



# Every Man, Woman, and Child

a musical presentation of

## THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

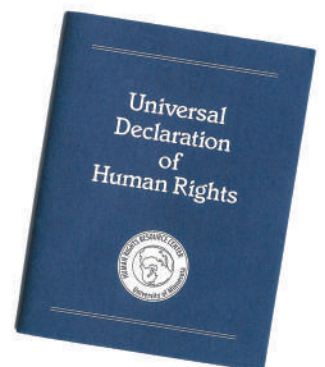
by

**MERRILL COLLINS**

for All Ages



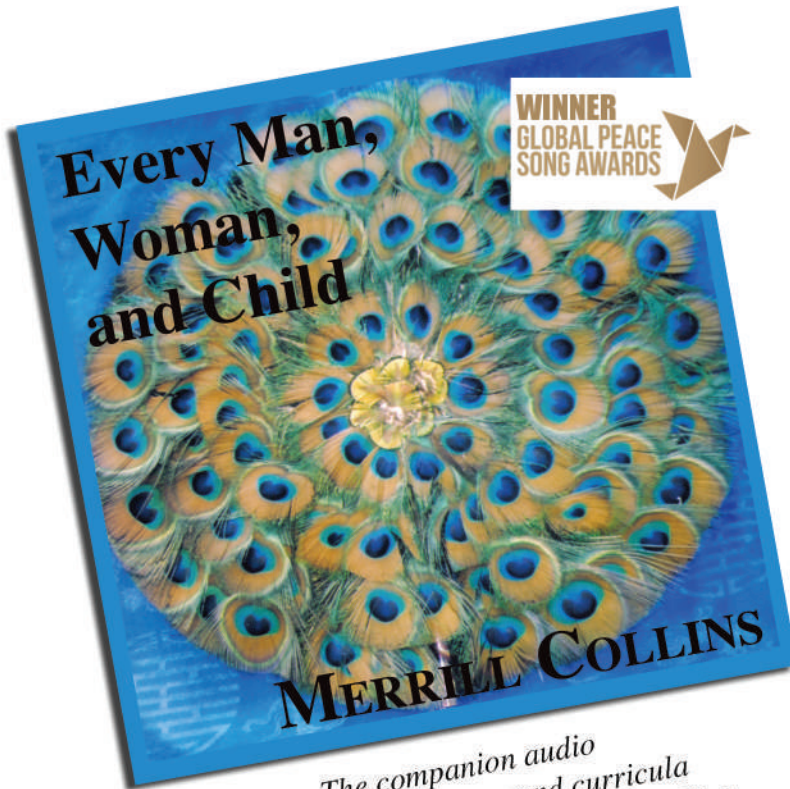
**WINNER  
GLOBAL PEACE  
SONG AWARDS**





# The We Agree Project

sets world agreements to music  
for communities to bring to life



*The companion audio  
to this book of scores and curricula  
is available wherever music is sold online,  
or from [www.spiralingmusic.com](http://www.spiralingmusic.com).*

## Every Man, Woman, and Child

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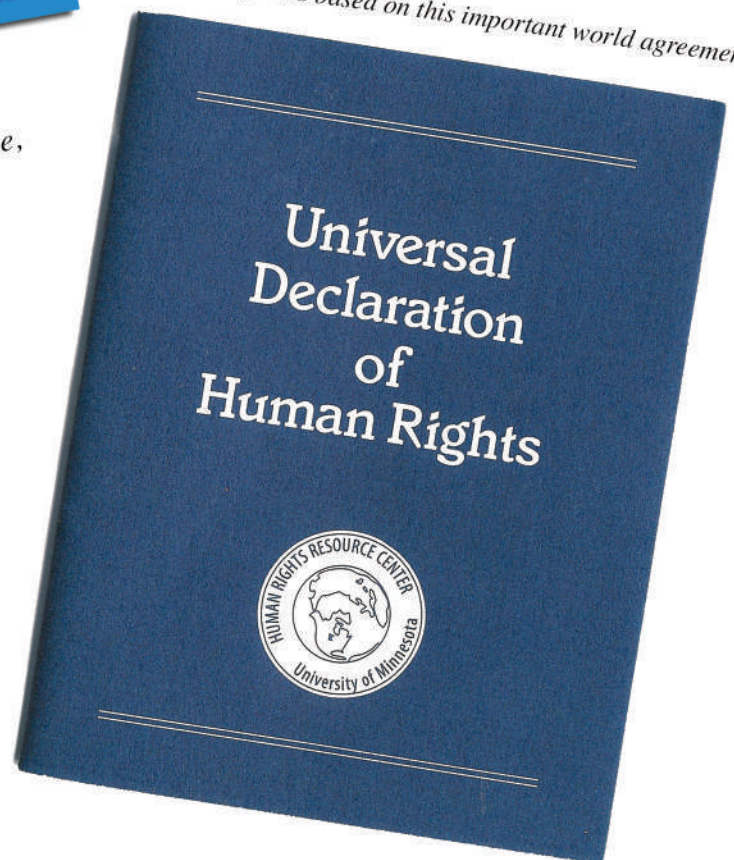
[www.spiralingmusic.com](http://www.spiralingmusic.com)



