INTRODUCTION

TABLE OF CONTENTS

Acknowledgements .............................................................................................................. 2

Introduction .......................................................................................................................... 3

The Man .................................................................................................................................. 4-6

The Author ............................................................................................................................. 7-10

The Public Servant ............................................................................................................... 11-12

The Collector ........................................................................................................................ 13-14

The Philanthropist ............................................................................................................... 15

The Legacy Lives ................................................................................................................... 16-17

Bibliography ........................................................................................................................ 18-21

This guide was originally created to accompany the
Explore Through the Art Door Curriculum Binder, Copyright 1997.

James A. Michener Art Museum
138 South Pine Street
Doylestown, PA 18901
www.MichenerArtMuseum.org
www.LearnMichener.org
THE MAN

THEME: “THE WORLD IS MY HOME”

James A. Michener traveled to almost every corner of the world in search of stories, but he always called Doylestown, Pennsylvania his hometown. He was probably born in 1907 and was raised as the adopted son of widow Mabel Michener. Before he was thirteen, he began his incredible wanderings by hitchhiking across the countryside, sometimes alone, and sometimes with a friend. By the time he entered Swarthmore College, he had “thumbed” a ride to 45 of the 48 contiguous states. Winning a study grant in 1931, he was able to travel and study in Europe. Later, during W.W.II, he was sent by the Navy to the South Pacific as an historian and inspector. During his 18 months tour of duty, he visited 49 islands and logged 150,000 miles. He later traveled extensively for his work as a writer for Reader’s Digest. From the 1940s on, Michener continued to travel and live in most of the locations of his major books. Places like Hawaii, Israel, Spain, South Africa, and Poland became homes as he researched their cultures and geography. In spite of constant travel, James Michener continued to return to Bucks County where he and his wife, Mari, kept a modest home in Pipersville, complete with dogs and deer.

PERSONAL EXPERIENCES

Have students describe a trip or journey they have made with their families, friends, or alone. First, have the students tell their experiences as storytellers. Then, have them write out the experience in a diary form that can be illustrated. Finally, ask them to describe what “home in Doylestown” (or in their town) means to them.

FOCUS ON TRAVEL

I decided early on to choose as my subject the entire earth, all terrains, all peoples, all animals...To know this earth as I have known it is to know the grandeur that is exhaustible, and it has always been my desire to communicate that sense to others.

James A. Michener

Using the above quote from Michener, have students create a chart divided into three sections: People Geography Animals

Assign students in small groups to research one of Michener’s historical novels and complete the chart. Using inquiry-based teaching, have students create their own key questions and answer them, using their chart research. Examples include:

Question: How did the volcanic terrain affect the people of the Hawaiian Islands?
Answer: In Hawaii, the people developed religious beliefs and practices based on the awesome and unpredictable climatic conditions.
THE MAN

ENRICHMENT—CURRICULUM CONNECTIONS

SOCIAL STUDIES: Using a world map, have students locate the countries or regions of the world where Michener’s novels take place (see map at end of chapter).

LANGUAGE ARTS: Most of the information that we have about the life of James A. Michener comes from his own autobiography, The World Is My Home. Ask students to write a biography about Michener when he was a youth growing up in Doylestown, Pennsylvania. This project could include:

- Interview friends, relatives and colleagues.
- Research the James A. Michener Art Museum database & archives.
- Search the World Wide Web; keyword: James A. Michener.
- Read and discuss Michener’s book, Fires of Spring.

MULTICULTURAL STUDIES: Examine Michener’s global travels and their impact upon his beliefs in the “brotherhood of man.”

SCIENCE: Identify two major environmental changes that have affected the topography of present day Colorado. Refer to Michener’s book, Centennial.

ARCHITECTURE AND BUILT ENVIRONMENT: Ask students to make a photo collage of past and present buildings (schools, farms, stores, courthouse, hospital, etc.) in Bucks County.

ART: Create an illustrated timeline of Michener’s global travels based upon the list of life events provided on the following pages.

