



Journeys in the Spirit

inward outward upward downward

Children's work edition February 2014 Issue 84



Quakers, work and business – a botanist.

Getting ready

Early Quakerism was one of vocal ministry and of spreading the word and sharing the ideas of George Fox. This first period was the Formation of Quakers 1646-89. The next generation of Quakers 1690 to 1820 were different, this was the Quietism period. Quakers felt a need to be open and aware of God but were wary of the world.

But Quakers still had to be part of the world and were engaged in many businesses and industries. They lived their Quaker values through their work and in their daily lives. Early Quakers had testimonies against outward symbols, taking oaths and the payment of tithes, and about peace, temperance, moderation and forms of address. These beliefs sprung from a sense of equality, compassion and seeing the sacred in all life. It was in this Quietism period that the botanist illustrator Sydney Parkinson was born. There were many Quaker botanists and gardeners. This type of work suited their concern for the natural world and the environment, and their desire for work that was useful and had social value (this has been called 'innocent trades' as opposed to heavy industry such as at Coalbrookdale). Quakers had a belief that finding out about, looking at creation brought them closer to the God. This could be done without needing to have studied at University - Quakers were not allowed to go to University.

Journeys in the Spirit offers resources and ideas to Quakers engaging with children and young people.

This children's work edition comes out monthly. It offers resources and ideas to Quakers engaging with 5–12 year olds in a Quaker setting.

It provides opportunities for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit.

Gather

Ask the children to gather together in a circle. This may be a time to introduce new Friends to the group or to re-introduce Friends who have not been for a while. Spend a little time sharing news or new experiences. After a few minutes of stillness and quiet tell your group that the time this day is going to be spent finding out about some work Quakers have done that involved drawing, painting and growing plants and flowers.

Ask the children in what ways they capture, make or keep images and pictures in their home, at school or with friends and family. There may be a range of answers from camera, camera phone, downloading pictures digitally on to a computer.

Ask the children if they know how their parents, grandparents or older friends and relatives use to capture images or pictures.

Go on to ask the children to think about or imagine a time when images were "captured" by drawing and painting? On *Additional Resources 84.A* there are some images for children to look at and compare. Place these where children can look at them. You may wish to use your own resources.

Underpinning references

"The produce of the earth is a gift from our gracious creator to the inhabitants, and to impoverish the earth to support outward greatness appears to be an injury to the succeeding age."

John Woolman
1720-1772

Engage



Portrait in the Natural History Museum

Tell the story of Sydney Parkinson

Say that you are going to talk about a Quaker whose work was drawing plants and flowers, 'capturing images'. Sydney was born in Scotland in 1745. His dad was Joel Parkinson - a beer maker and a Quaker. Sydney first worked in a shop selling woollen cloth but he really loved drawing plants and flowers – he was very good at it. Soon he was good enough at drawing plants and flowers that he could stop working in the shop.

He went to London in 1766 – he was 21 years old. At this time this was a very long journey. He would have travelled in a stagecoach. He spent many days drawing plants at 'The

Vineyard' nursery in London which belonged to James Lee, another Quaker botanist. The Vineyard was famous for its plants and flowers – it was like a big garden centre where people go now to buy plants.

A scientist called Joseph Banks came to visit the nursery. He met Sydney and asked him to be the artist on a voyage around the world that would include going to Australia. This was in 1768 and was Captain Cook's first voyage on the sailing ship Endeavour. For a picture of the ship and a simple map of the ship's route see *Additional Resource 84.B*. This voyage was like going to the Moon or Mars today, such were the uncertainties of success or failure, or even a safe return to England.



A type of fuchsia that was first sold at the Vineyard.



Joseph Banks

When the ship got to New Zealand Sydney drew pictures of some of the Maori people who lived here – see *Additional Resource 84.B*. When the expedition moved on to Australia, the people, the animals, and the plants all appeared to be very different from anyone or anything they had seen before. Sydney had to work very hard to keep drawing all the plants being brought on board the ship. Often he only had time to sketch each item, and add scribbled notes about the colours he would fill in later. Sydney was the first Quaker on Australian soil.