This book contains a powerful project with tools for teaching and celebrating human rights in classrooms, assemblies, after-school programs, youth groups, music classes, recreation centers, corporate events, senior centers, camps, public events and fundraisers.

These materials were created for activity directors, teachers of music, art, dance, social studies, and ethics, singers, dancers, parents, family gatherings, senior citizens, and multimedia producers.

*This project is based on this important world agreement*



# Every Man, Woman, and Child

a musical presentation of

THE UNIVERSAL DECLARATION  
OF HUMAN RIGHTS  
by  
MERRILL COLLINS

"I have an unyielding belief that all people yearn for certain things: the ability to speak your mind and have a say in how you are governed, confidence in the rule of law and the equal administration of justice, government that is transparent and doesn't steal from the people, the freedom to live as you choose. These are not just American ideas. They are human rights. And that is why we will support them everywhere."

—Barack H. Obama

*“The  
declarations that  
are made by the  
Commission of Human  
Rights and the General  
Assembly, which sometimes seem  
too abstract, too diplomatic, become  
a reality when the gap between these  
documents and what they mean to  
people is bridged in such a wonderful  
way.”*

*—Elsa Stamatopoulou,  
former Officer in Charge,  
UN. Center for Human Rights,  
New York*



*Else Stamatopolou, Officer in Charge, U.N. Center for Human Rights, New York, with children from Pathways to Peace Chorus from California, at the first New York City performance on December 10, 1987.*

## Dedication

This edition of *Every Man, Woman, and Child* is dedicated to the Office of the United Nations High Commissioner for Human Rights, in celebration of the UDHR Decade of Human Rights Education, 1995-2004.

In 1994, this office called upon all governmental and non-governmental organizations to increase their involvement in formal and non-formal education in human rights.

Through out this decade, activities have taken place worldwide through a myriad of organizations, small and large, public and private, religious and secular, to hold up the ideals of human rights and to ground them in our personal experience.

This piece was first composed and performed in 1986, and has continued to evolve through this decade, with the first multiple-language performance in 1998 for the 50th Anniversary of the UDHR.

# ACKNOWLEDGMENTS

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Many individuals and organizations have worked with me from the genesis of this piece in 1983 to its present form. I especially want to thank the adults and children whose participation helped shape the program:

- Beyond War (Foundation for Global Community).
- Rev. Dr. Carl Schmitthausler. . . for introducing the topic in 1983 and working with the children of the YMCA “Via the Arts” Day Camp on the first pilot of the curriculum for youth in 1986;
- Else Stamatopolou. . . for drafting the Paraphrase Chart in support of bringing the Universal Declaration of Human Rights to the accessible level;
- Avon Mattison, Pathways To Peace, “We the Peoples” Initiative and all the support people . . . for encouraging my work as composer-in-residence and helping the Oakland contingent get to the New York United Nations for Human Rights Day in 1987;
- Cosette Thompson, Amnesty International, San Francisco;
- Rev. Stephen Hamilton, Plymouth United Church of Christ. . .for helping to develop the Workshop for Adults and adding the line, “. . .for all creation;”
- Children, parents, teachers and staff of educational institutions in Oakland, California and San Francisco who piloted the curriculum for youth and performed *Every Man, Woman, and Child* many times:
  - Jim Costanzo, teacher, Piedmont Avenue Child Development Center;
  - Dan Dean, teacher, St. Leo’s School, Oakland;
  - Frederick Gums, who was the director of YMCA School Age Child Care;
  - Peter Arizu, director, Cole School Chorus;
  - Jerry de Noto, principal, St. Mary’s Chinese Day School;
  - Pope Flyne, director, Ridgeview United Methodist Youth Group;
  - Susannah Wood, Opera Piccola;
  - Greg Shaw, technology consultant for global sing-along concept;
  - Felicia Sandler, St. Perpetua Choir;
  - Joseph Hebert, choir of St. Augustine’s Church, Pleasanton
  - Old St. Mary’s Cathedral Choir;
  - Volunteers from the American Conservatory Theater Summer Youth Program;
- Kristen Caven for co-creating the books and website for these projects; and
- The many musicians who brought it all to life!

