**Voyage of the Phoenix #1: “The Reynolds Family Story”**

**Date:** 1959

**File Location: OSU Folder/Sharepoint**

**Film Title:** “The Reynolds Family Story” (16:14)

**Creator: Syd Cassyd**

**Summary:**

* Dr. Earle Reynolds was the skipper of the Phoenix of Hiroshima on its forbidden voyage into the American nuclear testing zone in the Pacific in 1958. At the dawn of the nuclear age he was one of the world’s leading experts on the effects of radiation. Earle had moved from Yellow Springs, Ohio, where he worked at Antioch College, to Hiroshima to work for the U.S. Atomic Bombing Casualty Commission to study the effects of radiation on children exposed to the first atomic bomb. He was joined by his wife Barbara and their three children: Tim, Ted, and Jessica. Earle’s 3-year study “Report on a Three-Year Study, 1951-2-3, of the Growth and Development of Hiroshima Children Exposed to the Atomic Bomb, 1954,” found these children to suffer from stunted growth, lowered resistance to disease, and greater susceptibility to cancer. Following his submission of the “Three-Year Study,” Earle Reynolds, with his wife Barbara, son, Ted, and daughter, Jessica, circumnavigated the globe in their yacht, “The Phoenix of Hiroshima” for four years (1945-1958). At the end of their voyage they encountered the Quaker-led crew of the yacht “Golden Rule” who had been arrested for attempting to sail into a U.S. nuclear test site in the Marshall Islands in the Pacific. This was the beginning of the family’s nuclear abolition activism. (221 words)

**Standard Questions**

* *Learning Standard*: Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age (Course: American History, Topic: The Cold War, Content Statement 23)
* *Learning Standard:* The United States followed a policy of containment during the Cold War in response to the spread of communism. (Course: American History, Topic: The Cold War, Content Statement 23)
	+ Where does the nuclear testing take place in the Pacific, and why does the Reynolds family object to the testing in that specific location? What does their objection imply about the balance of power between the United States and those living within the nuclear test zone?
	+ Why does Earle Reynolds argue it was necessary to sail into the nuclear test site established by the United States government?
	+ How do Jessica Reynolds (age 14) and Barbara Reynolds define their rights and duties as U.S. and global citizens? How does this compare to your own understanding of your rights and duties as a U.S. and global citizen today?

**Voyage of the Phoenix #2: “Stop”**

**Date:** ca.January 8, 1958 (date of publication not noted, but letter imprint inside shows 1/8/58)

**File Location:** <https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/6/rec/248> **Document Title: “**Stop”

**Creator:** GeorgeWilloughby, Lawrence Scott, Robert Pickus, A.J. Muste, Robert Gilmore, James Peck, Bayard Rustin, Lyle Tatum, Ammon Hennacy

**Summary:**

The Reynolds Family was inspired into action when they met the Quaker-led crew of the yacht, “Golden Rule”, in 1958 in Honolulu, Hawai’i. The Quakers of the Golden Rule had just been arrested for attempting to sail into a nuclear test site of the Marshall Island of Eniwetok. Below is their letter of protest to President Dwight D. Eisenhower.

**Standard Questions**

* *Learning Standard:* Individuals can participate through nongovernmental organizations to help address humanitarian needs. (Course: Contemporary World, Topic: Civic Participation and Skills, Content Statement 7)
* *Learning Standard*: Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples. (Course: Modern World History, Topic: The Cold War, Content Statement 22)
	+ What does the word, “deputation” found on the first page of the pamphlet mean? Who does the crew of the “Golden Rule” see themselves as representing?
	+ Why does the crew of the “Golden Rule” seek to sail to the both the United States and the Soviet Union? What is the value in sailing into these countries *in person* via the ocean? Or, why isn’t writing a letter enough?
	+ What does the crew of the “Golden Rule” hope to achieve in regard to nuclear weapons, and why?

