speeches, many given over the radio, when Britain was feeling the onslaught of the German offensive. On the evening in 1940 when he became prime minister and formed a new government, Churchill told the House of Commons:

*To form an Administration of this scale and complexity is a serious undertaking in itself, but it must be remembered that we are in the preliminary stage of one of the*

*greatest battles in history, that we are in action at many other points in Norway and in Holland, that we have to be prepared in the Mediterranean, that the air battle is continuous and that many preparations, such as have been indicated by my honorable Friend below the Gangway, have to be made here at home. In this crisis I hope I may be pardoned if I do not address the House at any length today. I hope that any of my friends and colleagues, or former colleagues, who are affected by the political reconstruction, will make allowance, all allowance, for any lack of ceremony with which it has been necessary to act. I would say to the House, as I said to those who have joined this government: "I have nothing to offer but blood, toil, tears and sweat."*



*Barbed wire in London*

*We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival. Let that be realised; no survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge and impulse of the ages, that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, "Come then, let us go forward together with our united strength."*

In June of 1940, Churchill recounted the brave rescue of British forces at Dunkirk and looked ahead to the defense of Britain against the anticipated Nazi attack:

*I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone. At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government—every man of them. That is the will of Parliament and the nation. The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength. Even*

*though large tracts of Europe and many old and famous states have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall*



Churchill greets crowds in Quebec, Canada

*defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.*

The news got worse, but once again Churchill rose to the occasion. Later in June, Churchill announced to Parliament the fall of France to the Germans and again rallied the British people to the cause they had no choice but to take up:

*What General Weygand called the Battle of France is over. I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, "This was their finest hour."*

In October of 1941, after enduring the assault of the German forces, Britain stood bloodied but unbowed. Prime Minister Churchill visited his old school, Harrow, to reflect on the previous ten months and encourage the students never to give up. An additional verse that praised Churchill's leadership had been written for one of the school songs. The new verse said:



*Not less we praise in darker days  
The leader of our nation,  
And Churchill's name shall win acclaim  
From each new generation.  
For you have power in danger's hour  
Our freedom to defend, Sir!  
Though long the fight we know that right  
Will triumph in the end, Sir!*

Churchill's remarks in his speech to the students and faculty ran thus:

*Almost a year has passed since I came down here at your Head Master's kind invitation in order to cheer myself and cheer the hearts of a few of my friends by singing some of our own songs. The ten months that have passed have seen very terrible catastrophic events in the world—ups and downs, misfortunes—but can anyone sitting here this afternoon, this October afternoon, not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and of our home? Why, when I was here last time we were quite alone, desperately alone, and we had been so for five or six months. We were poorly armed. We are not so poorly armed today; but then we were very poorly armed. We had the unmeasured menace of the enemy and their air attack still beating upon us, and you yourselves had had experience of this attack; and I expect you are beginning to feel impatient that there has been this long lull with nothing particular turning up!*

*But we must learn to be equally good at what is short and sharp and what is long and tough. It is generally said that the British are often better at the last. They do not expect to move from crisis to crisis; they do not always expect that each day will bring up some noble chance of war; but when they very slowly make up their minds that the thing has to be done and the job put through and finished, then, even if it takes months—if it takes years—they do it.*

*Another lesson I think we may take, just throwing our minds back to our meeting here ten months ago and now, is that appearances are often very deceptive, and as Kipling well says, we must “. . . meet with Triumph and Disaster. And treat those two impostors just the same.”*



*Brits produce food for the cause*

*You cannot tell from appearances how things will go. Sometimes imagination makes things out far worse than they are; yet without imagination not much can be done. Those people who are imaginative see many more dangers than perhaps exist; certainly many more than will happen; but then they must also pray to be given that extra courage to carry this far-reaching imagination. But for everyone, surely, what we have gone through in this period—I am addressing myself to the School—surely from this period of ten months this is the lesson: never give in, never give in, never, never, never, never-in nothing, great or small, large or petty— never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy. We stood all alone a year ago, and to many countries it seemed that our account was closed, we were finished. All this tradition of ours, our songs, our School history, this part of the history of this country, were gone and finished and liquidated.*

*Very different is the mood today. Britain, other nations thought, had drawn a sponge across her slate. But instead our country stood in the gap. There was no flinching and no thought of giving in; and by what seemed almost a miracle to those outside these Islands, though we ourselves never doubted it, we now find ourselves in a position where I say that we can be sure that we have only to persevere to conquer.*



Sgt. Edward Hill of Manchester, England, was captured by the Germans at Dunkirk in 1940. American troops freed him when they came to his POW camp in 1945.