LANGUAGE ARTS: Have each student create his/her own autobiography, “The World Is MY Home”, using personal interviews with family members and local resources. A child’s view of his own world may be more global than that of his parents. Ask students what changes have made this possible.

KEY IDEAS
- Autobiography vs. Biography
- Michener as a worldwide traveler
- Michener’s sense of place
- The student’s sense of place

THE MAN: JAMES A. MICHEER

1907 Born of uncertain parentage; raised in Doylestown by widow, Mrs. Mabel Michener.

1920 Began to hitchhike around the country.

1925 President and Valedictorian of Doylestown High School Class of 1925; received a four-year scholarship to Swarthmore College.
THE MAN

1929  Accepted position as English teacher at the Hill School, Pottstown.
1931  Began two years of travel and study in Europe.
1933  Accepted position as English teacher at George School, Newtown.
1935  Married Patti Koons (divorced 1946).
1936  Accepted position in experimental social studies curriculum at the University of Northern Colorado.
1939  Visiting lecturer, Harvard University.
1941  Became a textbook editor for Macmillan in New York City.
1942  Joined the United States Navy.
1944  Assigned to the South Pacific as inspector and historian; began work on *Tales of the South Pacific*.
1946  Resumed editorial position at Macmillan; *Tales of the South Pacific* accepted for publication at Macmillan.
1949  Opening of *South Pacific* on Broadway.
1952  Made special arrangement with Reader’s Digest that covered travel expenses; eventually wrote over 60 articles.
1955  Married Mari Yorika Sabusawa.
1959  Publication of first epic novel, *Hawaii*.
1960  Became Bucks County Chairman for John F. Kennedy’s presidential campaign.
1962  Democratic nominee for the United States Congress in Bucks County; lost by 17,000 votes.
1965  Suffered massive heart attack; publication of *The Source*.
1968  Donated more than 300 American paintings to the University of Texas; publication of *Iberia*; Secretary of the PA Constitutional Convention.
1974  Publication of *Centennial*.
1977  Awarded the Presidential Medal of Freedom.
1978  Publication of *Chesapeake*.
1979-1983  Served on the advisory council to NASA
1988  The James A. Michener Arts Center of Bucks County, later renamed the James A. Michener Art Museum, opened on the site of the former county prison in Doylestown, Pennsylvania.
1992  Mari Sabasuwa Michener died; she left $1.5 million dollars to build new wing at the museum to honor Bucks County writers and artists.
THE MAN

1996  Pledged $3.5 million to the James A. Michener Art Museum’s endowment fund and $1 million each to the Bucks County Free Library and the Mercer Museum.

1997  Died in Austin, Texas.
THE AUTHOR

THEME: “I AM A WRITER, NOT AN AUTHOR.”

EARLY INFLUENCES
- A gift of a complete set of Balzac novels from his aunt.
- Novels by Dickens, Tolstoy, Dostoevsky and Flaubert read aloud by adopted mother, Mabel Michener.

CREATIVE PROCESS: PREPARATION
Michener usually worked alone, preferring to do his own research. With his near-photographic mind, he often didn’t need to take notes. A typical writing project had a period of gestation, with research lasting as long as seven years, resulting in the development of a basic story outline, sketch of characters and settings. For his extensive personal research, he used books, interviews, libraries, which were almost always accompanied by lengthy travel and residence in the location of the book.

CREATIVE PROCESS: THE WRITING
In this age of computers, Michener continued to type his manuscripts using an old manual typewriter and two fingers. He averaged about 2000 words a day, which ended in full-length novels that exceeded a million words (Hawaii and Centennial). The completed manuscripts were then rewritten from beginning to end at least once, sometimes two or three times. Chapters were then sent to a secretary for transcribing and initial editing. Finally, the editors at Random House (Michener’s principal publisher) completed the final editing of the work. Nearly every page of an original manuscript could have been rewritten as many as 3-5 times. Only after the work was completed did a team of hired experts confirm the accuracy of the history and basic facts.