**Voyage of the Phoenix #3: “Requesting Help with Legal Fees”**

**Date:** 1959

**File Location:** <https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/808/rec/1>

**Document Title:** The Phoenix Story

**Creator:** The Phoenix Defense Fund

**Summary:**

* *Summary:* Earle and Barbara Reynolds were engaging in civil disobedience when they sailed the Phoenix into the forbidden nuclear test zone near the Marshall Islands in July 1958. Unlike other forms of civic participation civil disobedience often carries with it negative consequences. Dr. Reynolds recognized the risks including physical dangers, the loss of his scientific career, and imprisonment. The Reynoldses, however, followed their convictions. As a result, Earle was arrested and sentenced to prison. Upon appeal, a re-trial was scheduled for August 1959 through the U.S. District Court for the District of Hawaii, and Earle reached out to supporters for help with his legal fees in the Phoenix Defense Fund letter. (110 words)

**Standard Questions:**

* *Learning Standard:* Individuals can identify, assess and evaluate world events, engage in deliberate civil debates and influence public processes to address global issues. (Course: Contemporary World Issues, Topic: Civic Participation and Skills, Content Statement 5)
	+ What do you learn from the information in the letter about the negative results of Earle and Barbara Reynolds’ decision to sail the Phoenix into the restricted nuclear testing area?
* *Learning Standard:* Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. (Course: Contemporary World Issues, Topic: Technology, Content Statement 6)
	+ How might you argue that contributions to Earle Reynolds’ defense fund constitute engagement in addressing the global issue of nuclear proliferation?

**Voyage of the Phoenix #4: “The Construction of the Phoenix of Hiroshima ”**

**Date: ca. 1953**

**Location:**

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/532/rec/11>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/592/rec/51>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/255/rec/24>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/15/rec/1>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/108/rec/172>

**Summary:**

* *Summary:* As he worked on his “Report on a Three-Year Study, 1951-2-3, of the Growth and Development of Hiroshima Children Exposed to the Atomic Bomb, 1954,” Earle Reynolds dreamed of building his own yacht and sailing around the world. He initially drew up blueprints for a 30-foot ketch, but Barbara Reynolds insisted that the yacht be built large enough for the entire family to join him. This resulted in a 50-foot ketch. Earle drew up the blueprints, but the construction of the yacht was realized by Japanese master ship builder, Yotsuda san and his crew of Japanese craftsmen. When the yacht was completed in 1954, Professor Yamada Nobuzo, who was also an atomic bombing sufferer and the family’s Japanese language teacher, suggested that Earle name it, “The Phoenix of Hiroshima” to signify a Hiroshima rising up from the ashes. Although nuclear activism was far from the family’s mind at the time they set sail, the name of the yacht and the three Japanese crew members (who were also atomic bombing sufferers) from Hiroshima ensured that the atomic bombings and nuclear weapons were a topic of discussion at nearly every port the Reynold’s docked. Locals often sought out the Japanese crew to ask them about their experience of the atomic bombing of Hiroshima. By the time the family, along with Japanese crew member Mikami Niichi, arrived in Honolulu, they had become much more politically aware of the pervasive global fear of the United States as the first country to use nuclear weapons in a time of war.

**Standard Questions**

* *Learning Standard:* Individuals can identify, assess and evaluate world events, engage in deliberate civil debates and influence public processes to address global issues. (Course: Contemporary World Issues, Topic: Civic Participation and Skills, Content Statement 5)
	+ *Question:* Howdid individuals from Hiroshima, Japan contribute to the success of the voyage of the Phoenix?
	+ *Question:* How did the contributions of individuals from Hiroshima create a space for the Reynolds family to become politically aware of the threat of nuclear war and the global perception of the United States as an aggressor nation?
	+ *Question:* What role did sailing throughout the world play in the Reynolds family decision to sail into the Operation Hardtack nuclear test site in the Marshall Islands?