Thank You!

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# 2017 Winner GLOBAL PEACE SONG AWARDS



*Every Man, Woman, and Child*



# INTRODUCTION

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“Every Man, Woman, and Child” is an educational performance piece by Merrill Collins based on The Universal Declaration of Human Rights (UDHR). Community groups of all types can use this project to cultivate and perpetuate the deepest levels of respect between people and toward all of life.

The UDHR is both historically and presently a significant document. Written after WWII, in the spirit of protecting the globe from the repetition of destructive, inhumane activities associated with war, the Declaration reflects the deep concerns of the people at that time. It was adopted by the United Nations without dissent in 1948 to promote and advance respect for human rights both at home and abroad. It has since been translated into over 300 languages and guides all efforts toward international law.

The song, *Every Man, Woman, and Child* is a musical rendition of the document. This book includes both a curriculum for teaching youth, a workshop for adults, plus a solemn ceremony for meditating on human rights. All participants study the idea of Human Rights, prepare spoken parts directly from the UDHR, learn the song, and perform it together. This is an ideal project for observation of and education around Human Rights Day (December 10th, annually) or any occasion or civic action.

The song and text choices may be prepared very simply with as few as two speakers and one lead vocalist, or expansively and with global involvement. Presentations are suitable for many assembly settings. Producers of this piece are encouraged to adapt the material to the needs of their own community, shaping it with available languages, age groups, musical resources, time and space. The instrumental soundtrack is provided to bring this music to locations where there might not be instruments or live musicians, but *in all cases it is preferable to include the live musicians of any community.*

*Get the free instrumental soundtrack on [www.spiralingmusic.com](http://www.spiralingmusic.com).*

*"Where,  
after all, do universal  
human rights begin? In small places,  
close to home - so close and so small that  
they cannot be seen on any maps of the world.  
Yet they are the world of the individual person; the  
neighborhood he lives in; the school or college he  
attends; the factory, farm, or office where he works. Such  
are the places where every man, woman, and child  
seeks equal justice, equal opportunity, equal dignity with-  
out discrimination. Unless these rights have meaning  
there, they have little meaning anywhere. Without con-  
certed citizen action to uphold them close to home,  
we shall look in vain for progress in the  
larger world."*

*-Eleanor Roosevelt*

Every Man,  
Woman, and  
Child

THE MUSIC

# COMPOSER'S NOTES

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A free download available at [www.spiralingmusic.com](http://www.spiralingmusic.com) features an ensemble recording of the song, *Every Man, Woman and Child*. A saxophone plays the lead melodic line.

On the recording you will hear a variety of instruments, such as the bonsurai flute, cello, African drums, and saxophone, which are not included in these scores. The ensemble features the musicians who performed at Grace Cathedral in San Francisco, on the 40th Anniversary of the UDHR program, hosted by Amnesty International. If you are using the recording, you will only need the lyrics, handmotions, chorus and soloist parts provided in this book. If you are not trained in music, please refer to Appendix I for more information on how to lead a successful performance.

## **Please note:**

On the recording, the introduction may not match up to the scores. When working with live musicians, you can make the introduction, the bridge, and the optional reprise as long or as short as suits your needs, providing the right amount of time to warm up the audience on the responsorial lines.

# “EVERY MAN, WOMAN, AND CHILD”

## Lyrics

### Introduction:

We, the peoples  
We hold these truths  
For all creation.

### Verse I (solosist):

We hold these truths,  
Only we can make more evident.  
Every living soul is worthy of a deep respect.  
We the people here by birth,  
We the keepers of the Earth,

### Refrain:

Give every man, woman, and child  
Our human rights.

### Bridge (spoken rights):

*UDHR articles or paraphrases, and*  
The right to live as long as we have to live,  
The right to share all that is here to share.  
The right to give all we have come to give.