THE BOOKSHELF
To gain perspective on Michener’s literary accomplishments, consider the following:
- The publication of over 40 books
- Translations into more than 50 languages
- Worldwide sales in millions. Hawaii alone has sold over 7 million copies, and during the 1980s hardback sales surpassed over 20 million.
- When asked how he would like to be remembered, Michener said simply: “mostly I would want to be remembered by that row of solid books that rests on library shelves throughout the world.”

PERSONAL EXPERIENCE
Today, most students in school and at home work with computers and technology to complete language arts assignments and papers. The act of writing and editing by hand has almost been replaced with word processors. Ask students to copy one
chapter from a Michener book by hand or by using a manual typewriter as a means of understanding the laborious process of writing a manuscript of over 1000 pages.
THE AUTHOR

ENRICHMENT—CURRICULUM CONNECTIONS

LITERATURE: Ask students to list their three favorite authors and/or books; write a paragraph why and how each book has influenced them.

Invite contemporary authors into the classroom for a discussion on their creative process for writing.

Create a unit of study that deals with the writer’s craft. Include step-by-step analysis of the writing process—comprising outlines, drafts, editing, publishing and autographing of final works. Finished works can be placed in the school library and school store.

Hold a Young Authors Day where students share their “manuscripts” with faculty, friends, and family.

Create a panel including a professional literary critic, newspaper editor, publisher, and bookstore dealer. Students can pose questions and have their writing reviewed.

Have students write to the Texas Center For Writers at the University of Texas, Austin for information about the program that James A. Michener started there.

SOCIAL STUDIES: Although Michener’s novels have been described as “historical novels”, almost all of his writing explores the geography and cultural history of our world.

A. Ask students to select a geographic region and write a paper about it that includes a focus on: geography, climate, history, and indigenous peoples.

B. Ask students to then create a narrative that weaves the above information into a fictional story.

ART: Students can illustrate a book cover for their work.

MUSIC: Incorporate the folk music of the region into the project.

SCIENCE: Examine theories of evolution and compare to Michener books such as Hawaii.

DRAMA: Stage scenes from South Pacific; students can write a script.

LITERATURE: Discuss importance of reading and its influence on the development of a writer. Research books which influenced three contemporary authors.

THE AUTHOR:
Sometimes an author is measured by the respect in which his colleagues hold him. Writers’ comments on Michener’s work have included:
Norman Cousins

Michener is not unusual in the selecting as subjects the things that deeply interest him; what distinguishes him is his total involvement before he starts to write. It isn’t just a matter of doing solid research; it is a saturating experience in the subject—historically, philosophically, sociologically and psychologically.

Annie Dillard

In the past two years I’ve reread “Tales of the South Pacific” twice—the second time aloud to my husband. Here is storytelling at its purest. This is what literature is about. James A. Michener has powerful stories to tell and he tells them with magnificent narrative skill and warm human insight.

Joyce Carol Oates

James A. Michener seems to me a true American classic—his enormous success has not hardened his heart but seems to have had quite the reverse effect upon him. Surely he has touched every man, woman and child in the United States over the decades.

Arthur Miller

I have seen people reading Michener on airplanes and in airports all over the world and on both sides of the now tattered curtain. And I can’t help feeling, each time I see this, a certain reassurance that the well-advertised despair of our time will be held at bay in these readers...

BOOKS BY JAMES A. MICHEMER*

1947 Tales of the South Pacific
1949 The Fires of Spring
1951 Return to Paradise
1951 The Voice of Asia
1953 The Bridges at Toko-Ri
1954 Sayonara *
1954 The Floating World *
1957 The Bridge at Andau
1957 Rascals in Paradise
1958 The Hokusai Sketchbooks: Selections from the Manga
1959 Japanese Prints: From the Early Masters to the Modern
1959 Hawaii
1961 Report of the County Chairman
1962 The Modern Japanese Print: An Appreciation
1963 Caravans *
1965 The Source
1968 Iberia: Spanish Travels and Reflections
1969 America vs. America: The Revolution in Middle-Class Values *
1969 Presidential Lottery: The Reckless Gamble in Our Electoral System *
### THE AUTHOR

