



Pearl S. Buck International
BRIDGING CULTURES | CHANGING LIVES

Pearl S. Buck: Taking Action



Facilitator Training Manual

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Welcome

It is my honor and pleasure as President & CEO of Pearl S. Buck International to welcome you to a very special group of volunteers who serve as tour guides, docents, or facilitators of the Pearl S. Buck House Museum. Your interest and dedication in being a facilitator of our Pearl S. Buck: Taking Action House Tour will help us reach a younger and diverse audience and ensure we can continue to tell the story of Pearl S. Buck in a relevant way that relates to life today.

Volunteers are an invaluable asset to our organization. Without the support of the Pearl S. Buck Volunteer Association, we would not accomplish nearly as much as we do. Your time, effort and enthusiasm enable our programs, events, and projects to reach more people than humanly possible with our small staff.

On behalf of Pearl S. Buck International, thank you. I am deeply touched by your spirit of community and involvement as a volunteer. If you ever have any questions or would like to offer suggestions along the way, please feel free to contact me directly to schedule a time to chat. My door and heart will remain open to you.

Warmest regards,

Janet L. Mintzer, MSW

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INFORMATION ON PEARL S. BUCK INTERNATIONAL

The Vision of Pearl S. Buck International

The legacy of Pearl S. Buck unites nations, societies, communities, and individuals with an appreciation for cultural differences and a commitment to service.

Core Values

Integrity, Excellence, Accountability, Efficiency, Transparency

Statement of Philosophy

Pearl S. Buck International believes a reputation of integrity is our most valuable asset. We keep our word, speak the truth, and treat all people with dignity. We strive for excellence in all we do. We adhere to high standards and are efficient stewards of the resources entrusted to us. We measure effectiveness and are accountable to our donors, the community, the people we serve, and each other. We balance accountability with humility and mission with money. As stewards of public trust, we operate with transparency so that people can see what we are doing, how we are doing it, and the value of their financial support. We embody the core values of Pearl S. Buck International in our words and actions and refuse conflict or the appearance of conflict between personal and organizational interests.

We Believe:

- All children should receive education, nutrition and preventive health care to become self-sufficient.
- All children should grow up with cultural competence to be successful in a global environment.
- All individuals can improve conditions and resolve problems if they understand and appreciate cultural differences, establish relationships with people from other cultures and build strong alliances with difference cultural groups.
- The Pearl S. Buck House should inspire visitors to embrace and engage in continuing her legacy by making meaningful, lifelong contributions within the community.

The Mission of Pearl S. Buck International

Pearl S. Buck International provides opportunities to explore and appreciate other cultures, builds better lives for children around the globe and promotes the legacy of our founder by preserving and interpreting her National Historic Landmark home.

An Introduction to Pearl S. Buck International

In the spring of 2014, Pearl S. Buck International (PSBI) launched a strategic planning process designed to strengthen the organization by building the capacity of the Pearl S. Buck House, continuing to support and build efficient and self-sustainable overseas programs, while diversifying its funding streams, and building our international and cultural education programs. In essence, this six-year strategic plan presented here is the next step in the development of Pearl S. Buck International.

Pearl S. Buck International has six strategic goals to guide its work for July 2014-June 2020

1. Serve children and families who would otherwise be denied basic nutrition, health care, and education.
2. Offer opportunities for international exchange, cultural awareness, and diversity appreciation to equip people with the skills necessary to thrive in the 21st Century.
3. Increase public awareness of Pearl S. Buck and her relevance today in building bridges to other cultures, and to be recognized as a preeminent leader in fostering cultural appreciation.
4. Inspire people who visit the Pearl S. Buck House by her story, so that they embrace and engage in her continuing legacy.
5. Build a vibrant development program to support financial growth, diversity and success.
6. Realign the organizational structure and facilities to maximize efficiency.

Pearl S. Buck – The Person

Pearl S. Buck (1892-1973) was born in West Virginia of missionary parents and lived the first half of her life in China before moving to Bucks County, Pennsylvania in 1935. From her experiences in China, she wrote *The Good Earth*, bringing the unknown world of China to life for millions of readers. The

book catapulted her to fame, and she became the first American woman to receive the Pulitzer and Nobel Prizes for Literature. *The Good Earth* was translated into 69 languages. Ms. Buck led a career that extended well beyond her more than 80 works of fiction and nonfiction. She was deeply concerned with issues of racism, poverty, and women's rights and passionately committed to social justice and human rights worldwide. She was a public figure who worked tirelessly, despite criticism, to promote an understanding between people of the East and West. She was a woman ahead of her time, and quite outspoken about racial equality and discrimination in the United States. And because she was a strong woman who wasn't afraid to lend her support to controversial issues, she had many critics and a few powerful enemies.

In spite of controversy, Pearl S. Buck remained a formidable presence devoting the second half of her life to humanitarian causes. She worked tirelessly to improve the odds for children, women, racial minorities, and the disabled. She even wrote a painful detailed account of her own suffering as the mother of a child with a disability, which marked the first time a public figure acknowledged being the parent of a developmentally disabled child. Ms. Buck was also the adoptive parent of seven children, some of them biracial, and a foster parent to many other children.

Pearl S. Buck had a vision of a world where all children live with hope – especially children discriminated against because of the circumstances of their birth. During her lifetime, she helped countless children throughout the world and brought inspiration and hope to the many lives she touched. Now, Pearl S. Buck International, the nonprofit organization founded by Pearl S. Buck, carries on her legacy, preserves and interprets her National Historic Landmark home, provides humanitarian assistance to children and their families throughout the world, and provides opportunities for international exchange, cultural awareness and diversity appreciation.

Pearl S. Buck House

The Pennsylvania stone farmhouse that Pearl S. Buck called “home” for the last 38 years of her life held a special place in her heart. It was where she raised her international family, penned a significant portion of her writings, and found the inspiration and strength to pursue her humanitarian endeavors. In 1967 on her 75th birthday, Pearl Buck bequeathed her 67-acre Bucks County estate, Green Hills Farm, to the humanitarian organization she founded – the Pearl S. Buck Foundation, now known as Pearl S. Buck International. It currently serves as the international headquarters for the organization, honoring the legacy and dreams

of the renowned author by continuing her quest for cultural understanding and worldwide humanitarianism. In 1980 the Pearl S. Buck House was designated a National Historic Landmark, and since that time has drawn thousands of people each year to visit the site— from local school students to national and international dignitaries. Whether they come to tour the house and hear Pearl Buck’s life story, to participate in one of many community and cultural events, or to attend a business meeting or wedding held on the premises, our goal is that they leave with a better appreciation for other cultures, as well as the tremendous need to provide opportunities for children throughout the world.

Guided interpretive tours, special exhibits and educational programs emphasizing cultural understanding and humanitarian values are conducted for individuals, families, students and tour groups at the Pearl S. Buck House, seven days a week. Visitors to the Pearl S. Buck House experience a unique blend of Eastern and Western cultures providing fascinating insights and stories about the life of one of the greatest women of our time and the efforts she made to change the injustices she found throughout the world. In addition, guests may visit the Welcome Center and enjoy the opportunity to explore rotating exhibits and the International Gift Shop, which contains unique Asian and locally-made gifts, crafts, books and jewelry.

International Programs

Pearl S. Buck was a woman of action. She saw children throughout the world suffering as a result of injustices and prejudices and did something about it. In 1964, Pearl S. Buck founded an international children’s charity, the Pearl S. Buck Foundation, to address the issues of poverty and discrimination faced by children primarily in Asian countries. She devoted much of her time and energy during the last years of her life to raising money and awareness for this important cause. She established an orphanage in 1965 to serve Amerasian children – the Opportunity Center in South Korea. Two years later, a branch office was opened in Thailand and another office in the Philippines in 1968. Children in Vietnam were also served prior to the war; however, operations were shut down by the Vietnamese government in 1975 and then reopened in 1989.

The international programs established by Pearl S. Buck are funded through child sponsorship: Donations from individuals who “sponsor” a child are used to help provide children and their families with the basic necessities of life – food, clothing, shelter and education. Additionally, the sponsorship program creates a unique cross-cultural experience for both the sponsor and the child through the exchange of letters and photographs. In an effort to provide support to all

children in PSBI's programs, the Champions for Children program was established. This program allows Champions to forgo a personal connection with an individual child, which reduces overhead costs, allowing more of their contributions to assist children in PSBI's program.

Pearl S. Buck International's overseas programs are carried out today through our country offices, affiliates and partners in China, the Philippines, Taiwan, Thailand, South Korea and Vietnam. The children and their families served by Pearl S. Buck International face poverty and discrimination because of the circumstances of their birth. They may be ethnic or racial minorities, orphans, disabled, displaced refugees, or affected by HIV/AIDS. Without the assistance provided by the program, these children would be denied access to education, basic health care, as well as social and civil rights.

Intercultural Programming

Opportunities and strategies to grow our intercultural literacy programs were explored, as part of this strategic plan, to address current needs in our country and around the world. A market research firm was engaged to conduct qualitative research from key decision makers representing five business sectors in the Delaware Valley. The results confirmed a need for effective diversity and inclusion programming. In 2016, the Board of Directors approved a business plan to expand intercultural programming in three areas:

Consulting Services: Intercultural Development Assessments and Planning, Welcome Workplace Training, Networking and Coaching, and Retreats.

Public Programming: Complimentary programs to establish Pearl S. Buck International as a thought leader in the field of intercultural competency.