### Verse I (choir joins solosist):

We hold these truths,  
Only we can make more evident.  
Every living soul is worthy of a deep respect.  
We the people here by birth,  
We the keepers of the Earth,

### Refrain:

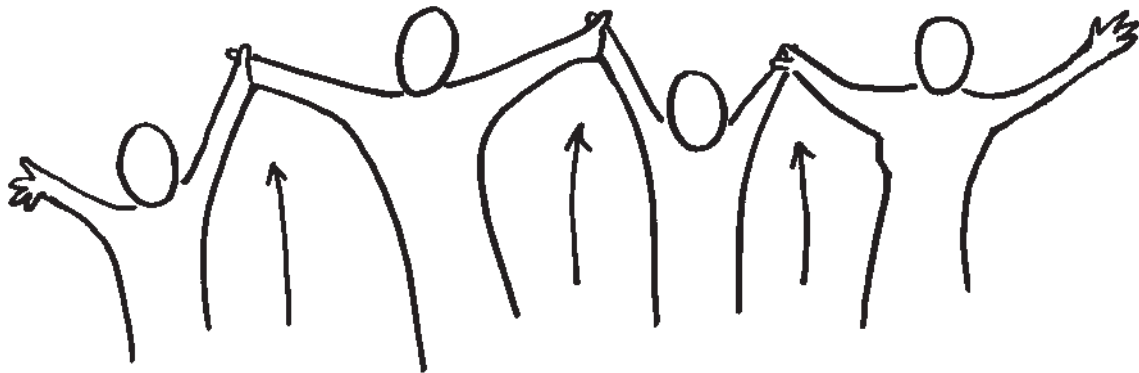
Give every man, woman, and child  
Our human rights.

### Reprise:

(repeat refrain, invite audience to sing)

# “EVERY MAN, WOMAN, AND CHILD”

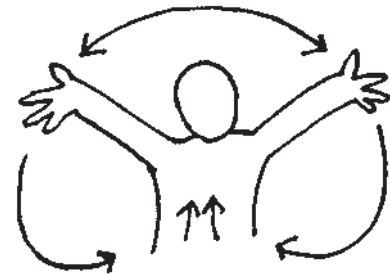
## Hand Motions



*“We, the peoples,”*



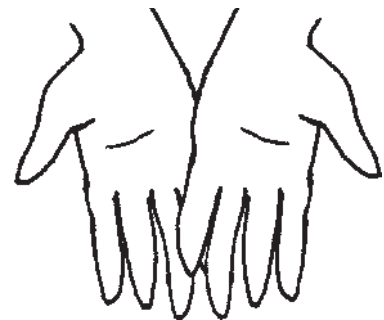
*“We hold these truths”*



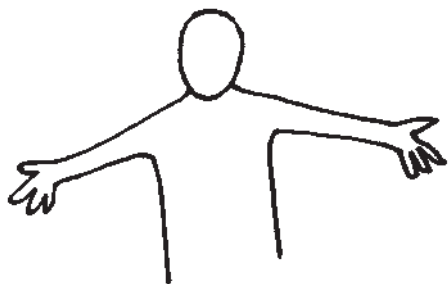
*“for all creation”*



*“We hold these truths”*



*“only we can make more evident”*



*“every living soul”*



*“is worthy of a deep respect.”*

# "EVERY MAN, WOMAN, AND CHILD"

## Chorus

Every Man, Woman and Child Chorus

**Introduction** (measures 4-5) *mp*

We hold these truths We hold these truths We hold these truths

**Verse 1** (measures 10-12) *f*

truths We hold these truths **25 Refrain** *f* We hold these truths

We hold these truths We hold these truths For all cre - a - tion For all cre - a - tion

**Verse 2** (measures 30-35) *f*

spoken rights

- a - tion **45 1. Optional Repeat** The right to

live long as we have to live, The right to share all that is here to share, The right to

**Verse 2** (measures 50-55) *f*

give all we have come to give. We hold these truths, on - ly we can make more

e - vi - dent. E v'ry li - ving soul is wor - thy of a deep re - spect.

**65 Refrain** *f* We hold these truths. We hold these truths. We hold these

**75 reprise** *ff* truths. For all cre - a - tion For all cre - a - tion We hold these truths.

We hold these truths. We hold these truths. For all cre - a - tion For all cre - a - tion.