There wasn't much room on the ship. Joseph Banks and another scientist collected lots of things from places they stopped for Sydney to draw. At one port the ship was stopped from leaving and nobody could get off the ship. Sydney and his friends sneaked off and carried on collecting plants in the dark. They brought back over 300 species. The Endeavour continued on her journey, and Sydney Parkinson worked very hard on his drawings. He had to take on the work of another artist as well.

They spent several months off the western coast of Australia, and then began the long journey home. Very sadly, in 1771, Sydney became ill with a horrible tummy illness called dysentery. He died on January 26th and was buried at sea (this means there was a special service like in church or meeting and his body was carefully put into the sea). Sydney had produced 280 finished and botanically accurate paintings and over 900 sketches and drawings. *Ficus parkinsonii* was named after him, and today Sydney Parkinson is remembered as one of the truly great botanical artists.

The pictures were not finally printed until 1980 - 214 years after they were drawn.



References & other resources

The *Quakers in the World* website has more information on Quaker botanists and illustrators:

www.quakersintheworld.org/quakers-in-action/221

www.quakersintheworld.org/quakers-in-action/218

Also see *Journeys in the Spirit* issue 58 to read about Priscilla Wakefield another Quaker botanist:

www.quaker.org.uk/journeys-spirit-childrens-work-58

Also see *Links to other resources and organisations* sheet at

www.quaker.org.uk/resources-children for more

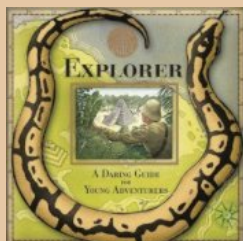
about Sydney, Captain Cook's Quaker connections and the Backhouse family of nursery owners.

Additional Resource 84.B sheet can be found at:

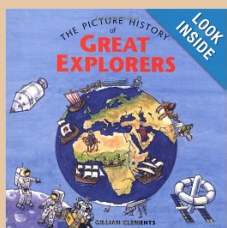
www.quaker.org.uk/resources-children

References & other resources

“One’s destination is never a place, but a new way of seeing things”
Henry Miller.



‘How to be an explorer’ Dugald Steer



‘The Picture Book of Great Explorers’
Gillian Clements

Books can be ordered from the Quaker Bookshop
020 7663 1030
<http://www.quaker.org.uk/shop>

How to draw website:
www.artfactory.com/still-life/still_life_pencil.html

Additional Resources 84.B, 84.C and 84.D can be found at:
www.quaker.org.uk/resources-children

Respond

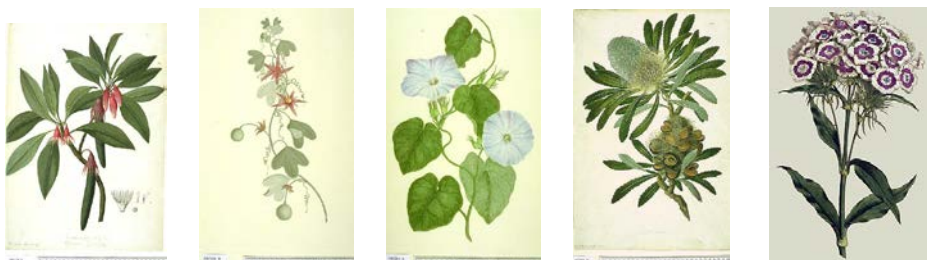
Resources for these activities: wooden drawing boards (if possible), plain drawing pencils, coloured drawing pencils, oil pastels, wax crayons – large and small, good quality drawing paper, a plant with an interesting shape, a vase of flowers, big sheets of paper.