Cultural Immersion/Voluntourism: Opportunities to travel and immerse in another culture.

Education: Student programming for leadership and service development.

Welcome House®

Welcome House Adoption Program was created in 1949 by Pearl S. Buck to find homes for biracial children who were considered "unadoptable" simply because of the circumstances of their birth. At that time, Pearl Buck was an adoptive mother herself and knew firsthand that the love shared between parents and their children was strong enough to overcome any challenges they may encounter. Over the years, Pearl Buck opened the doors to her home and her heart to seven

adopted children and many other foster children – most of whom were biracial. As one of the first activists for trans-racial adoptions, Pearl Buck made an impact not only in her local community, but also throughout the nation. Thanks in large part to Pearl Buck’s advocacy; U.S. adoption agencies changed their policies of matching children only with families of the same race and ethnicity.

Although it was originally founded to facilitate adoptions for biracial children in the United States, Welcome House expanded its charter in 1956 to provide international adoption services for abandoned and orphaned children whose families and communities could not care for them. Welcome House, which began as one woman's passion and inspiration, has placed over 7000 children in adoptive homes. Due to the declining number of healthy young children available for international adoption in the countries in which it worked, the mission was fulfilled, and the Welcome House Adoption Program officially ended in June, 2014.

PEARL S. BUCK: TAKING ACTION TOUR BACKGROUND

Pearl S. Buck International was awarded a two-year grant from the Barra Foundation in the amount of \$250,000 at the end of 2016 to transform the visitor experience from a traditional docent led tour to tours focused on social justice issues. .

The new tour was branded Pearl S. Buck: Taking Action and is led by facilitators, rather than docents. It includes interactive dialogue and was developed in collaboration with Sites of Conscience. The tour shares the story of Pearl S. Buck’s forward-thinking human rights advocacy and focuses on issues that remain relevant today. Pearl S. Buck, winner of the Pulitzer and Nobel Prizes, used her fame to shed light on the rights of marginalized communities including people of color, people with disabilities, women, biracial children, and immigrants. Beyond using her writing to bring attention to these social justice issues, she took action to help those affected.

This tour engages visitors in conversations about subjects important to Ms. Buck and relevant to the current day. It inspires visitors to reflect on their own values and to take action to make the world a “good and peaceful place,” as Pearl S. Buck said and did.

If you are looking for an enlightening and uplifting experience that will inspire you to embrace Pearl S. Buck’s principles and practice, this tour is for you.

The Barra Foundation stated: Given its (our) role as the guardian of Pearl Buck's home and message of cultural understanding, compassion and advocacy, Pearl S. Buck International (PSBI) is in a unique position to lead difficult conversations in today's charged environment that have the potential to spur change. PSBI will transform their visitor experience, moving from a traditional docent led tour that delivers information about the Bucks County site and Ms. Buck's life and replace it with a dynamic new tour focused on social justice issues such as race, inequality and inclusion, which will be complemented by exhibitions, programming and printed materials. To highlight the creative adaptation of their model, PSBI will rebrand to reflect their new focus on the ideas championed by Ms. Buck, which are her true legacy. PSBI will share their process so as to inspire other historic sites with their willingness to reinvent their approach to the past in order to amplify its impact into the future.

A part of developing and sharing the new tour includes developing and training volunteers and staff to deliver the tour.

TOUR FACILITATOR INFORMATION

Becoming a facilitator of the house tour involves reading this manual, working with a mentor, shadowing three tours by other facilitators, and ultimately giving a tour and becoming certified as a facilitator. The process could be accomplished in a few weeks or several months, it all depends on how much time you have to go through the process. Everything you need to know is contained in this manual. However, it is a process of continuous learning. We recommend you familiarize yourself with Pearl S. Buck International by reviewing the website, attending exhibit openings and events, reading Pearl S. Buck books, and also consider joining the Pearl S. Buck Volunteer Association monthly book discussions. Also, consider observing other facilitator tours from time to time, even after you are certified to lead your own tours.

Steps to Becoming a Facilitator

After learning about the role of a facilitator at a volunteer orientation, you'll complete the New Volunteer application indicating your interest.

Curator, Marie Toner, will contact you to provide you with the facilitator manual. Please read it at a comfortable pace and note questions you may have.

A member of the Facilitator Mentor Committee will contact you with the name of your Mentor, who will partner with you through your entire training.

Your Mentor will review the training process and materials with you and answer all of your questions. Your Mentor will help you arrange to shadow at least three other facilitators on their tours. You may complete as many shadow tours as you like, with your Mentor's support.

- As you work through the manual and observe the shadow tours, you'll develop your own interpretive tour, with your Mentor's support.
- The next step is to give a tour to your Mentor. If you'd like, you may also arrange to give a complimentary tour to friends and family members. This will give you the opportunity to receive feedback in a safe environment.
- The final step is to give a "certification" tour to a member of the Docent Committee and Curator.

You're Facilitator Congratulations!

- Once you are approved as a certified facilitator, you'll be placed on the list of facilitators available to conduct the Taking Action tour and be introduced to the Tour Scheduler who will review the procedure for signing up for tours. You'll be placed on the e-mail list to receive facilitator updates and related information.
- There is a **one tour a month commitment**. However, it will be easier for you if you do several tours a month, at least initially, so you start to feel confident and comfortable in your new role.
- If you miss three consecutive months you will have to train again. (If you vacation or go away for long periods of time please let the Curator and the Tour Scheduler know of your plans, so we can arrange accordingly.)
- Please ask about a name tag. It is helpful for visitors to see a name tag on each of our tour facilitators.
- Please consider joining the Pearl S. Buck Volunteer Association, if you have not already, to learn even more about the organization and Pearl S. Buck!
- Attend at least three (3) ongoing training opportunities each year (i.e. Book Discussions, Exhibit Introductions, quarterly training sessions, Curator update sessions, etc.) so you continue your learning about Pearl S. Buck.

Emergency Information

The historic house is equipped with a video monitoring system in every room on the tour. There are also phones in the house and you are encouraged to carry a cell phone on your tours. Your safety and the safety of our guests is a priority. Occasionally, you may have a one-on-one tour. If you feel uncomfortable giving a guided tour one-on-one please let the tour desk know so that the curator can be contacted.

There are emergency action plans located under each phone; there is a phone in the mudroom and Richard Walsh's Office. Calling the tour desk is first on that list.

- Be sure your cell phone has the PSBI phone number and tour desk extension programmed: 215-249-0100 (ext. 110, or Curator at 149) In the case of an emergency in the house, call 911 first.
- Please take the time to make sure the entrance door is closed "securely" behind your group by physically checking the door yourself. NEVER leave this task to a visitor in your group.
- Please note the nearby quarry will occasionally blast on its site. This can often be felt at the House and will last about 2 seconds.
- In the event you or a visitor sets off the security alarm, use your cell phone or proceed immediately to the nearest Pearl S. Buck International phone and dial the tour desk at ext. 110, or the Curator at 149. Explain the circumstances to the Pearl S. Buck International operator for the alarm company to be immediately contacted. Stay with your group, and the reception person will handle the 'false' alarm.

Pearl S. Buck: Taking Action Tour Script

Facilitator Note: This 90-minute tour of the Pearl Buck House will offer visitors an immersive and participatory experience through which they will gain insight into Pearl Buck's accomplishments and vision, especially in addressing societal issues such as racism, improving the welfare of children, and promoting social justice and international understanding. This tour uses dramatic storytelling and technology and is written to promote dialogue and conversation between visitors. Facilitators are working to relay the following themes:

1. The cultural attitudes and customs of both China and the United States shaped Pearl Buck's life and service as a cultural ambassador between the United States and China.
2. Pearl Buck's literary work gave voice to diverse cultures and those who had not been heard and succeeded in credibly dramatizing people and places that had been unknown and alien to most of her readers
3. Passionately committed to the cause of social justice, Pearl Buck was active in the civil rights movement and an outspoken advocate of racial and cultural appreciation with words that ring true to this day.

4. Pearl Buck's activism manifested itself in humanitarian causes focused on the disabled and deprived children, who faced discrimination because of the circumstances of their birth which continues to change lives.
5. Pearl Buck was ahead of her (and our) time and one of the most renowned, fascinating and controversial figures ever to influence American and Chinese culture and literary history.

This narrative establishes a suggested route and time allotment for the tour as well as recommended content and directions about interactive experiences including media treatments and opportunities for dialogue and conversation. You'll also find a series of Pearls of Wisdom side bars. These are for the facilitator's background knowledge, but can be shared with audience members if time allows.

Facilitators are not expected to memorize this as an exact script, but to develop their own personal style in accordance with the high standards expected by Pearl S. Buck International.

Welcome Center and Walk to House

(10 minutes); Introductions and Guidelines

The welcome and initial dialogue may begin at a number of locations, depending on the size of the group, the number of people in the center, and/or the weather. Consider where you and your guests will feel most comfortable, and begin the tour in front of the tour desk itself, the Gallery, or outside in front of the Uplift statue. Please remember that the timeline will not be introduced on this tour.

Facilitator: Welcome to the Pearl Buck 67+ acre estate. We are about to explore the dynamic and inspiring life of Pearl S. Buck, Pulitzer and Nobel Prize winning author, activist and humanitarian. You may know Pearl Buck as a writer or have read her most famous book, *The Good Earth*. She was also a fearless advocate for children, racial justice, women's and human rights. She worked tirelessly to build bridges between America and Asia, especially with China, where she lived for most of her first 40 years. She was a fascinating and complex woman who faced many challenges and met them with resilience, courage and creativity. As you will see, her home brings her inspiring story to life.