**Voyage of the Phoenix #5: “Stopping The Golden Rule”**

**Date: April 24, 1958**

**File Location:** <https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/40/rec/1>

**Document Title:** “Blissard May Stop Ketch”

**Creator:** Honolulu Advertiser [Handwritten on Left of Article]

**Summary:**

* *Summary:*  The Golden Rule The crew of the Golden Rule were sentenced to a 60-day imprisonment in May 1958 for attempting to sail from Honolulu into the Pacific atomic bomb testing zone. Led by former Navy man Albert Bigelow, a member of the Society of Friends also known as Quakers, the crew of the Golden Rule intended to protest the US testing of nuclear weapons in the new Cold War era. Bigelow regarded nuclear explosions as “crimes against all mankind” for the catastrophic damage done to humans and the environment. The Reynolds family would later sail their Phoenix into the test zone to carry on the protest of the Golden Rule. (110 words)

**Standard Questions**

* *Learning Standard:* Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age (Course: American History, Topic: The Cold War, Content Statement 23)
	+ *Question:* What argument does U.S. Marine Reserve Lieutenant Colonel Blissard use to try to convince the crew of the “Golden Rule” not to sail into Eniwetok of the Marshall Islands to protest United States nuclear testing? Do you find his argument convincing?
	+ *Question:* How does the threat of the United States government to charge the members of the “Golden Rule” with a felony for sailing to Eniwetok to protest United States nuclear testing reveal about the balance of power in regard to the circulation of bodies and things in the global setting?

**Voyage of the Phoenix #6: “Ted and Jessica Reynolds: The Children of the Phoenix”**

**Dates: 1953; 1953; 1958**

**File Locations:**

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/15/rec/1>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/14/rec/253>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/791/rec/301>

**Photograph Titles:** The Yacht Phoenix Figurehead; Ted Reynolds; What do the Teen-agers [*sic*]

Think

**Creator:** Unknown

**Summary:**

* Barbara Reynolds insisted that her husband Earle not leave she and her children behind when he proposed to sail the yacht “Phoenix of Hiroshima” around the world in 1954. (Their third and eldest son Tim returned to the United States to attend college.) Later, in 1958, when the Reynolds family concluded the voyage of the Phoenix by sailing into a the nuclear test site “Operation Hardtack: Cedar” near the Marshall Islands, Earle and Barbara were widely condemned for bringing Ted (now 18 years old) and Jessica (now 14 years old) to accompany them.

**Standard Questions**

* *Learning Standard:* Individuals can identify, assess and evaluate world events, engage in deliberate civil debates and influence public processes to address global issues. (Course: Contemporary World Issues, Topic: Civic Participation and Skills, Content Statement 5)
	+ *Question:* According to the document, why did the Earle and Barbara believe it was acceptable to bring their two children Ted and Jessica along when they sailed into the U.S. nuclear test site “Operation Hardtack” in defiance of U.S. military orders?
	+ *Question:* Do children have a role to play in regard to the political and social concerns of their time? Do/should children have a role in shaping social, economic, and political change over time (i.e., history)?
	+ *Question:* Can you think of other examples where children are circulated globally in ways that impact or shape the present world?

**Voyage of the Phoenix #7: The Crew of the Yacht Phoenix of Hiroshima**

**Date: 1953; 1953**

**File Location:**

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/17/rec/259>

<https://digital.opal-libraries.org/digital/collection/p17342coll8/id/324/rec/149>

**File Title:** The Crew of the Yacht "Phoenix of Hiroshima"; Mikami Niichi, Mitsugi Suemitsu, Fushima Motosada

**Creator:** Unknown; T. Sumimoto

**Summary:** The yacht Phoenix of Hiroshima became home to a multi-racial and multi-generational crew. This did not escape the attention of those who greeted the Phoenix at its many stops along the way. The Reynolds family would later report that the Japanese crew members from Hiroshima (Niichi Mikami, Fushima Motosada, and Mitsugi Suemitsu) served to educate they and their port-side hosts regarding the experience of the atomic bombings and the threat of nuclear weapons. As a result of these interactions, over the course of the voyage, the Reynolds family (Earle, Barbara, Ted, and Jessica) became nuclear disarmament activists. In addition to the awareness the Japanese crewmembers brought to harms of nuclear weapons, their presence on the yacht also highlighted racial tensions. Jessica later observed that in the ports of South Africa and in the United States, in particular, Japanese crew members were subjected to segregation, racial discrimination, and unequal treatment. Such racial discrimination in the United States led two crew members, Fushima Motosada, and Mitsugi Suemitsu, to return to Japan early before completing the voyage.