*You sang here a verse of a School Song: you sang that extra verse written in my honour, which I was very greatly complimented by and which you have repeated today. But there is one word in it I want to alter—I wanted to do so last year, but I did not venture to. It is the line: “Not less we praise in darker days.”*

*I have obtained the Head Master’s permission to alter darker to sterner. “Not less we praise in sterner days.”*

*Do not let us speak of darker days: let us speak rather of sterner days. These are not dark days; these are great days - the greatest days our country has ever lived; and we must all thank God that we have been allowed, each of us according to our stations, to play a part in making these days memorable in the history of our race.*

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

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### **Bible Study Question**

What is a dramatic and moving passage in the Bible in your opinion?

### **Grammar Point – Either, Neither**

These two words indicate a comparison between only two persons or things. *Incorrect: Neither of the four girls wanted to be in the play. Correct: None of the four girls wanted to be in the play.*

### **Reading**

- Continue reading *The Hiding Place*.



*In February 1945, the “Big Three” Allied leaders in World War II met at the southern Ukrainian city of Yalta. Seated from left to right are Winston Churchill, Franklin Roosevelt, and Josef Stalin.*

## Lesson 134 – The Cultural History of Japan

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Japan is called *Nihon* or *Nippon* in Japanese. It means Origin of the Sun. In English it is sometimes called the Land of the Rising Sun. The islands that make up Japan are the peaks of a huge underwater mountain chain. As part of the ring of fire around the coast of the Pacific



*Tokyo*

Ocean, it has forty active volcanoes (10% of the world's total) and as many as 1,500 earthquakes each year.

Japan is made up of over 3,000 islands. The largest island is Honshû. Japan's capital city Tokyo is on Honshû. The next three largest islands are Hokkaidô, Kyûshû, and Shikoku. The main four islands extend 1,200 miles from northeast to southwest and 900 miles from east to west. They are separated from each other only by narrow straits. Distant island groups

include the Ryukyu (*Nansei Shotô*), Izu, Bonin (*Ogasawara*), and Volcano Islands (*Kazan Rettô*). Japan claims several more islands north of Hokkaidô. They have been in dispute since the end of World War II. Russia administers them now.

Mountains cover 75 to 80% of Japan. Most people live in the lowlands and plains, where the population per square mile is among the densest in the world. Because of the construction of tunnels and bridges and the availability of air transportation, the mountain and water barriers no longer isolate the Japanese from one another.

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



*Sakura (cherry) blossoms*

Many Japanese have long, daily commutes by bus, train, or subway to their places of employment. Some companies hire “pushers” to push riders into the packed train or subway cars.

## The Japanese People

Japan is the 9th most populated country in the world. The first Japanese probably migrated onto the islands around the time of Christ. They probably came from the mainland of Asia and from the islands of the South Pacific. The only major language in Japan is Japanese, which is of unknown origin. Several dialects are spoken. Most of the people now use standard Japanese. It is spoken by the educated people of Tokyo and is the dialect most often used on national television and radio. Japanese was only an oral language until Chinese writing was introduced in the 400s.

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



## Ainu – Indigenous People of Japan

The Ainu are an indigenous people of Japan. Traditionally it is believed that they lived in Japan long before the ancestors of the Japanese arrived there. Oral history suggests that the Ainu may be related to the Tlinglet people of the Alaskan coast. One research theory is that they are related to Siberia’s Tungusic, Altaic, and Uralic peoples. The Ainu lived on the islands of Hokkaidô and Honshû. Twenty-five thousand Ainu still live on Hokkaidô. The number on other islands is unknown, but it may be in the thousands.