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>The Quality of Life *</td>
<td>1989</td>
<td>Six Days in Havana</td>
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<tr>
<td>1971</td>
<td>The Drifters</td>
<td>1990</td>
<td>Pilgrimage</td>
</tr>
<tr>
<td>1978</td>
<td>Chesapeake</td>
<td>1992</td>
<td>The World is My Home</td>
</tr>
<tr>
<td>1982</td>
<td>Space</td>
<td>1993</td>
<td>Mexico</td>
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<tr>
<td>1983</td>
<td>Poland</td>
<td>1993</td>
<td>My Lost Mexico</td>
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<tr>
<td>1985</td>
<td>Texas</td>
<td>1993</td>
<td>Creatures of the Kingdom</td>
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<tr>
<td>1987</td>
<td>Legacy</td>
<td>1993</td>
<td>Literary Reflections</td>
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<td>1988</td>
<td>Alaska</td>
<td>1994</td>
<td>Recessional</td>
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<td>1988</td>
<td>Journey</td>
<td>1995</td>
<td>Miracle in Seville</td>
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<td></td>
<td></td>
<td>1996</td>
<td>Ventures in Editing</td>
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<tr>
<td></td>
<td></td>
<td>1997</td>
<td>A Century of Sonnets</td>
</tr>
</tbody>
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**ACADEMIC PUBLICATIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>The Future of the Social Studies (Editor)</td>
</tr>
<tr>
<td>1940</td>
<td>The Unit in the Social Studies (Co-author)</td>
</tr>
</tbody>
</table>

**COLLECTIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957</td>
<td>Selected Writings *</td>
</tr>
<tr>
<td>1973</td>
<td>James A. Michener Miscellany, 1950-1970 *</td>
</tr>
</tbody>
</table>

**FILM AND TELEVISION PRODUCTIONS BASED UPON MICHENER’S NOVELS**

- Adventures in Paradise—(TV series)
- The Bridges at Toko-Ri—starring William Holden and Grace Kelly
- Caravans—starring Anthony Quinn and Joseph Cotten
- Centennial—(TV mini-series)
- Hawaii—starring Julie Andrews, Max von Sydow and Caroll O’Connor
- The Hawaiians—starring Charleton Heston and Geraldine Chaplin
- James Michener’s Dynasty—starring Sarah Miles and Harrison Ford
- Return to Paradise—starring Gary Cooper
- Sayonara—starring Marlon Brando and Red Buttons
- South Pacific—starring Rossano Brazzi and Mitzi Gaynor
THE AUTHOR

Space—(TV mini-series)
Until They Sail—starring Paul Newman and Joan Fontaine

*Listing is not complete.
*Denotes books written in Bucks County.
THEME: Citizen Of The World

We are all brothers. We all face the same problems and the same satisfactions. We are united in one great band. I am one with all of them, in all lands, in all climates, in all conditions. Since we brothers occupy the entire earth, the world is our home.

James A. Michener

According to the Webster Dictionary, a citizen is a person owing loyalty to and entitled by birth or naturalization to the protection of a state or nation. Further, the citizen is a resident of a city or town, and especially, is entitled to vote and enjoy privileges there. From early childhood James Michener treated these definitions with great respect. Public service is the duty of each citizen and Michener’s childhood Quaker teachings stressed the responsibility of each man for his brother. Participation in the political systems of government was one way in which Michener served his public responsibilities. In today’s world of global politics, public service and good citizenship have taken on much broader, international meanings.

His Accomplishments:

♦ In 1967/68 James A. Michener was the Secretary of the Pennsylvania Constitutional Convention, where he championed many important changes in state government; later he called this the most important political role of his life, saying, he was as proud of his efforts as he was of any book he’d written.

♦ In 1968 he campaigned for and won a position as a Presidential Elector.

♦ In 1970 President Nixon appointed him to the US Information Agency.

♦ In 1977 he was awarded the nation’s highest civilian honor by president Ford, the Presidential Medal of Freedom.

♦ Between 1978 and 1987, he was a member of the governmental committee that determines what postage stamps the government issues.

♦ Between 1979 and 1983, he was a member of the NASA Advisory Council.