But be warned. This will not be your typical historic house tour. I will share lots of information about Pearl Buck and her passionate work for children, racial justice

and human rights. But you, too, have an important role here as the issues that Pearl Buck worked to address are issues that we continue to struggle with today. I'm inviting you to have a conversation today, with me and with each other.

Before we begin our journey, and to have the best experience possible, I'd like to ask that we all agree to:

- We all have different life experiences; share yours and avoid minimizing other's
- Be curious
- Assume best intentions
- It is a museum, so please do not walk on the rugs, touch artifacts in the house, or use flash photography.

Do these work for everyone?

Facilitator: Let's start our experience by getting to know a bit about each other. If you would, please introduce yourself and then share with us how you respond when people ask you where you are from. How do you answer and why do you answer the way you do?

Facilitator Note: After participants have shared their answers, where possible connect one or two things that were said to Pearl's story.

Facilitator: As you will discover, Pearl Buck could have answered this question in many ways, so let's head inside and find out why.

Pearls of Wisdom: The Selma Burke statue outside the Welcome Center

From *The Morning Call*, September 19, 1991 "... a bronze statue created by artist Selma Burke of New Hope. Entitled 'Uplift,' the work represents Buck's lifelong mission to help needy children. 'This statue was something I wanted to do for her,' Burke said. 'It's how I see her. She took those children and lifted them up to better things.' Burke, a black American, added 'Pearl Buck was always doing things for people and not looking at their skin. I was enchanted by that.' Racial prejudice brought about the first meeting between Burke and Buck more than 50 years ago. Burke was traveling with her family in her native North Carolina when they stopped at a restaurant to buy sodas. Because a segregated South didn't permit blacks inside the restaurant, Burke's mother had planned a roadside picnic for her children. At the same time, a blond woman with two small girls -- one with white skin and one with dark skin -- left the restaurant, followed by a waiter carrying a tray of food. Knowing that they, too, were not welcome inside,

Burke's mother invited the trio to join her picnic. The woman -- Pearl Buck -- graciously accepted."

Mudroom

(5 minutes) An Introduction to Pearl Buck's Life

In this room, you will show a 2 to 3-minute video to introduce the influence China had on Pearl Buck's life and a pivotal point when Pearl Buck sat on the bench outside of Richard Walsh's office waiting to meet him for the first time.

Room installation: The bench from Richard Walsh's office is on display under the video screen.

Facilitator: In order to understand Pearl Buck, her work as a writer and her achievements as champion of social justice and human rights, we need to know a bit about her life before she came to live in this house.

[turn on media]

Text of Movie: "Pearl S. Buck's future lay at a crossroads as she sat on this bench. More than two dozen publishers had rejected her manuscript for her first novel. Only one was ready to take a chance on her. Richard Walsh.

Pearl Buck was an American, but she'd grown up in China, the daughter of Presbyterian missionaries. As her father preached the Gospel, her amah introduced Pearl to the lives of everyday Chinese, in Chinese, the first language she spoke.

She was at once Chinese and American. And she brought these two worlds together... as she sat at her typewriter...

For Pearl Buck loved to write. When she was just six, she published her first essay. She also read the works of Charles Dickens. They inspired her writing style, built on the keen observation of the world around her. She attended English-language schools, but she also studied Chinese.

Then at 18 she left China to attend college in Virginia. Her blonde hair blended with that of her classmates, but her dress and manner set her apart. She had to adapt. Become more American. While holding China close in her heart.

After graduation she returned to China to nurse her dying mother. There she married Lossing Buck, like her, an American living abroad. She found joy in teaching, in writing, and in her daughter Carol, born in 1920. But her marriage

was difficult. So too was Carol's birth which left her unable to have more children. Always wanting a large family, Pearl Buck adopted her daughter, Janice.

Everything changed in 1927. Violence erupted throughout China. Armed Chinese targeted Nanjing University and its white faculty including the Buck family. As fires raged, the Bucks hid in their house, fearing for their lives. But then, the back gate opened.

There, hobbling in on her bound feet, was Pearl Buck's friend Mrs. Lu. She offered refuge in a tiny shed. Terrified, Pearl Buck considered killing her own children rather than have them be seized. At last, the mob left. Mrs. Lu had saved their lives. But nearly everything the Bucks owned was stolen... Except a few treasures hidden by their Chinese friends.

Although she'd experienced prejudice and persecution, Pearl Buck loved China and its people. Her life and experiences set her to writing... And to New York, where a door opened... to her new life...

Richard Walsh published *East Wind/West Wind* in 1930. One year later, he published Pearl Buck's Pulitzer Prize winning and world-wide bestseller, *The Good Earth*. This groundbreaking novel introduced the Western world to everyday life in China for the first time. It also opened a new chapter in Pearl Buck's life as a celebrated writer, humanitarian and leader in social justice throughout the world."

Facilitator: There was an important reason why Pearl desperately wanted to reach success as a writer. Let's go into the Kitchen and discover why...

Additional Background Information: on Pearl Buck's early life can be found in:

My Several Worlds, My Mother's House

Kitchen

(10 minutes) Carol & Children with Disabilities Dialogue Room

Pearl Buck used her personal life story of her daughter, Carol, who was unable to grow mentally beyond her childhood to lift the curtain on the stigma of those who are differently abled. Her words today still give families hope and support. In this room you will tell the story of Carol, inviting visitors to pick up and read the quotes written by Pearl Buck in "The Child that Never Grew" that are on the table.

Room installation: Photo of Carol to be placed at the end of the table without a chair. Named place cards with the other children's names along the benches.

Displayed book: A Community Success Story, The Child Who Never Grew

Graphic element: Quotes from Pearl Buck after she learned of Carol's disability.

- Yet I can remember my growing uneasiness about my child...she looked so well...why then did speech delay?
- All the brightness in life was gone, all the pride in parenthood.
- How often did I cry out in my heart that it would have been better if the child died!
- Who will do this in case I do not live?
- My common sense told me that I must not let the disaster spoil my own life or those of relatives and friends.
- Underneath the rebellion burned, and tears flowed the moment I was alone.
- It did not comfort me, for I could not rejoice in the knowledge that others had the same burden that I had, but it made me realize that others had learned how to live with it, and so could I.
- To learn how to bear the inevitable sorrow is not easily done. I could look back on it now, the lessons learned, and see the steps; but when I was taking them they were hard indeed, each apparently insurmountable.
- I rejoice in the dawn of a better understanding of such children, for the public attitude until now has been a sorely mistaken one.
- Endurance is only the beginning. There must be acceptance and the knowledge that sorrow fully accepted brings its own gifts.
- Yet I tried to conceal my weeping from my child because she stared at me and laughed.
- Everything became meaningless. I took no more pleasure in the things I had enjoyed before.

Facilitator: Pearl Buck and her first husband Lossing Buck had a daughter, Carol, born in China. You can see her picture, set at the table. Carol was Pearl Buck's only biological child, and she adored her. When Carol was diagnosed with severe developmental disabilities at age three, Pearl Buck was shattered. When she wrote about her experiences, she expressed a deep and everlasting sorrow, as you can see from some of her quotes on the table.

In no small part because of Carol, Pearl Buck developed and supported programs to help other children in need with developmental disabilities. In an era, which avoided all mention of learning differences, Pearl Buck was the first prominent person to acknowledge publicly a child with, as it was then said,

“mental retardation”. She told Carol’s story in her groundbreaking book, *The Child Who Never Grew*, published to great acclaim in 1950. As the book describes, Carol had taught her mother that the world is made up of all different kinds of people, with different talents and needs, all of whom deserve the same access to opportunity. This profoundly personal experience helped shape Pearl Buck’s passionate belief that all children and all people, no matter their differences, deserve love, care and respect.

Pearl Buck’s family included other people besides Carol. After her divorce from Lossing Buck, Pearl Buck married her publisher, Richard Walsh. He provided love, partnership, and strong support of Pearl Buck’s expanding work as a writer and social activist. Together they created a large family, legally adopting seven children and raising other children to whom Pearl gave her name. Their chosen family brought together children of different backgrounds -- some were white, and others were biracial with Asian and African American ancestry. As always ahead of her times, this multicultural, blended family reflected Pearl Buck’s hopes and dreams for a world built on understanding and care for others, no matter their color, condition or place of birth.

Kitchens, like this one, are a place of conversation. In that vein, let me ask you:

Facilitator Note: Please ask one of the following questions

- What was dinner like when you were growing up?
- What conversations are happening at your dinner table?
- What makes a family, family?
- What about Pearl’s family resonates with you?
- How have differently abled individuals affected your life?
- Can you recall a time when you advocated for something/someone? How about when someone advocated for you?
- Describe a time you witnessed someone being treated differently because of their abilities. Why does difference make us uncomfortable?
- In today’s world, what are some examples of how advocacy has made a positive difference?

Facilitator: Let’s continue our journey to discover more about Pearl Buck. Please follow me through her dining room.

Additional Background Information: on Pearl Buck and those who are differently abled can be found in:

The Child Who Never Grew A Community Success Story

Dining Room

(1-2 minutes) Pass through the Dining Room Introduction Friends

Facilitator Note: Please move quickly through this space, minimizing questions and conversation.