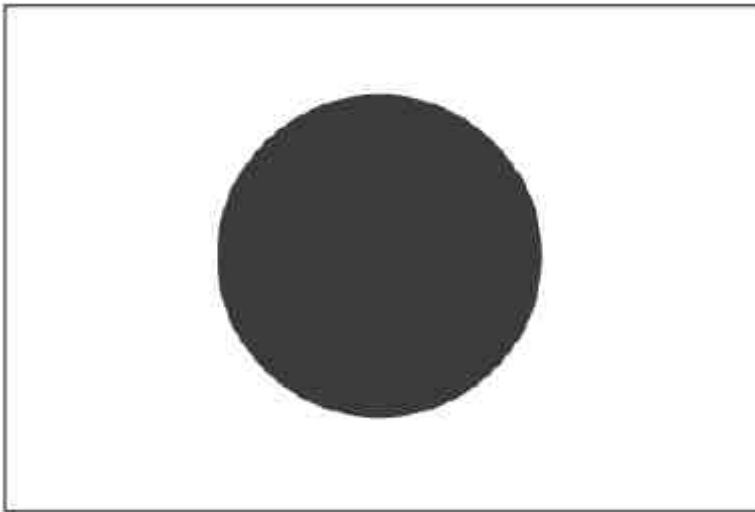
Traditional foods of the Ainu were deer, bear, salmon, herring, and other fish; wild plants; and crops of beans, millet, and wheat. They lived in grass huts with open fires. Cloth was woven from the inner bark fiber of the elm tree and was called *attush*.

Male and female Ainu wear earrings and have thick wavy hair, like Europeans and Semites. The men have heavy beards and muscular bodies. Traditionally Ainu girls were tattooed on their hands, lips, and arms during childhood. When the tattooing was completed by age 15 or 16, she was eligible to be married. Males were also eligible for marriage at that age. When a person died, the Ainu burned his or her family’s house and they moved elsewhere.

The Ainu fought and lost battles with the Japanese in 1456, 1669, and 1789. In the mid-1800s, Japan prohibited several Ainu customs, including the wearing of earrings by men,

tattooing women, and the house burning custom. In the late 1800s, Japanese took the best Ainu land and made it illegal for them to fish. A law was passed in 1899 to assimilate the Ainu into Japanese life. One method it employed was the creation of separate elementary schools for Ainu children. They were not allowed to speak Ainu in these schools. The law was not repealed until 1997.

A new law called *Ainu Shinpo* promotes Ainu culture. The Ainu have been fighting for their cultural rights since the 1920s and 1930s. In recent years they have been supported by Native Americans in the U.S. and Canada. The Ainu language is spoken by few if any people, but some Ainu are attempting to revive it.



*Flag of Japan*

### **Japanese Government**

Japan has been ruled by an emperor since the 600s. Military rulers called shoguns began sharing power with the emperors in the 1100s. In the mid-1800s the last shogun was ousted. Under the emperor Meiji, who ruled from 1868 to 1912, Japan became a world power. After its defeat in World War II, it became a constitutional monarchy.

### **Education in Japan**

Many Japanese children attend pre-school (or *yôchien*). Both elementary and junior high schools (grades 1 through 9) are free and compulsory. Ninety-nine percent of Japanese children attend elementary school. Those who finish junior high usually go on to high school. About one-third of high school graduates attend college.

School generally begins in April and runs through March with three vacations. Most children wear uniforms. Difficult entrance exams are required for many high schools and colleges. A large number of junior high students also go to private schools called *juku* to cram for high school entrance exams. Many high school students also attend a *yobikô* to prepare for college entrance tests.