Personal Experience

Our community is filled with excellent examples of good citizens. To motivate students for this theme, ask them to clip from the local paper one article that features a positive action of a citizen, and one example of a citizen in disregard of the law. Pose the question to the students, “What can you do to contribute to the growth and well-being of our community?”
ENRICHMENT—CURRICULUM CONNECTIONS

LITERATURE: Refer students to Michener’s books that discuss political behavior and processes. *Kent State* and *Space* are two good examples for discussion groups and debate teams. Ask students to investigate historical persons identified with the categories below. How did these historical figures contribute to a civil society? (e.g. Winston Churchill, JFK, Stephen Hawking, Jesse Jackson, Barbara Jordon, Madame Curie, Pearl Buck)

James A. Michener as Public Servant can be used as a starter for discussions in many disciplines, or for comparing and contrasting noted historic figures that are required in your class syllabus. Consider the subjects listed.

<table>
<thead>
<tr>
<th>History</th>
<th>Political science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language arts</td>
<td>Public speaking</td>
<td>Multiculturalism</td>
</tr>
</tbody>
</table>

VOCABULARY

- Citizen, citizenship
- Global Politics
- Democracy
- Polemics
- Public service
- Responsibility

KEY IDEAS

- Civil rights
- Human rights
- Presidential Medal of Freedom
- Electoral process
- NASA
- Quaker doctrine

THE COLLECTOR

THEME: THE POWER OF OBJECTS

I have always been aware that the arts in all their forms are important to me. I knew it when I was a little boy. I liked paintings. I liked architecture. I liked the orderliness of art and the ability to get you excited.

James A. Michener

Most children have a collection, a group of objects that they have collected, organized, displayed and stored for safekeeping. Their collections represent their interests and hobbies. These objects tell many stories about the collector and his or her passions and dreams. Sometimes collections can even become the basis for entire museums. Henry Mercer’s private collection of pre-industrial tools form the core of the Bucks County Historical Society’s collection at the Mercer Museum and at Fonthill Museum.

Closer to home, The James A. Michener Art Museum’s permanent collection includes some important Abstract Expressionist paintings donated by the Micheners. Even more fascinating, perhaps, is the installation of James A. Michener’s office taken directly from his home in Tincum, PA. Entering this exhibit, the students can see many of Michener’s hobbies and personal collections, including autographs, opera recordings and matchbook covers. A steel file cabinet holds an open drawer filled with pictures of “works of art” cut from books and magazines and pasted onto cardboard in hopes of purchasing them one day. Here, visitors can see the early efforts of an art lover who was poised to become a major collector of American Art.

PERSONAL EXPERIENCE

Collecting is a childhood activity enjoyed in cultures around the world. It is also an excellent intergenerational activity since collecting continues throughout our lives and can provide the aged with tangible memories of their own personal history. Ask students to discuss with older family members what kind of collections they kept as children and adults. Have the families create a simple display of their favorite objects and then photograph the displays to document them. Examples might include: sport-cards, toys, stamps, coins, antiques etc.

FOCUS ON MICHENER AS COLLECTOR

Michener’s interest in art began as a seven-year-old boy who loved to look at pictures of paintings he saw in magazines and books. His method of “collecting” began by cutting out these pictures and pasting them onto small pieces of cardboard. He also developed a great love of opera from his Uncle Arthur. From these early interests, Michener went on to educate himself about art and collections in museums all over the world. Michener’s first collection was of Japanese prints. As he and his wife Mari began to collect seriously, they sought
advice from art consultants, visited the actual studios of artists, and followed their own judgments and tastes. James Michener was always a great admirer of Bucks County artists. He felt that artists like Edward Redfield, Daniel Garber and John Folinsbee provided a record of life in their community through their paintings.

The Micheners donated their collections:

- Over 6,000 prints to the Honolulu Academy of Art.
- The James and Mari Michener Collection of 20th Century American Art (300 paintings) to the University of Texas at Austin.
- A one million dollar endowment gift to the Michener Art Museum in 1988, followed by the establishment of the Michener Art Endowment Challenge in 1992. (A program that tied endowment gifts to the donation of major paintings to the Museum collection.)