Graphic element: Dining room table formally set with the names of famous Welcome House founding members at place cards along with Richard Walsh and Pearl Buck.

Facilitator: Pearl Buck entertained friends and neighbors here in her home. Some of them were famous, like the author James Michener and Oscar Hammerstein of Rodgers and Hammerstein fame. She appealed to both of these men, their families, and other famous people to help fight racial discrimination, especially as it applied to children of mixed races. Her enthusiasm proved contagious, and both men supported her work with both time and money, notably in the creation of Welcome House which we'll discuss shortly. Please come to the Foyer where most visitors were welcomed into the house when Pearl Buck lived here.

Foyer

(5 minutes) the first story of Welcome House.

In 1949, Pearl Buck founded welcome house with the help of her community. They found homes for biracial children who were considered unadoptable simply because of the circumstances of their birth...

Graphic element: Framed quote displaying a **Pearl of Wisdom:** "Ordinary children, we must say, are not always welcome, but the adopted child is always welcome, because he is the chosen one."

Displayed book: Children for Adoption, Welcome Child, The Joy of Children.

Facilitator: Imagine if you will, that it's Christmas time in the year 1948. Pearl Buck has decorated her house, there are parties, holiday music plays.... All is festive, all is merry. But then, just like on that night in Nanjing more than 20 years before, something happened which changed her life. You will recall that Mrs. Lu came to Pearl Buck's back gate during that terrible uprising in China. She offered

Pearl Buck and her family the refuge which saved their lives. But this time, at an equally dramatic moment, it's the doorbell that rang. And when Pearl Buck opened it, it prompted a journey which changed her life, and the lives of thousands of other people. Here is what happened, in her own words...

Facilitator Note: Turn on Audio, Switch on Wall

“One night, deep in darkness, the doorbell rang and there stood a good woman with a little boy in a red snowsuit in her arms. He was sucking his thumb, and his eyes were huge and tragic, with the look that always reveals a child without a home and parents. I took him in my arms, and he was as motionless in the arms of a stranger as a bird is in the hand of a human being.

I'm sorry I can't stay the good woman said but you'll understand. She went away and the child's eyes did not change. He knew it did not matter who came or went. He belonged to nobody. At that moment, anger faded from my heart and love began. I took him upstairs to my own room, I undressed him and bathed him, warm and clean, and put on a pair of wooly pajamas that I had found in an attic chest.

He uttered not a sound... (brief pause...)

He did not make a move to protest....(brief pause...)

He did not cry....(brief pause...)

It was I who cried because he was so desperately brave....(final pause...)

I rocked him a while and he looked at me with those great, dark eyes, wondering who I was and why I was here.

I put him in the crib beside my bed, and he lay, not sleeping, but sucking his thumb again.

When I was ready for bed, I turned on the night light so he could see me and know that I was ready for his small brown hand, extended tentatively through the bars of the crib.

Again and again, that little hand came to me in the night, and each time, I received it into my own.”

Facilitator: Pearl Buck found a forever family for that young child, the Yoder family, who moved to the house next door. The little boy affectionately called Pearl Buck “gran” and he has many fond memories of running around this house. But David was one of many biracial children who typically had an American

father and a Chinese, Japanese, or Korean mother. These children faced unjust discrimination because of the circumstances of their birth and the color of their skin. They needed homes, yet at that time, they were not considered candidates for adoption.

Because she knew she could not personally adopt all those children in need, she invited her community to meet here in her living room to see what they might do together ... as a community.

Additional Background Information: on Pearl Buck's Pearl Buck and Welcome House:

Scrapbooks of the Pearl S. Buck Archives

The Story of Welcome House by Pearl S. Buck

Readers Digest *Welcome House* by Pearl S. Buck

Children for Adoption by Pearl S. Buck

Welcome Child by Pearl S. Buck

The Joy of Children by Pearl S. Buck

The Welcome House Story by Dale Yoder

The Living Room

(10 minutes) Establishing the Foundation - Dialogue Room

Pearl S. Buck Foundation, now Pearl S. Buck International. Pearl S. Buck opened the foundation with the purpose of publicizing and eliminating injustices and prejudices suffered by children who, because of their birth, are not permitted to enjoy the education, social, economic, and civil privileges normally accorded to children. This room will focus on the evolution of the Foundation to Pearl S. Buck International... its history and that it continues to help children through child sponsorship. Children available for sponsorship will be displayed on the fireplace mantel.

Pearls of Wisdom: In her work, *My Several Worlds*, Pearl wrote of that evening - "...I could not take all the children, that was obvious... Our community has many generous and kind people in it, and perhaps they would help. I invited our leading men and women one evening to talk over the plan. 'If you will stand behind it with us,'

Displayed book: For Spacious Skies

Graphic element: Photograph of Pearl Buck organizing the community in the room; Photographs of children for sponsorship today on the mantel; Quotation:

“Who are these (children)” [Pearl Buck] asked when, during a visit to Korea, saw the sad-faced, lonely, ragged children, with blue eyes”

Facilitator: The community sat here, on metal folding chairs. They talked. They listened. And as a group they worked to identify ways that they -- as a community -- could help more children like David. Working together, they founded Welcome House. At first Welcome House was just that, one house where the Yoder family lived with their two biological children plus ten more biracial children, including David. A second group home was established but then disbanded when families came to Pearl Buck saying they would adopt these children. The work of Welcome House then expanded to include the adoption of international biracial children, abandoned by American servicemen, first in Korea and then other countries in Asia.

Pearl Buck traveled to Korea where she met mothers who were unwilling to part with their biracial children. They lived in terrible poverty, and because of the circumstances of their birth could not go to Korean schools. So, Pearl Buck created a foundation, giving it her own name, with the sole purpose of helping these children “who faced discrimination because of the circumstances of their birth.” She raised money to support it by encouraging people to sponsor a child with a donation of \$15 per month. She also encouraged the sponsors to write letters to the child they supported to create a personal bond and learn from each other. Pearl S. Buck International continues this work today, helping children who face discrimination, while also forging friendship between people and cultures; and one of its long-serving board members? David Yoder, that little boy in the red snow suit who called Pearl Buck “gran.” This vibrant organization offers thriving testimony to Pearl Buck’s vision that individual social activists can join together to affect significant change.

Facilitator:

- Tell us about a time you turned a challenge into opportunity.
- Have you been part of a movement that succeeded in creating social change?
- What is one issue that you feel passionately about?
 - How have you shared your passion with others?
 - How might we be, in Pearl Buck’s words, “really useful” in addressing it?
 - What would it take for your community to step up in making change?
 - What assets exist in your community to further this work?
 - Who are the influencers on this issue?

- Have you or has someone close to you ever been “new”? What kind of help did you/they receive?
- What collective social activism have you seen in your community?
 - How was your community divided/united on the issue?
 - What might have brought the community together? What might have promoted unity?
- What’s the most challenging issue facing youth in your community?
 - How has your community/school addressed the needs of differently abled students?
 - What is our responsibility to the world’s children?
- How does working globally benefit us locally?
- What difficult social issues are communities facing today and how are they responding?

Facilitator: Now let’s go into the Large Library to learn more.

Additional Background Information: on Pearl Buck and the Foundation:
Matthew, Mark, Luke and John by Pearl S. Buck
Foundation Statement of the Pearl S. Buck Foundation written by Pearl Buck

Large Library

(15 minutes) Civil Rights Dialogue Room

During her childhood Pearl Buck believed that America was a type of utopia, however, when she arrived she did not believe the race prejudice she saw and from that moment on she spoke out against it. This room will focus on Pearl Buck and her activism related to civil rights.

Room installation: Display her NAACP membership pin on desk; NAACP Lifetime membership document, cover of Crisis Magazine with PSB’s name as author.

Displayed book: *The Good Earth*

Graphic element: Photos with Eleanor Roosevelt, (and other civil rights leaders as available); Photo of Buck at Urban League Dinner

Facilitator: While she lived in China, Pearl Buck believed that America enjoyed a society that lived up to the ideals of the Declaration of Independence and its statement that “all men are created equal.” Upon her return to America, she was

astonished to discover that the country of her birth was entrenched in racial prejudice and social inequity for women. Appalled, she chose to address these problems through her writing, her speaking, and her actions. She wanted nothing less than to help broaden minds and soften hearts. For Pearl Buck believed that a strong society must be built on respect and equity for all people, no matter their race, sex or beliefs.

Though most people associate Pearl Buck with *The Good Earth*, her Pulitzer Prize-winning novel - written on this desk - she wrote constantly over the course of her life. She built much of her writing from her conversations with all kinds of people. She listened to their stories and used them to share perspectives on issues that mattered to her -- the rights of children. Women's rights. Civil rights. She also spoke out and acted on her beliefs. In doing so, she willingly took risks and challenged entrenched prejudices and practices. An early and active member of the NAACP and the Urban League at a time when few white people even knew about these organizations, much less dared to publicly and conspicuously ally with the emerging civil rights movement, Pearl Buck met with leaders throughout the world at a time when few women took such a public role in world affairs. And, she was a friend of the famous -- Eleanor Roosevelt, the actor Paul Robeson and his wife, Eslanda, the scholar WEB DuBois -- four iconic figures who shared her leadership qualities, qualities which made them loved by some and hated by others.