### **Japanese Religion**

Most Japanese practice Buddhism, which originated in India, or Shinto, which originated in Japan, or both. Shinto was mentioned in the first history of Japan written in 720. From 1868 to 1945, it was the state religion. Most Japanese combine Buddhism and Shinto, and both are integral parts of Japanese culture. Many visit Shinto shrines for weddings, New Year's Day, and the onset of adulthood at age 20, but participate in Buddhist ceremonies for

funerals and for *Obon*, the midsummer celebration that honors ancestors. About 20 million Japanese participate in “new religions” called *shinkô shûkyô*. The new religion *Aum Shinrikyo* is small but gained world-wide publicity when some members released nerve gas in the Tokyo subway system in 1995. The terrorist act killed 12 people and injured more than 5,000. About 4% of Japan’s population is Christian. Of these, one-third is Catholic and two-thirds are Protestant.

## Traditional Japanese Music

*Kagura*, a Shinto music performed on drums, rattles, and flutes, is played at Shinto shrines and at Shinto folk festivals. When music is performed at a Buddhist temple in Japan, it is chanted in Japanese, Sanskrit, or Chinese. It is accompanied by bells and chimes. At the Buddhist *bon-odori* festival, singers and sometimes a flute, drum, and a three-stringed lute (*shamisen*) accompany the dancers.

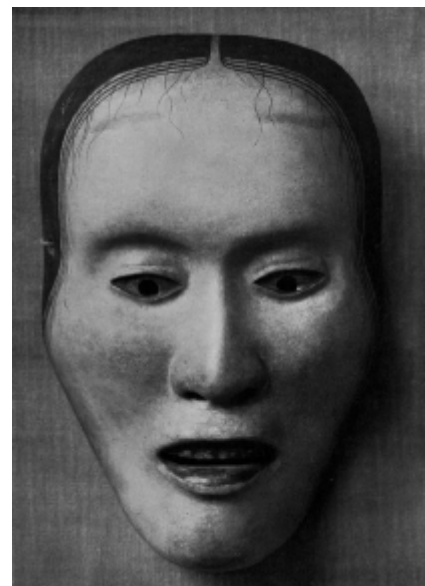
Traditional woodwind instruments of the Japanese imperial court were a *ryûteki* (a flute), a *hichiriki* (a short double-reed pipe), and a *shô*, a mouth organ with 17 bamboo pipes. Percussion instruments included a small gong called a *shokô* and two drums, a small two-headed one called a *kakko* and a large one called a *taiko*. Stringed instruments were the four-stringed lute called a *biwa* and the thirteen-stringed zither called a *koto*.

## Traditional Theater and Dance

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

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

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



*Nô mask*

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



*Japanese house*

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

### **Traditional Homes**

Because Japan experiences as many as 1,500 earthquakes per year, the traditional Japanese house is lightweight, one-story, and easy to rebuild. Inside walls are made of paper on wooden frames. They are easily moved to make rooms larger or smaller. Traditional furniture includes chests and low tables. Floors are covered with rice-straw mats or *tatami*. Until recently, the Japanese knelt or squatted on them at mealtime and slept on them at night. Today many Japanese live in apartments in crowded urban centers.

### **Japanese Martial Arts**

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

*Karate* (“empty hand” in Japanese) became highly developed in the 1600s on Okinawa, which is now part of Japan. The origin of *jujutsu* (“art of gentleness”) is unknown, but experts believe that elements of it were used by samurai warriors. *Judo* was developed in 1882 by a Japanese educator. It is based on *jujutsu*. Ueshiba Morihei began teaching *aikido* (“way of harmony”) after claiming to have had a vision about it in 1925. He integrated elements of the Zen religion (a fusion of Buddhism and Taoism) into *aikido*. *Aikido* is also derived from *jujutsu*. *Kendo* (“way of the sword”) is a Japanese form of fencing. It is a twentieth century adaptation of *kenjutsu* (“art of the sword”), which was a form of mortal combat practiced by the samurai.

*Sumo* wrestling is a competitive martial arts sport. *Sumo* wrestling involves two heavy competitors. Each uses his weight either to push the other wrestler out of the ring or to make



him touch the floor. It is based on the ancient *sumai* ("struggle") wrestling which began in 23 BC. It has many ritual elements. The *dohyo* (ring) is covered with a Shinto-style roof.