Sharing Gifts

Sydney wanted to share his gift of illustration with the world; his job was to record plants, animals and people that he saw on the Endeavour. Ask the children what they think about the journey that Sydney went on. What do they think it was like – exciting, scary, hard work? What was it like for Sydney?

Ask the children what they think it would be like to travel with a group of people to an unknown place to see completely new plants and animals and people they had never seen before.

Go on to say something like, ‘Sydney knew he wanted to draw and find out about plants and places – it was his work. Let’s try to get an idea of what he did.’ Lay down copies of some of the plant pictures drawn by Sydney and other artists at the time. There are examples on *Additional Resource 84.C*. Also lay down copies of the ship pictures on *Additional Resource 84.D* and the Maori chief on *Additional Resource 84.B*. Talk a little bit about what is shown in the ship and Maori pictures. Ask children to choose one that they like and then make a drawing of it. When drawings are finished people can say, if they would like to, why they chose the picture and what they liked about it.



Still Life

Sit in circle with the plant and or vase in the middle of the group. Ask children, in the quiet to draw the plant or flowers as best they can – it doesn’t have to be perfect! See link in sidebar to ‘how to draw’ website.

When people have finished drawing they can say what it was like doing the drawing. Ask what children think about doing drawing on a crowded and smelly ship. Ask the children what they notice about how people have drawn the plant or flowers from a different view point. What does it show about the plant or flowers? Do you need to have all of the pictures to see the specimen as a whole? If it is possible take a digital picture of the specimen and ask children to compare what they see on the film and in the drawings?

Ask the children if they can think of ways in which sometimes they only see something from one side and they need to think about all of its sides in order to understand it?

Exploring

Ask the children if they would like to go exploring and finding out things. Where would they like to go? What would they need to take with them? How different would it be from when Sydney went on the ship?

Ask the children to make big pictures that include a picture of Sydney’s ship and also pictures of where they might like to go and what it would be like. If possible have books or magazines that feature exploration – two examples in the sidebar. Ask the children to talk about their ideas whilst working.

Reflect

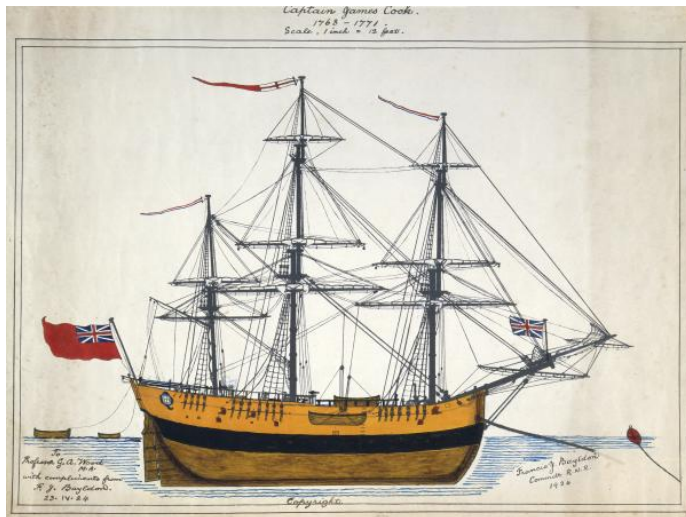
Gather the children together and ask if there are any questions about the activities today.

Are the children aware of the different ways that images are captured?

Ask the children how being a Quaker might have helped Sydney or made a difference to what he did?

Ask the children if Sydney's story has made them think about things they want to do for work when they are older.

End with a little closing stillness and quiet.



Review

At a time to suit the facilitators, you may like to look at the following questions.

Did the session go well?

What did the children enjoy the most?

Were there any unexpected responses?

Were there any issues with the material?

Could anything have been done differently?

This issue was written by Adrienne Jeorrett and edited by Chris Nickolay and Howard Nurden. Chris Nickolay wrote the Topical activity.

Issue 85 is about *George Cadbury and the production of chocolate*. Available from 3 March 2014.