By listening to her African American friends she learned about their experiences and she used their stories to write about prejudice in America and its devastating impact on the country as a whole. At a 1942 rally, Walter White, Executive Secretary of the NAACP, said that only two white Americans understood the reality of black life – and both were women: Eleanor Roosevelt and Pearl Buck. That same year, in her groundbreaking commencement address delivered at Howard University in June 1942 she asked “...what are we going to do with race prejudice?”

Facilitator: Turn on switch in closet to illuminate scrim quotations

Please take a look around the room. You will see some of Pearl Buck's words. They were revolutionary when Buck wrote or spoke them and they remain equally powerful and relevant today. Give yourself the time to read and reflect... and then, I'd like you to stand near the quotation that resonates for you in this moment or that you'd like to spend more time talking about. I'll give you a few minutes.

Facilitator Note: Once visitors have selected a quotation, invite them to share with others who have chosen the same quote why they selected that one. Should a visitor be the only participant to select a particular quote; invite them to join another nearby pair or group. In the case of smaller tours, facilitators should bring the entire group back together to discuss their selections rather than work in small groups. After a few minutes in small groups, invite the groups to reassemble and to share anything they found interesting or that they'd like to continue to discuss with the entire group.

Quotations on Scrims: (These questions will rotate and or be updated periodically)

- I have had that strange and terrible experience of facing death because of my color. PSB, "Race Relations and Race Pride," *Opportunity, Journal of Negro Life*, January 1933
- Tolerance – an ugly word – it is not even enough. When one is tolerant, it means that he can only endure. PSB, "Do You Want Your Children to be Tolerant?", *Better Homes and Gardens*, 1947
- There has been nothing to encourage you to break down the walls which race prejudice puts about you. PSB, *What America Means to Me*, 1943, p. 21
- The white race is the minority in the world. Need we fear the colored peoples? PSB, *What America Means to Me*, 1943, p.21
- We need living heroes of our people. PSB, Howard University Commencement Address, 1942
- To me America is infinitely richer because here we are not all of one race. PSB, "Race Relations and Race Pride," *Opportunity, Journal of Negro Life*, January 1933.

Facilitator Note: Thank visitors for participating in the exercise. Bring the conversation to a natural conclusion and then invite visitors to head into the Small Library

Additional Background Information: Pearl Buck and the Foundation

Small Library

(5 minutes) **Pearl Buck's Activism and Work as a Woman**

This room demonstrates that Pearl Buck was empathetic and understood walking in the shoes of others. It also touches on Pearl Buck and her focus on women's rights. Can you imagine walking in the Lotus shoes, PSB's shoes...not as yourself, but as they did?

Room installation: the lotus slippers, Korean shoes, Japanese shoes, and a pair of Pearl Buck's shoes.

Displayed book: Dickens novels, Of Men and Women, All John Sedges Novels

Graphic element: Image of The JFK Nobel Prize event; graphic of the Nobel and Pulitzer in the chest where they were stored; Footstep graphic (to be installed on the floor) shoe print shadows – Lotus slippers, Korean shoes, Japanese Shoes, Pearl Buck's shoes, typical man and woman's shoes today.

Facilitator: Pearl Buck believed that racial and sexual inequity had an identical moral weight. She spoke frequently of the need for women to demand the same opportunities and responsibilities as men - at home, in the workplace, at university and in the political arena, Artifacts such as these lotus shoes, tiny and painful reminders of the traditional practice of foot binding, symbolized for Pearl Buck the systemic oppression of women in China, (and in less visually brutal ways, for American women as well). For example, even as President John F. Kennedy saluted Pearl Buck and other Nobel Prize winners at a grand dinner at the White House in 1962, the poet Robert Frost remarked, "If *she* can do it, anybody can." Of course, *she* could and *she* did. Pearl Buck kept the Nobel prize medal she won in 1938 in the drawer here, while she proudly displayed the trophies her children won on the mantel in the dining room.

This small library is where Pearl Buck and her family retreated from their public lives to enjoy a bit of privacy. Like most of the house, you can see this space blended her Chinese and American identities. For example, this is where she kept the books by Charles Dickens which she read as a child and that her Chinese friends saved for her during the Nanjing incident and you'll see more of her "treasures" here as well.

Take a few minutes to look around, when you're done, we will continue walking in Pearl Buck's shoes through the breezeway into her office.

Breezeway

(1-2 minutes) We continue following in Pearl Buck's shoes to where she would have done a lot of her work, her office.

Facilitator Note: Please move quickly through this space, minimizing questions and conversation.

Facilitator: Please look out the windows. Pearl Buck loved these vistas of beautiful Pennsylvania farmland which reminded her of China. Pearl Buck had the breezeway built so that she would be protected from the elements on her way to work; she realized when the work was complete that she finally had recreated the image of her beloved Chinese court yard.

Pearl S. Buck's Office

(10 minutes) Pearl Buck was a bridge between civilizations East and West Dialogue Room.

Pearl Buck no matter what criticism she faced would continue to build bridges throughout her life.

Room installation: One copy of each of her books on the office shelves, and Chinese nesting boxes.

Displayed book: All Men Are Brothers

Graphic element; digital facsimile of her FBI file; visa rejection letters; a “Pearl by the Numbers” graphic - # of fiction books, # of autobiographic works, # of biographies written about her, # of films, # of Broadway shows, etc.,

Facilitator: In this office, Pearl Buck worked tirelessly as an author, social activist and humanitarian. With words that often got their start on her typewriter, she exposed the Western world to Chinese culture, fought for the rights of marginalized people around the world, including children, immigrants and the developmentally disabled, lobbied for racial justice, and promoted women's rights.

Over time, this tireless leader received much recognition, ranging from her Pulitzer and Nobel Prizes to her regular inclusion on lists of the world's most admired women. But there is often a price for leadership and social activism and though millions of people admired Pearl Buck and her work, there were others who found her controversial, even threatening, because of her strong stands on social justice and human rights, particularly as a woman during that time.

In 1937, the FBI opened a file on Pearl Buck because of her support of the Women's International League for Peace and Freedom and other organizations devoted to civil and human rights. It grew to be more than 300 pages long making it one of the largest of those assembled on prominent writers of the period including Langston Hughes, Dorothy Parker, and F. Scott Fitzgerald. In

Pearl Buck's case, the FBI noted her attacks on racial discrimination as cause for concern. In the eyes of the FBI she represented a potential threat to the country.

As she neared the end of her life, Pearl Buck was viewed with suspicion by the governments of the two countries she loved and had called home, the United States and China. In 1972, President Richard M. Nixon announced that he would make a historic visit to the People's Republic of China. Pearl Buck wrote to him, asking if she might join him. She had not returned to China since 1934 and she dearly wished to visit the land she loved and called home for half of her life. Even after leaving China, Pearl Buck had continued to work tirelessly to build stronger ties between China and the United States. In recognition of the money she raised for Chinese war victims from 1938 to 1945, China awarded her the Order of the Jade. In 1943 she pressed the US to repeal the highly prejudicial Chinese Exclusion Act, enforced since 1882. But much had changed in the country where she had lived so long, and the Communist leadership would not approve her visa. Mao Tse Tung and the Chinese leadership feared that this famous woman would use her public platform to criticize what the country had become in the forty years since she had last been there.

Pearl Buck paid a high price for her valiant acts and words in support of justice. She enjoyed the fruits of her considerable success but she also learned that a high profile can stir hatred and notoriety. But this never deterred her from continuing to write, to speak out, and to offer leadership on the causes about which she was passionate.

Facilitator: So much of what you see here speaks to Pearl Buck's lasting legacy, which makes me wonder...

- We all live on this good earth for a short time. If you could make the world better during your lifetime, what would you want to do?
- What's one step society might take toward creating change on the issue you care most about?
- What can you do to be more inclusive and welcoming to all people? Specifically to marginalized peoples?
- What have you learned today that might help you affect change on issues you care about?
- What small step can you take to better understand another person's perspective?
- Was there something you heard today that felt like an "ah ha!" moment? What will you do with that learning?

- Pearl's books, shelved here, are only part of the legacy she left behind. What do you want your legacy to be?
- The Universal Harmony was written in 300 BC and loosely translated says, "All under heaven are one family." What is one way you see yourself connected to our global family? What can we do to promote Universal Harmony?

Please take some time to look around Pearl Buck's office. You will see some of her many books and articles, and more of her awards and accolades. You will also see her FBI File and the Chinese nesting boxes which President Nixon brought back from China and gave her as a memento of his trip.

Pearls of Wisdom: March 6, 1973, Richard Nixon on the death of Pearl S. Buck:

"IN LIFE Pearl Buck was a human bridge between the civilization of the East and West. With simple eloquence she translated her personal love for the people and culture of China into a rich literary heritage, treasured by Asians and Westerners alike.

She lived a long, full life as artist, wife, mother, and philanthropist. Through her eyes, millions of readers were able to see the beauty of China and its people at a time when direct personal contact was impossible. It is fitting that Pearl Buck lived to see two peoples she loved so much draw closer together during her last years. Mrs. Nixon and I join all Americans in extending our sympathy to her family, and in mourning the passing of a great artist."

Richard Walsh's Office

(10-15 minutes): Voice Over & Quiz Room

Pearl Buck was a foreigner in far-off lands, and returned a stranger to her own country; she brought her own personal observations and view to America. Pearl Buck felt that America was the leading example to the world and that we could make a difference in so many ways.