**LITERATURE**

To explore Michener’s early fascination with art and opera, have students research his books:

- *The Fires of Spring*: An orphan, now adult, reflects on his youth.
- *Literary Reflections*: Includes an interesting discussion of Michener’s hostile relationship with Alfred C. Barnes.
- *You Can Go Home Again: An Interview With James A. Michener*: Learn about his philosophy and collecting activities.

**VISUAL ARTS**


**ENRICHMENT—CURRICULUM CONNECTIONS**

**LANGUAGE ARTS:** Have students write a guide to their own personal collections.

**SCIENCE & ART:** To learn about collections care and provenance, have students record each object in their collection with date acquired, condition and “history” of ownership.
THE COLLECTOR

**SCIENCE:** Have students research and experiment with the effect of light and humidity on a collection.

**ART:** Have the entire class organize a theme related exhibition with student teams taking on the roles of curators, text panel writers, and exhibition designers.
THE PHILANTHROPIST

THEME: GIVING AS GOOD AS IT GETS

The art of giving is a true gift, and one at which James A. Michener was highly skilled. The dictionary describes such a giver as a:

phi.lan.thro.pist Someone who makes the effort or has the inclination to increase the well-being of humankind, as by charitable aid or donation.

James A. Michener and his wife Mari Sabasuwa Michener believed that wealth should be shared and not used self-indulgently. Strongly influenced by both his Quaker upbringing and his impoverished childhood, Michener had a deeply felt conviction that he should not profit inordinately from the countries and subjects he wrote about, and that whenever possible, he should use his money to further the arts and education. Each published novel and non-fiction work resulted in a substantial donation being made by the Micheners, generally to support a college writing program of a university located in the book's geographical setting. In 1996, James A. Michener received the The Paschal-Murray Award for Outstanding Philanthropist from the Association of Fundraising Professionals. At the time of his death in 1997, Michener had given away over $75 million. Some of the gifts include:

- A $500,000 endowment to the Iowa Writers Workshop.
- Major support for his alma mater Swarthmore College, including an endowment to establish a Black Studies program, and an unrestricted gift of $5 million in 1991.
- A $1 million endowment gift to the Michener Art Museum in 1988, followed by the establishment of the Michener Art Endowment Challenge in 1992 (a program that tied endowment gifts to the donation of major paintings to the collection.)
- The donation of all royalties from seven novels to the graduate programs of three universities.
- A $15 million endowment to the University of Texas in 1992 to create the Texas Center For Writers.
- The donation of all royalties from books published in Canada and Poland to programs supporting young writers in those nations.
- The establishment of scholarship funds for the children of war correspondents and space experts.
- The donation of funds to a program that provides care for older writers.
THE LEGACY LIVES

THEME: THE BROTHERHOOD OF MAN

_Injustice and prejudice kill the human spirit..._ 

James A. Michener

Despite Michener’s death in October 1997, the spirit of this complex man continues to live on through his works and good deeds. Although Michener died at his home in Austin Texas, surrounded by friends, he left no immediate family behind. From his infancy as an adopted child, through three marriages and a lifetime of literary achievement, he remained a solitary and private man, a man who through his years of world travel, preferred to “accept people pretty much as he found them.” His vision of humanity and life, itself, transcended the boundaries of language and nation.

INFLUENCES

Quaker doctrine played a tremendous role in shaping Michener’s vision of life, and, as a youth, he was exposed to many influential Quakers in Bucks County and later at the Quaker college, Swarthmore. The ideals of the Religious Society of Friends, or the Quakers, included a belief in the divine spirit within one’s self which helps to distinguish truth and a sense of morality without the need for a formal priesthood or religious dogma. Michener embraced this fundamental belief system that holds dear:

* THE WORTHINESS OF THE INDIVIDUAL
* RESPECT FOR HUMAN RIGHTS
* UNIVERSALITY OF HUMAN EXPERIENCE

Childhood poverty and economic hardship as a youth and young adult had a strong influence on Michener throughout his life. His generosity as a philanthropist was a result of early experiences, as was his tireless efforts to support minority interests such as women’s rights, Asian/American relations, preservation of indigenous cultures, and the conservation of the environment.