Issue 86 is about the *Tottenham baker who made the now famous Tottenham cake*. Available from 1 April 2014.

Issue 87 is the first in a new series linked to the Yearly Meeting Gathering theme. It has the title, *'Being a Quaker and a child'*. Available from 1 May 2014

Materials available online are:

Current issue additional Resources Sheets

An easy to use plan for a Children's Meeting

Links to other resources and information

A simple plan for an all age Meeting for Worship

A topical activity – about a children and families day at Friends House, London

Also a 'How to use *Journeys in the Spirit*' guide; a link to special issues; an archive of previous issues; a discussion forum and a link to the *Journeys in the Spirit* Youth edition.

Go to:

www.quaker.org.uk/journeyschildren and choose from the range of links in the sidebar.

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Journeys in the Spirit



Children's work

Additional resources 84.A

Gather

Pictures to think about

Photo of an apple



Paintings of an apple





Journeys in the Spirit

Children's work

Additional resources 84.B

Engage

The story of Sydney Parkinson



The route of Cook's first voyage



Replica of The Endeavour

(Also go to: www.bbc.co.uk/history/british/empire_seapower/launch_vt_endeavour.shtm !)



A drawing of a Maori chief



Journeys in the Spirit

Children's work

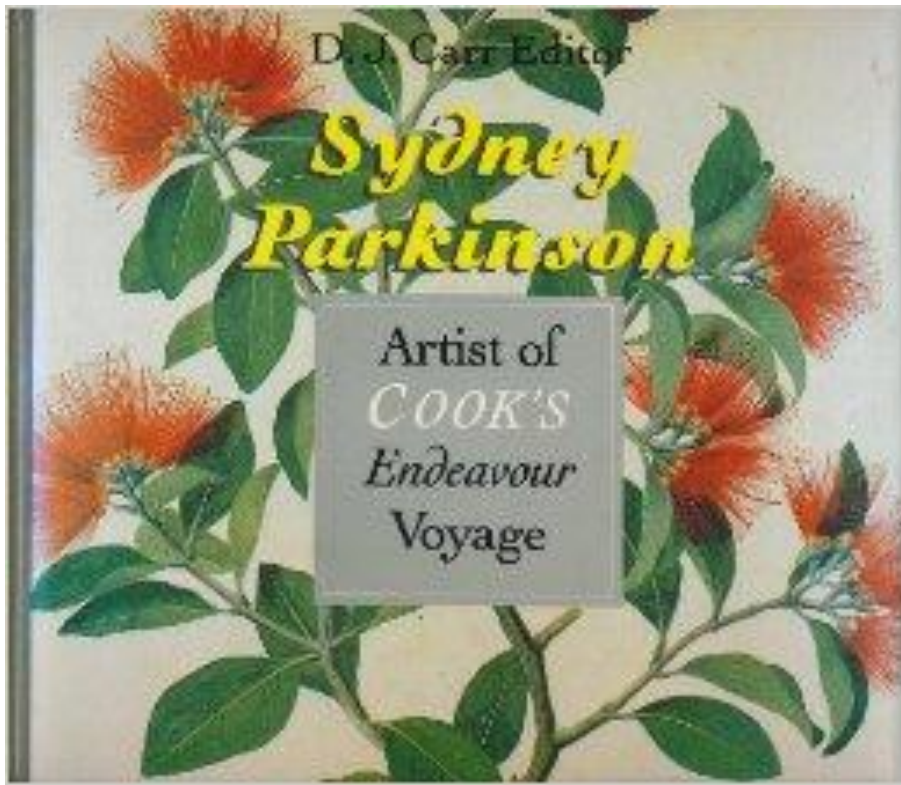
Additional resources 84.C

Respond

Sharing gifts



***Ficus parkinsonii* drawn by Sydney Parkinson and named after him**



This is a book published of the works of Sydney Parkinson in 1984







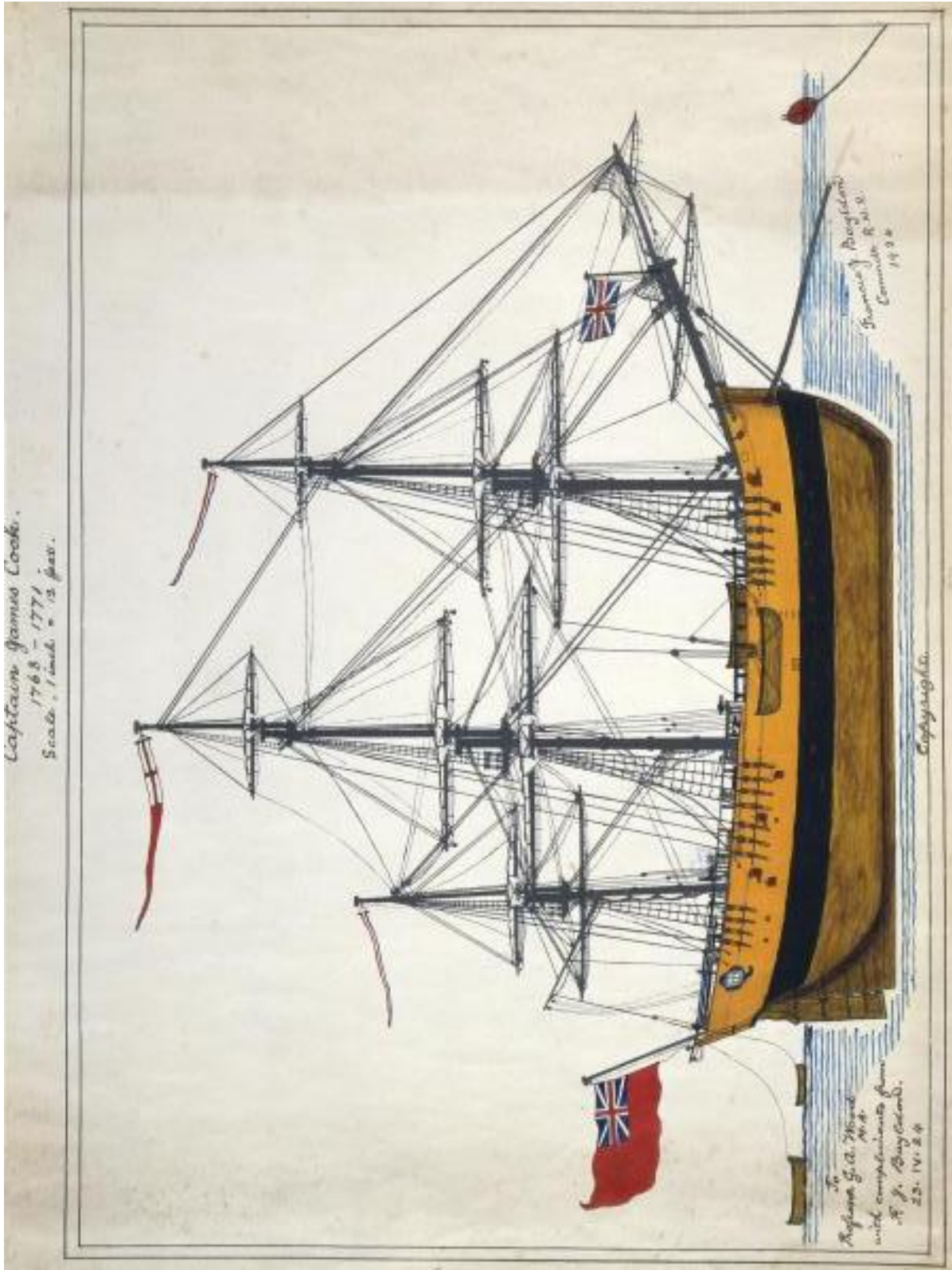