Room installation: Ipads are available for visitors to take the "What's Your Activist Personality" quiz. Signage indicates that visitors can access the quiz by their phone at www.psbi.org/activist.

Displayed book: Photography of America, Bridge for Passing

Facilitator: As we've traveled through Pearl Buck's house, we've revealed in each room how her passion and activism changed the lives of so many people around the world.

She described her love of America as “fierce and jealous.” And it’s because she loved America and its founding principles of equality that she was so willing to speak out against social injustice in every form, no matter the backlash she faced personally. She felt that every citizen, because they had the freedom and right to do so, should make a difference where they can.

Facilitator Note: Play audio written below

“Our contribution to the solutions of the world’s problems will come only from the working of the American spirit. Our approach will be practical, though sometimes impatient; optimistic, though humorously rueful; energetic, though occasionally reluctant. In short, if I am sometimes critical of my own people, it is in excess of love for I perceive so clearly the needs of humanity and our own amazing ability to aid in fulfilling them, that I grow restless with the delays preventing the realization of ourselves and of what we can do, at home and abroad, to create a sensible and pleasant world.”

Pearls of Wisdom: “It is the duty of all, therefore, to open every door of approach, to cultivate every source of knowledge, to try to find out by any means possible, the ways and habits and beliefs and hopes of other people’s not their own, to the end that with common knowledge and in mutual understanding, all peoples may work together for a good and peaceful world.”

Facilitator: Pearl Buck’s mission continues through the ongoing work of Pearl S. Buck International. Pearl Buck took every opportunity to learn about the practices, beliefs and hopes of individuals from cultures around the world. This insight gave her a wealth of knowledge and the ability to build bridges of mutual understanding between peoples. Pearl S. Buck International continues that legacy through its work with children in need throughout Asia but also through its Welcome Workplace and educational programs offered in the United States.

Pearl Buck believed that everyone has a duty to be an activist, in their own way, where they see injustice. Pearl Buck had a huge, world-wide platform, but all of us can use our strengths, gifts and abilities to make change.

Facilitator Note: Ipad minis are tethered to stands in the room. Participants can also take the quiz on their own phones following the link on the sign. Give visitors instruction on the quiz mechanism. After participants have found out which type of activist they are and its associated color, you may ask participants if they are interested in sharing their quiz results with the group. Give participants additional instruction on how to use their assigned “color” to navigate and select action

recommendations that appeal to them from the pegs located in the secretaries office.

About the Quiz: Visitors will have the opportunity via stand-mounted ipads to take the “What kind of activist are you?” quiz - a Buzz Feed style quiz, developed on a SurveyMonkey platform, whose results will direct visitors to which color cards (using PSBI branded colors) best suit their “activist personality.” Questions will be developed to assess visitor tendencies and individual skill sets.

You have \$500 to do whatever you please to celebrate a great accomplishment; What do you do?

- Throw a party and invite everyone you know who helped you along the way (communicator)
- Take your friends to the neighborhood pottery studio (creative)
- Organize an intimate dinner party with a great menu (convener)
- Take a child you are close with to an amusement park (counselor)
- Donate to the political campaign you are most inspired by (civic-minded)
- Honor someone who helped by making a donation in their name (contributor)

Which leader would you follow?

- Rev. Martin Luther King, Jr. (communicator)
- Malala Yousafzai (counselor)
- Steve Jobs (creative)
- Ruth Bader Ginsberg (civic-minded)
- Mahatma Gandhi (convener)
- Oprah Winfrey (contributor)

What positive characteristic would you say is most like you?

- team player (contributor)
- influential (convener)
- creative (creative)
- kind (counselor)
- enthusiastic (communicator)
- patriotic (civic-minded)

You uncover an international conspiracy that could cause harm to others. How do you react?

- I would go to the police and/or lawmakers with the evidence (civic-minded)

- I would gather trusted friends to develop a strategy before acting (convener)
- I would create a way to ensure the safety of those who could be harmed (creative)
- I would schedule a press conference to share what I've uncovered (communicator)
- I would first make sure that those I love would be safe (counselor)
- I would reach out to organizations that could help and offer assistance (contributor)

Which button would you pin to your lapel:

- "loud and proud" (communicator)
- "stronger together" (convener)
- "art heals" (creative)
- "small actions make huge impacts" (contributor)
- "raising them right" (counselor)
- "every election voter" (civic-minded)

The best way to address a problem is to:

- vocalize the issue (communicator)
- develop laws to address the issue (civic-minded)
- organize people to tackle the problem (convener)
- donate resources to resolve the problem (contributor)
- develop our collective skills to eliminate the problem (counselor)
- brainstorm responses to the problem with others (creative)

What power do you most want?

- to have infinite wealth to give to others (contributor)
- to be a creative genius (creative)
- to be able to speak all languages (communicator)
- to be able to ease the pain and support the growth of others (counselor)
- to travel through time to bring people together to solve the world's problems (convener)
- to be President of the USA and achieve peace and prosperity for all (civic-minded)

A magical Genie appeared and granted you one wish. What do you wish?

- To run for President and win the election (civic minded)

- To talk to a person ready to commit suicide and change the course of his life (counselor)
- To receive millions to donate to my favorite charity (contributor)
- To start an international nonprofit that would end world hunger (convener)
- To write a novel that would receive a Nobel Prize (communicator)
- To star in Broadway's next smash hit (creative)

Quiz Results: After answering the questions visitors will be matched with their “activist personality” and receive a paragraph describing their type:

The Communicator - Characterized by your charisma and confidence, you are the type of leader who can make a movement shine! Communicators are born with a gift to inspire others by sharing their big ideas. You aren't only good at saying stuff, but also have important stuff to say.

The Convener - You have your life together. Every cause needs someone who actually enters events into the calendar, usually knows the date and day of the week, and wears a watch. Your organizational abilities are covetable and you use them to make a cause go more smoothly and trouble-free.

The Creative - If art and innovation have the power to heal; you'll make quite a difference in this world. Always thinking, always dreaming, creatives drive attention to issues, brainstorm big ideas and often dream up solutions that no one has previously considered.

The Contributor - Small selfless actions are more noble than great deeds done for personal gain. We would call you a humanitarian hero, but we are willing to bet that you don't see yourself that way. In your eyes, what you do is unremarkable but it takes many hands to build a movement.

The Counselor - You dream of a world where everyone is treated with fairness, and will use your position and influence to fight for others. Most importantly, you're a mentor. You've got skills and an interest in not only putting them to good use, but in teaching others how to do the work as well.

The Civic-Minded - You understand that there are systems to get things done and you use them in every way you can. Whether attending meetings, lobbying for change in legislation, or campaigning door to door, you believe in the power of one individual, and one vote, to make a big difference.

Action Center

(5-10 minutes) Reflection Time and Card Picking

Room Installation: The walls of the Action Center are lined with two-sided cards mounted on racks on the wall. One side of the card will suggest actions that can be taken in brief eye catching phrases; the flip side will provide additional information on how/where to do it. These cards are organized in three separate areas: individual actions, collective actions, and actions developed for “young activists” at the bottom of each activist type. Participants may take their card, showing their type and its characteristics with them when they leave.

Facilitator Note: Give participants additional instruction on how to use their assigned “color” to navigate and select action recommendations that appeal to them from the shelves

Facilitator: Thank you for spending time with us today and for your participation. These are difficult social issues and are sometimes hard to talk about. It was our goal to stimulate an exchange of ideas and awareness that we all have a voice, big or little, to make a difference. And Pearl Buck would add....a responsibility! When we are all ready, we can head back to the Welcome Center, or you are welcome to explore the grounds including the gravesite. I’m happy to answer any questions or give you additional information

Sites of Conscience Facilitation

Pearl S. Buck International is a member of Sites of Conscience. “A Site of Conscience is a place of memory – such as a historic site, place-based museum or memorial – that prevents this erasure from happening in order to ensure a more just and humane future. Not only does Sites of Conscience provide safe spaces to remember and preserve even the most traumatic memories, but they enable their visitors to make connections between the past and related contemporary human rights issues. In this way, a concentration camp in Europe becomes a catalyst for discussions on modern xenophobia; a Gulag museum in Russia highlights repression of free speech now; and a 200-year-old slave house in Africa sparks action to help the 36 million people who are still enslaved today.

Founded in 1999, the International Coalition of Sites of Conscience (“the Coalition”) is the only worldwide network of Sites of Conscience. With over 250 members in 65 countries, it builds the capacity of vital institutions through grants, networking, training, transitional justice mechanisms and advocacy. Members and partners remember a variety of histories and come from a wide range of settings – including long-standing democracies, countries struggling with legacies of violence, as well as post-conflict regions just beginning to address their transitional justice needs – but they are all united by their common commitment

to connect past to present, memory to action.”

(<https://www.sitesofconscience.org/en/who-we-are/about-us/>)

The information below can be used as a toolkit. It is rooted in methodology utilized by members of the International Coalition of Sites of Conscience, a worldwide network of over 200 places of memory dedicated to remembering past struggles for justice and addressing their contemporary legacies. Aiming to move visitors beyond passive learning, Sites of Conscience uses facilitated dialogue as an interpretive strategy to enable visitors to better access larger historical and humanities themes within their exhibits, tours, programs and social media. This information was created by Sites of Conscience.

What is Dialogue?