Education, both in the strict sense of formal schooling as well as the sum of life experience, was critical to Michener’s enlightened view of the brotherhood of man. Long before society proclaimed the need for multicultural sensitivity, James Michener strongly promoted the celebration of cultural diversity and the ideals of tolerance and understanding. His private and public lives were lived with genuine affection and respect for all people and cultures.

PERSONAL EXPERIENCE

Children in today’s society are faced with daily crisis. Student concerns range from basic human needs such as food and shelter, to contemporary needs such as physical safety, peer pressure and the transmission of life-threatening STD (sexually transmitted diseases). Traditional family units are disintegrating and the role of
parents or caregivers is being redefined. Our education system has become an important source for teaching students coping skills such as cultural sensitivity and conflict resolution.

- Ask students to reflect and write about a personal experience, which made them frightened or different from everyone else.
- Consider introducing students to a unit on Tolerance.
- Ask students to organize a youth summit based upon the theme of “Peace.”

**LITERATURE/MOTION PICTURES**

To investigate James Michener’s profound beliefs in the brotherhood of man, select almost any of Michener’s historical novels to read and discuss. Two good examples would be: *Tales from the South Pacific* and *Sayonara* (or use the movie versions).

Michener claimed that his favorite song in *South Pacific* was “You’ve Got To be Carefully Taught”. The lyrics in the song suggest that prejudice and racial hatred are not natural to the human condition, and that they must be “carefully taught” to our children. Such was the power of this small song that the movie was banned in South Africa in 1964.

**ENRICHMENT—CURRICULUM CONNECTIONS**

**LANGUAGE ARTS & MUSIC**: Study the lyrics from “You’ve Got To Be Carefully Taught” (song from the Broadway soundtrack of *South Pacific*). Assign teams of two students to write their own lyrics and melodies for a song that they could teach to younger students during school music classes. The goal would be to increase cultural understanding and tolerance through music, poetry and cooperative learning;

**PERFORMING ARTS/DRAMA CLUB**: Extend the above activity to become a “musical revue”; encourage students to sign up for related activities such as set design, public relations, directing, acting, writing, stage production and videotaping. A public performance for parents, friends and students would help to reinforce the lessons of cultural harmony.

**SOCIAL STUDIES/CURRENT AFFAIRS**: In pairs, have students research and then represent two countries, cultures, religions, etc. that are currently or historically in conflict. Students should role-play citizens in a debate about the justification of their beliefs. Allow the class to determine possible ways to resolve the disputes.

**VISUAL ARTS**—Create artworks that reflect such themes as:
- Cultural diversity
- Environment
- Music
- Conflict resolution
PERIODICALS


The Great Narrator: The Celebrated Author recognized the power and potential of TV from its inception-although he sometimes questioned its results. (James A. Michener Interview) Lawrence Grobel, TV Guide, November 15, 1997.


BOOKS
The Authors League Fund James A. Michener: First Citizen of the Republic of Letters: a Tribute by His Writing Colleagues. NYC. 1990. (28 colleagues offer brief tributes.)

AUDIO/VISUAL RESOURCES
Visual
CBS Sunday Morning Interview with James A. Michener, n.d.
James Michener and The Art of Collecting. KLRU-TV. Austin, n.d.
James A. Michener on Good Morning America, April 4, 1991.
James A. Michener Interview, Reel 1. August 30, 1996
James A. Michener Interview, Reel 2. August 30, 1996
James A. Michener Interview, Reel 3. August 31, 1996
James A. Michener on Good Morning America talking about the discovery of the Mexico Manuscript. November 6, 1992.
Michener Arts Center Opening Events, 1988.

Audio
The James A. Michener Writing Series, sound recordings: Six half interviews with James A. Michener. c. 198-?
The World is My Home Sound Recordings: a Memoir of James A. Michener.
Mari & James Michener with groundbreaking shovel, hand-painted by Robert Dodge, for 1993 addition to the James A. Michener Art Museum.