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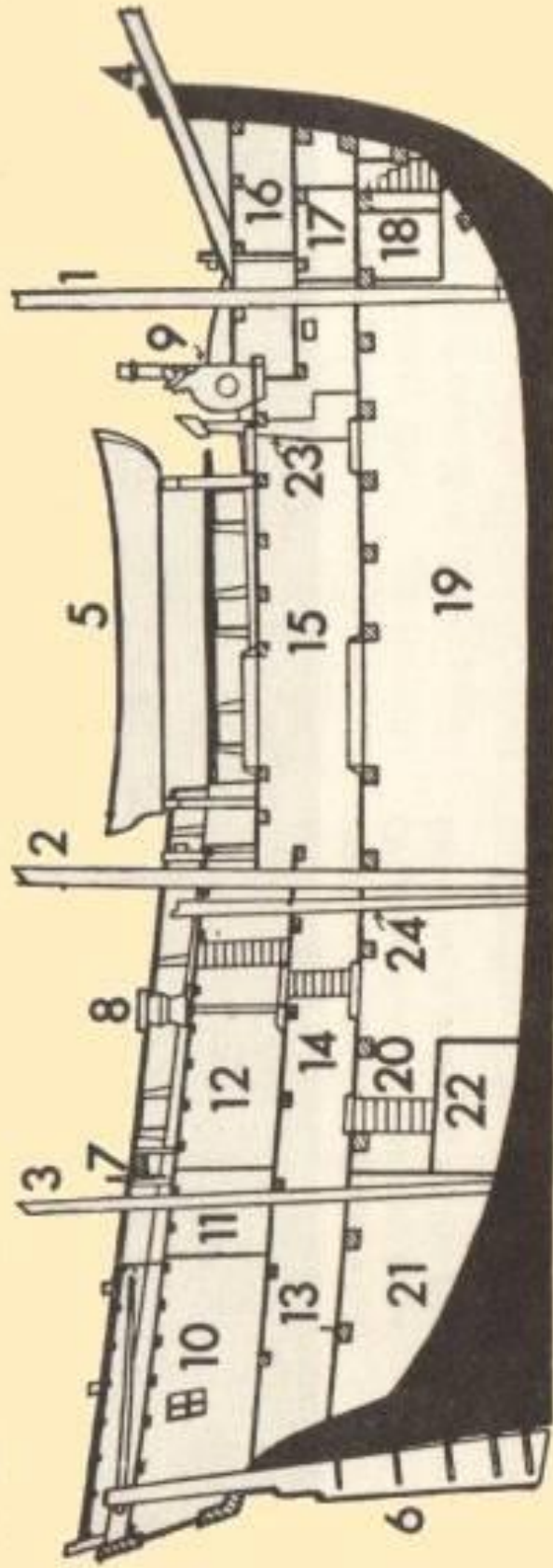
Children's work

Additional resources 84.D

Respond

Sharing gifts





H.M. BARK ENDEAVOUR

(length of keel, 91 feet) A diagrammatic section of the interior.

- | | | |
|----------------|---|------------------------------|
| 1. Foremast | 9. Winch and belfry | 17. Warrant-officers' cabins |
| 2. Mainmast | 10. Great cabin | 18. Magazine |
| 3. Mizzen-mast | 11. Cook's and Banks's sleeping cabins | 19. Hold |
| 4. Bowsprit | 12. Cook's and the gentlemen's messroom | 20. Steward's store-rooms |
| 5. Longboat | 13. Wardroom and officers' cabins | 21. Lazaret (store-room) |
| 6. Rudder | 14. Gunroom and junior officers' quarters | 22. Fish room |
| 7. Wheel | 15. Lower deck (for seamen) | 23. Ship's galley |
| 8. Capstan | 16. Forecastle (for the petty officers) | 24. Pumps |