Dialogue stems from the Greek words —dia and —logos, or —through words. It is a mode of communication which invites people with varied experiences and often differing perspectives to engage in an open-ended conversation toward the express goal of personal and collective learning. It requires participants to surface assumptions that inform their beliefs and actions while attempting to suspend judgment of others.

Dialogue acknowledges that there are different —ways of knowing about any given subject. It grants equal value to the insights drawn from personal experience and the knowledge gained from study. In keeping with this, dialogue assumes that it is possible for two markedly different perspectives to coexist at the same time.

The process of dialogue requires participants to establish, protect and maintain a culture of mutual trust. Facilitated dialogue refers to a process —led by a neutral facilitator. Facilitators use a combination of questions, techniques, activities and ground rules to ensure that all participants can communicate with integrity. Because dialogue is a non-hierarchical mode of communication, facilitators also uphold equality among all participants.

Dialogue vs. Other Modes of Communication

Conversation Sharing information and ideas in order to *express one’s views without any intended impact* on the listener.

Discussion Sharing information and ideas in order to *accomplish a specific task*.

Debate Sharing information and ideas in an effort to *bring others into agreement or alignment* with one’s position or belief.

Dialogue Sharing ideas, information, experiences and assumptions for the purposes of personal and collective learning.

The Facilitator

The facilitator is essential to helping dialogue participants engage with the topic and each other in the most productive way possible. Facilitators use historical or scientific content along with questions, techniques and activities to allow the group to better explore contemporary social issues.

Facilitators are charged with many responsibilities. Chief among these are to:

- Maintain group safety by creating the proper container for dialogue and promoting an environment which discourages domination and judgment
- Create and sustain a —spirit of inquiry in group
- Identify conflict and lead the group through it
- Facilitate dialogue without imposing their own beliefs or perspectives
- Remain malleable and allow natural energy to occur within the group
- Ensure equality within the group and break down hierarchies
- Ask probing questions to encourage deeper individual exploration and the identification of —larger truths
- Effectively synthesize the main ideas that emerge in the dialogue

Who Makes a Good Facilitator?

Facilitators can be staff, board, volunteers or community stakeholders. When considering who might make for the strongest facilitators, we look for people who:

- Give equal value to emotional, intellectual and spiritual —ways of knowing
- Exhibit a natural —spirit of inquiry or curiosity
- Listen intently while reserving judgement
- Are aware and reflective about their own identity/identities
- Have organized but flexible ways of working and thinking
- Show patience with diverse learning processes and learners
- Hold themselves and others accountable for behaviors and attitudes
- Are aware of their body language and exhibit a non-defensive posture

The Arc of Dialogue

Developed by Tammy Bormann and David Campt, the arc of dialogue structure pairs a common experience shared by all participants with a sequence of

questions designed to build trust and communication, allowing participants to interact in more relevant and personal ways.

In facilitated dialogue, the shared experience can occur before the arc of dialogue begins; for example, a visit to an exhibit followed by a facilitated dialogue OR dialogue questions can be asked throughout the shared experience; a concert with questions between each number.

Arcs are structured around four phases: community building, sharing our own experience, exploring beyond our own experience and synthesizing/bringing closure.

Phase One: Community Building:

Phase one encourages connectedness and relationship-building within the group. The work done here underpins the successful creation of a safe space where all participants can engage. Phase one is comprised of four parts: introducing the role of the facilitator, explaining the intent of the dialogue, establishing guidelines and hearing all the voices in the room.

To begin, a facilitator:

- Welcomes the participants, introduces themselves, their role within the host museum/organization and explains their role as facilitator, emphasizing that they are not necessarily an expert on the exhibit content, but rather charged with helping everyone find their place in the conversation.
- Explains the purpose of the dialogue by emphasizing that everyone is here to make fresh meaning about a particular topic by hearing from and engaging with one another.
- Explains that in order to make the dialogue as productive as possible, they'd like the group to establish guidelines. If time does not allow for the group to generate its own guidelines, the facilitator suggests three that the group consider using, for example:
 - Listen fully and respectfully
 - Be aware of the air: Make space for all voices to be heard
 - Seek first to understand—ask questions to clarify, not to debate
 - Stay open: we are all free to change our mind
 - Speak for yourself, not as the representative of any group.
 - Make an effort to suspend your own judgment as you listen to others
 - Elicits all the voices in the room asking all participants to introduce themselves and respond to the same phase one question.

Phase one questions are nonthreatening and allow participants to share information about themselves. They require only a participant's personal experience to answer.

Sample Phase One Questions:

1. When people ask you where you're from, what do you tell them and why do you respond this way?
2. Choose five words that you would use to describe yourself.
3. When you consider the word, —justice, what comes most immediately to mind?

Getting all the voices in the room does not necessarily mean that every participant must speak out loud. Facilitators might also consider using small group introductions or written techniques such as graffiti wall or indexed thoughts, both of which are described herein.

Phase Two: Sharing Your Own Experiences:

Phase two invites participants to think about their own experiences related to the topic and share these experiences with the group. The facilitator helps participants recognize how their experiences are alike and different and why.

Questions in phase two welcome each person's experience equally and place minimal judgment on responses, gathering more information than questions in phase one.

Sample Phase Two Questions:

1. What impact does immigration have on your daily life?
2. How did you first come to understand race?
3. Can you remember the first time you experienced or learned about —injustice?

Questions in phase two encourage the group to share both similar and differing experiences. Facilitators should ask follow up questions, encouraging participants to compare and contrast.

Sample Phase Two Follow-up Questions:

1. What differences do you notice in the ways you've experienced this topic?
2. How was your personal experience different from others you heard in the

group?

3. To what do you attribute the similarities in experience?

Phase Three: Exploring Beyond Your Experiences:

Phase three questions explore the topic beyond participants' personal experiences with it, to learn with and from one another. Until this point, participants speak primarily from their own experience, of which they are the undeniable expert. Phase three questions provoke participants to dig deeper into their assumptions and to actively probe underlying social conditions that inform our diversity of perspectives.

Sample Phase Three Questions:

1. Do all Americans have equal access to a —just legal system? Who does? Are there larger social realities that shape these differences?
2. Who should be welcome to immigrate to the US today? Who should not be welcome to immigrate here? What values inform your response to these questions?

In phase three, facilitators should be particularly focused on helping participants surface the assumptions they have made/are making about the topic and other participant experiences, encouraging them to examine why they feel as they do. When necessary, facilitators can help push participants toward deeper understanding with the following:

Sample Phase Three Probing Questions:

1. Tell me more about that.
2. How did you come to feel this way?
3. What are the assumptions you make when you think about this topic?

Phase Four: Synthesizing and Closing the Learning Experience:

After dialogue programs that reveal differences as well as similarities between participants, it is important to end a dialogue by reinforcing a sense of community. Phase four questions help participants examine what they've learned about themselves and each other and voice the impact that the dialogue has had on them.

Sample Phase Four Questions:

1. What, if anything, did you hear in this conversation that challenged your assumptions? What, if anything, did you hear that confirmed your assumptions?
2. Are there things you heard today that you want to understand better?
3. What have you heard that inspires you to act more on this issue?

4. If you could experience this program again with anyone in your life, who would you share it with?

Building a Better Arc-Developing Good Questions

Developing and asking the right questions is vital to the success of facilitated dialogue programs. By asking the right questions in the right way, facilitators can elicit participant response; but use the wrong questions or the wrong tone and a facilitator can just as easily shut participants down. By understanding the art of the question, a facilitator can not only increase participant engagement, but also help participants learn this skill themselves.

Questions take different forms and serve different functions.

- **Factual questions** have only one correct answer.
- **Interpretive questions** often have more than one answer, which are ideally supported with evidence. Depending on their personal interpretations, people can have different, equally valid answers.
- **Dialogic questions** have no right or wrong answer because they ask for opinion, belief, or knowledge based only on personal experience. They are rooted in the present and often touch on universal concepts and values.

Factual	Interpretive	Dialogic
Where might someone turn for financial assistance during the Panic of 1873?	What form of social welfare was most effective during the Panic of 1873?	Where would you turn for assistance during difficult economic times?
In the early 20th century, what percentage of Indian immigrants married individuals who did not define themselves as Indian American?	What has motivated Indian immigrants to marry other immigrants and racial minorities?	What factors are important to you when choosing a life partner?

Facilitation Techniques

Pair Share or Small Groups

Because some participants may be hesitant to share or speak before a large group, dividing participants into smaller groups or pairs may encourage stronger

involvement. This also can save a facilitator time, allowing multiple people to answer a given question simultaneously. When bringing pairs and small groups back together, facilitators should offer the opportunity for groups to share what they discussed, allowing participants who were not part of a given group to learn from their conversations.

Serial Testimony

Particularly useful in scenarios where one or more participants are dominating the conversation, serial testimony is a structured technique in which the facilitator establishes a time limit for each participant to answer a question. As each person speaks, the group is invited to listen silently without asking questions. If a participant does not fill their time, the group is invited to maintain the silence so as to allow for reflection and processing.

Quotes

This technique invites participants to consider multiple perspectives on an issue by using a series of attributed quotes related to the topic. The facilitator hangs the quotes, typically five or six, around the dialogue space and asks participants to read all of them, silently. After reading all of the quotes, participants are instructed to stand near the quote that they'd like to speak more about. Participants are then encouraged to discuss why they chose that quote within their small group.