**Standard Questions**

* *Learning Standard:* Individuals can identify, assess and evaluate world events, engage in deliberate civil debates and influence public processes to address global issues. (Course: Contemporary World Issues, Topic: Civic Participation and Skills, Content Statement 5)
	+ *Question:* How did the movement of people and ideas around the world via the Voyage of the Phoenix of Hiroshima create awareness regarding the use of nuclear weapons?

**Voyage of the Phoenix #8: “Niichi Mikami: Japanese crewmember of the Phoenix”**

**Dates: 1958; 1958**

**File Locations:**

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/80/rec/133>

<https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/91/rec/134>

**Document Titles:** Letters from Kwajalein 1; Letters from Kwajalein 2

**Creator:** Niichi Mikami

**Summary:**

* Niichi “Nick” Mikami was the sole Japanese crew member that remained aboard the Phoenix of Hiroshima at the end of its voyage (1954-1958) and willingly sailed with the Reynolds family into the nuclear test zone. Japanese crew members Matsugi Suemitsu Fushima Motosada left the Phoenix in 1957 after they experienced racism and discrimination at ports in the United States amidst racial segregation. Nick, however, decided to continue sailing with the Reynolds family. When it came to sailing into Operation Hardtack nuclear test site in 1958, “there was no hesitation.” Mikami was from Hiroshima and his mother and uncle had been in Hiroshima when the US dropped the atomic bomb. “For days, his mother had crawled through the radioactive rubble, searching for her brother-in-law. She never found his body."

**Standard Questions**

* *Learning Standard:* Individuals can identify, assess and evaluate world events, engage in deliberate civil debates and influence public processes to address global issues. (Course: Contemporary World Issues, Topic: Civic Participation and Skills, Content Statement 5)
* *Question:* Who is Mikami Niichi writing to and why?
* *Question:* Why is Mikami Niichi grateful to the U.S. Navy and what does his visit to the Japanese cemetery express about his political convictions?
* *Question:* What sense do you get of Mikami Niichi from his letters (his personality, world view, other characteristics)? Do you think a certain type of personality is necessary to carry out political activism?
* *Question:* How does Mikami Niichi view his bodily integrity? Who has the right to decide where he is held and transported, and why?

**Voyage of the Phoenix #8: “Barbara Reynolds: First Mate of the Phoenix”**

**Date: 1958**

**File Location:** <https://cdm17342.contentdm.oclc.org/digital/collection/p17342coll8/id/493/rec/14>

**Photograph Title:** Earle and Barbara Reynolds Peace Crane Garlands image from Voyage of the Phoenix

**Creator:** Unknown

**Summary:**

* Barbara, wife of Earle Reynolds and first mate on the Phoenix, sailed into the forbidden atomic bomb testing zone to protest against US nuclear testing. Influenced by her time in Hiroshima with atomic bombing families and orphan as well as the awareness gained while circumnavigating the globe, Barbara urged her family to carry on the protest voyage begun by the Golden Rule. She was convinced that this “was a decision for which our whole lives had prepared us” (Renshaw, Jessica Reynolds Shaver. \*The Reynolds Family, the Nuclear Age, and a Brave Wooden Boat.\* 2017). Barbara would go on to become an internationally renowned nuclear abolitionist, leading two world tours of atomic bombing sufferers to all nuclear weapons holding countries in 1962 and 1964. Additionally, Reynolds founded the World Friendship Center in Hiroshima in 1965 and the Peace Resource Center at Wilmington College in Wilmington, Ohio in 1975.

**Standard Questions**

* *Question 1*: What factors influenced Barbara Reynolds' view of the use of nuclear weapons and led her toward activism nuclear weapons testing and proliferation?
* *Question 2:* Based on your knowledge of the destructive capacity of nuclear weapons, what arguments do you think Barbara might have used to urge her family to engage in civil disobedience by entering the restricted nuclear testing zone?
* *Question 3:* By further researching the World Friendship Center and Peace Resource Center, describe how these are forms of activism that continue on to this day.