## Art, Crafts, and Architecture

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



*Carved dolls*

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

## The Tea Ceremony

The tea ceremony was developed during the *Muromachi* period of 1338 to 1573. It was held in a specially-built tea house made of bark-covered logs, woven straw, and other natural materials in the style of a rustic cottage. In the tea ceremony participants enjoy time with others who appreciate art. They leave the troubles of daily life and graciously receive a bowl of tea.

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

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

*Psalm 113:3*

## Bible Study Question

What is the Biblical view of how man is to use and care for the created world?

## Grammar Point – Fancy Words

Using big, fancy words in order to sound intelligent is sometimes tempting, so be on your guard. Don't go overboard. You want your reader to enjoy and understand your writing. Simple words are often best.

## Reading

- Continue reading *The Hiding Place*.

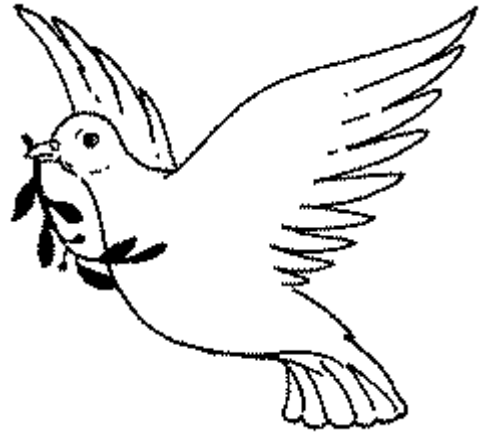


*Fujiyama is a dormant volcano that rises to 12,387 feet on the island of Honshû.*

## Lesson 135 – Bible Study: Peace

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



### **A State of Peace**

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

Peace is a positive state of harmony and good will. This is illustrated by the peace offering that is described in the Law (Leviticus 7:11-38). The peace offering was a free-will celebration by the worshiper that was an expression of thanks for his relationship to God. It is the only one of the sacrifices of which the worshiper could partake himself, which made it in a sense a fellowship meal between that person and God. The peace offering was not a recognition of the mere absence of conflict with God. Instead, it was a statement of joy at a person's close and rich fellowship with the Lord.

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

### **Inner Personal Peace**

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

People who are not at peace within cannot establish peace with others. "They have healed the brokenness of My people superficially, saying 'Peace, peace,' but there is no peace" (Jeremiah 6:14). A superficial papering-over of differences is the best that can happen when people are not at peace within themselves.

The peace of God comes through Jesus. Isaiah described the Messiah as Prince of Peace (Isaiah 9:6). Jesus told His followers, "Peace I leave with you, My peace I give to you; not as the world gives do I give to you. Do not let your heart be troubled, nor let it be fearful" (John 14:27). He also said, "These things I have spoken unto you, so that in Me you may have peace. In the world you have tribulation, but take courage: I have overcome the world" (John 16:33). Peace comes by believing (Romans 15:13). Peace is part of the fruit of the Spirit Who lives within Christians (Galatians 5:22). When we turn our worries over to God, "the peace of God, which surpasses all comprehension, will guard your hearts and your minds in Christ Jesus" (Philippians 4:7).

## **Peace Within the Fellowship**

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

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



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

## **Peacemakers**

The Lord's people are to promote peace. "Depart from evil and do good," wrote the psalmist. "Seek peace and pursue it" (Psalm 34:14). "Blessed are the peacemakers," Jesus said. When they do so, they demonstrate the family characteristic: "for they shall be called sons of God" (Matthew 5:9). As we indicated earlier, this is more than just preventing people from exchanging

blows. That is what a peacekeeper does. A peacemaker works to bring about genuine reconciliation and goodwill.

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

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

### **Not Peace, But a Sword**

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

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

### **The Way of Peace**

The real answer to the world’s problems is found in the peace of Christ. Peace through strength is found through the strength of Christ, not through worldly sources of strength. In Palestine, in northern Israel, in terrorist training camps—anywhere that conflict exists, real



*American soldiers in Paris victory parade, 1944*

peace can and will come when the peace of Christ is working in the hearts of men. “The Lord will give strength to His people; the Lord will bless His people with peace” (Psalm 29:11).

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

*Isaiah 2:4*

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## Reading

- Finish reading *The Hiding Place*.