Forced Voting

Facilitators write a series of statements related to a given topic or issue on individual sheets of paper. Participants are instructed to read all of the statements in silence and then to —vote their agreement or disagreement by placing a red or green dot on each sheet. After all participants have voted on all statements, the facilitator tabulates the results and shares them with the participants inviting reactions and comments from the group.

Carpet of Ideas

In carpet of ideas, a facilitator hands a large index card to each member of the group and then asks a question. After a time of silent reflection, the facilitator asks them to write their response in large print on the index card. The facilitator instructs participants that though these responses will be shared with the group, no response will be attributed to any one person. The facilitator should collect the completed cards and place them on the floor inviting the participants to circle around them to read and reflect on everyone's responses.

Mutual Invitation

In mutual invitation one participant invites the next speak. If the person who has

been invited to speak is not prepared to do so, he or she may —pass the invitation to someone else with the knowledge that the group will return to him. The mutual invitation process enhances the participants' sense that they collectively own the dialogue and is an effective technique to utilize when participants may not be responding well to a particular facilitator.

Graffiti Wall and Gallery Walk

In graffiti wall, the facilitator places butcher block or adhesive flip chart paper on the wall of the dialogue space and writes a word, phrase, or a phrase question. Participants are invited to write or draw their responses on the paper at the same time. When all participants have had a chance to place their responses on the wall, the facilitator invites the group to walk silently past the graffiti wall so as to read and process what others have written/drawn.

Indexed Thoughts

Similar to carpet of ideas, indexed thoughts invites participants to hold and share their written silent reflection with the rest of the group rather than anonymously submit it to the facilitator.

Troubleshooting: What to do if...

Sharing authority with visitors and creating space for them to engage with each other and with the content of your site might lead to new interpretive challenges. Some of those challenges are listed below along with facilitator responses, group guidelines and techniques to address them.

...one person dominates the discussion?

- Remind the group that everyone is invited to participate.
- You might say, —I hear your passion around this and I'd like to make sure that others in the group can share theirs as well.
- Ask the group, —Do we need to modify our ground rules to make sure everyone has a chance to speak?
- Appropriate techniques: Serial Testimony, Small Groups, Carpet of Ideas
- Helpful ground rules: Be aware of the air: —Make space for all voices to be heard; or —Exercise W.A.I.T – Before speaking, ask yourself, —Why am I talking?

...participants can't shift from debate to dialogue?

- Remind the group that the purpose of the dialogue is not to debate or convince one another of our —rightness.

- Say, —Everyone here has a different kind of expertise or knowledge about insert topic. While you may want to share your perspective with us, I invite you to first hear others so that we might deepen our collective understanding.
- Or, —Are there additional ways of looking at this issue that anyone would like explore?
- Appropriate techniques: Small Groups, Serial Testimony, Quotes
- Helpful ground rules: —Seek first to understand—ask questions to clarify, not to debate; —Stay open: we are all free to change our mind; or —Make an effort to suspend your own judgment as you listen to others

...a participant puts forth information that you know is false

- First, ask yourself if it is vital to correct the information. Be aware and conscious of your own biases and need to —fix beliefs that don't match your own.
- Ask, —Has anyone heard other information about this? If no one offers a correction, you might raise one.
- Often participants get hung up in a dispute about facts, but no one knows the answer. Remind the group that experts often disagree and redirect the dialogue with a question.

...no one wants to talk!

- Stop talking! You may be filling too much space.
- Ask participants to talk about a particular point within a small group and then bring everyone together again.
- Is the group in supposed agreement? Try to bring other views into the discussion, especially if no one in the group holds them. You might say, —Do you know people who hold other views? What would they say about our conversation?
- Appropriate techniques: Mutual Invitation, Carpet of Ideas, Indexed Thoughts
- Helpful ground rules: —We share responsibility for making the conversation productive.

...conflict erupts between participants?

- Remind participants that airing different ideas is why they've come together, however for the dialogue to continue to be productive, it must be focused on the issue.

- It is OK to challenge the impact someone's comments have in the room, but attacking a person's character is not acceptable.
- Invite others into the conversation if conflict is escalating between two people. "Would someone else like to offer an opinion?"
- Appropriate techniques: Serial Testimony, Small Groups, Carpet of Ideas
- Helpful ground rules: —Listen fully and respectfully; —Be willing to hear divergent views; —Avoid assigning intentions or motives to others; or —Make an effort to suspend your own judgment as you listen to others.

... while facilitating, I am struggling with a topic or something said by a participant?

- Have two or three short, non-confrontational phrases in your pocket that you can use to buy yourself time, i.e. "Tell me more," or —Does everyone else feel similarly?
- If you know a topic poses challenges for you, co-facilitate. Review your "trigger" issues with your colleague beforehand and decide on a physical cue that will help you signify to your co-facilitator that you need to step back.
- Appropriate techniques: Silent Reflection, Carpet of Ideas or Indexed Thoughts © *Tammy Bormann & David Camp*

Tips & Reminders For Being A Great Facilitator

Remember...

- Dialogue tours are discussions, not debate or argument
- you should remain impartial
- Keep the discussion focused in the topics at hand
- Deepen the conversation with questions
- Be creative to find ways for everyone to participate
- Clarify and summarize key points that are discussed
- Be a good listener
- Set a relaxed and open tone
- Create a safe space for all participants
- Stay aware of your guests and assist the group process
- Don't be afraid of silence!
- Keep track of time
- Help the group look for and find various points of view
- Ask open-ended questions that don't lend themselves to easy answers...

- Just as we live in a cross-cultural world, remember that our communication styles are also cross-cultural. Some cultures value listening more than speaking... and vice versa

Your visitors should...(if they don't you can remind them of the guidelines they agree to)

- Withhold judgements
- Honor and share the time and space
- Be respectful of self and others
- Speak from personal experiences
- Respect confidentiality, what happens on the tour stays on the tour
- Refrain from speaking for others

FACILITATOR FAQs:

Q: What if I'm asked specific questions about artifacts or history while on the tour?

A: Questions people ask about the house or history of Pearl Buck provides the perfect opportunity to encourage them to return for the Pearl S. Buck: Life and Legacy Tour.

Q: What if the dialogue starts to become political or religious in nature?

A: Your job as a facilitator is to ensure that conversation does not alienate any visitors. When we state our 'ground rules' in the beginning, we might want to suggest that while we appreciate everyone's perspective, we want all voices heard. If a 'healthy' debate ensues between visitors, we should assure that we are not taking sides and that we find a statement to intervene and create common ground. One of the ways that we do this is by explaining that Pearl S. Buck was not a political person. Pearl S. Buck would focus on the issues but not the politics. We still do not know how she was registered to vote.

Q: What about is the appropriate age range for guests?

A: We generally say that tours are for 6th grade and above. However, some parents may not have a problem with this material and believe that their children should learn it. Some questions are more vulnerable than others and may be uncomfortable for younger guests to answer. Facilitators or their own parents should use their best judgment to determine if students are comfortable with that level of vulnerability. Either try and make the question relevant for younger audiences or do not expect an answer.

Q: What is someone asks about Ted Harris (the dance instructor who was involved with her in the last years of her life)?

A: Pearl Buck has stated that Ted Harris was a great support to her and essential to the creation of the foundation. We know Pearl Buck was a strong woman, not easily swayed, so we don't entertain gossip and innuendo. You can confirm his presence and suggest they do research more on their own.

Q: What if someone asks "What religion was Pearl Buck?"

A: Pearl Buck was raised as a Presbyterian, as her father was a missionary with the church. (Additional information: When she retired to the United States she spoke against the church's attempt to convert people who had another spiritual practice for thousands of years.)

Q: Why did Pearl Buck place her only birth child into an institution?

A: The practice during her lifetime was to find the best professional care available. Buck identified the Vineland Training Center as the best place, and Carol lived comfortably for the rest of her life in that community.

Q: Are any Pearl Buck children or family members involved with this organization?

A: The first adopted daughter, Janice Walsh, was the closest of Pearl Buck's children child to the organization. When she passed away, she left her estate to Pearl S. Buck International. There are other family members who live in this area. They visit regularly and Buck's granddaughter is actually a docent.

Q: What does the historic (life and legacy) tour include that isn't covered in the *Taking Action* tour?

A: The *Taking Action* Tour takes a deeper look at the issues that were important to Pearl S. Buck, although the topics may be briefly mentioned on the *Life and Legacy Tour*, the *Life and Legacy* tour which covers more history, information about her life, the home, China, and specifics on the objects in the house. The *Life and Legacy* tour allows questions but does not include dialogue on the subjects that Pearl S. Buck found important.

Q: What if one of the guests doesn't want to take the quiz and others do?

A: Just like the questions during the tour, no guest or visitor is forced to interact, answer any questions, or participate in the quiz. Many of us learn just from listening. Feel free to tell that guest they may move into the Action Center to look at the action cards and that maybe something will resonate with them without taking the quiz.

Q: What if the tour time is extended and we don't have time for the quiz? Can I skip the audio recording in Walsh office in favor of the quiz?

A: Try to make sure you keep an eye on your time so that you can include all parts of the tour as they are important to the message we are trying to convey. Focus on the dialogue of the tour as your number one priority. If you find it necessary to skip the audio, please elaborate on Pearl S. Buck, her love of America and her thoughts that everyone can create change. Finally, utilize the time to talk about our other programs, too. In the worst case, if there is absolutely no way to take the quiz, be sure to tell everyone that the quiz can be taken online at www.psbi.org/activist.