**85 2** - a - tion.

# "EVERY MAN, WOMAN, AND CHILD"

## Piano/Vocal

*Introduction*

Solo *pp* We, the peo - ples We, the peo - ples

Chorus

*Introduction*

Piano *P*

5

*mp* We hold these truths *mp* We hold these truths We hold these

10

*mp* We hold these truths on - ly

truths We hold these truths *Verse 1* *Verse 1* *mp*

# Every Man, Woman, and Child

15

we can make more e - vi - dent. E - vry liv - ing soul is wor - thy of a

20

deep re - spect. We the peo - ple here by birth, We the keep - ers

*2<sup>nd</sup> Refrain* *f*

of the earth give e - vry man wo - man and child E - vry

*Refrain*

*f* We hold these truths

*Refrain*

# Every Man, Woman, and Child

man wo- man and child E v'ry man wo- man and child our hu - man

We hold these truths We hold these truths

30 No breath

This system contains the first two lines of the musical score. The vocal line (top staff) has lyrics: "man wo- man and child E v'ry man wo- man and child our hu - man". The piano accompaniment (bottom two staves) has lyrics: "We hold these truths We hold these truths". A measure number "30" and the instruction "No breath" are placed above the vocal line.

rights. our hu - man rights. Our hu man

For all cre - a - tion For all cre - a - tion

Decrescendo 35 spoken rights

spoken rights

spoken rights

Decrescendo

This system contains the second two lines of the musical score. The vocal line (top staff) has lyrics: "rights. our hu - man rights. Our hu man". The piano accompaniment (bottom two staves) has lyrics: "For all cre - a - tion For all cre - a - tion". The instruction "Decrescendo" appears above the vocal line and below the piano accompaniment. A measure number "35" and the instruction "spoken rights" are placed above the vocal line.

40

*P*

This system contains the third two lines of the musical score. The vocal line (top staff) is empty. The piano accompaniment (bottom two staves) has a dynamic marking "*P*" (piano) at the beginning. A measure number "40" is placed above the vocal line.

# Every Man, Woman, and Child

45 1. *Optional Repeat*

The right to

1. *Optional Repeat*

The right to

1. *Optional Repeat*

live long as we have to live, The right to share all that is here to share, The right to

live long as we have to live, The right to share all that . . . here to share, The right to

50

give all we have come to give All we have

Verse 2 *f*

give all we have come to give. We hold these truths, on - ly

Verse 2

# Every Man, Woman, and Child

come to give. E - v'ry li - ving soul is wor - thy of a  
 we can make more e - vi - dent. E v'ry li - ving soul is wor - thy of a

This system contains the first two vocal staves and the piano accompaniment. The piano part features a steady eighth-note bass line and chords in the right hand.

60  
 deep re - spect. We the peo - ple here by birth, we the keep - ers  
 deep re - spect.

This system continues the vocal and piano parts. The piano accompaniment maintains its rhythmic pattern.

65 *f* *Refrain*  
 of the earth give e - v'ry man wo - man and child E - v'ry  
*Refrain*  
*f* We hold these truths.  
*Refrain*

This system begins the refrain section. The piano part includes a key signature change to B-flat major (one flat) and continues with the accompaniment.

# Every Man, Woman, and Child

11

Scores

man wo - man and child E - v'ry man wo - man and child our hu - man

We hold these truths. We hold these truths.

*20 No breath*

This system contains the first two systems of music. The top system is the vocal line with lyrics. The second system is the piano accompaniment. The first system of music includes a breath mark '20 No breath' above the vocal line.

rights. Our hu - man rights Give e - v'ry man wo - man and child

For all cre - a - tion For all cre - a - tion We hold these

*75 reprise*

*reprise*

*reprise*

This system contains the third and fourth systems of music. The top system is the vocal line with lyrics. The second system is the piano accompaniment. The third system of music includes a '75 reprise' mark above the vocal line.

E - v'ry man wo - man and child E - v'ry man wo - man and child

truths. We hold these truths. We hold these

This system contains the fifth and sixth systems of music. The top system is the vocal line with lyrics. The second system is the piano accompaniment.

# Every Man, Woman, and Child

80 *No breath*

our hu - man rights. Our hu - man rights. Our hu - man

truths. For all cre - a - tion For all cre - a - tion.

This system contains the first three measures of the piece. It features a vocal line with lyrics and piano accompaniment. A fermata is placed over the final note of the vocal line in the third measure. The piano accompaniment consists of a right-hand melody and a left-hand bass line.

85

rights.

This system contains the next three measures of the piece. It continues the vocal line with the lyric 'rights.' and the piano accompaniment. The system concludes with a double bar line.

# "EVERY MAN, WOMAN, AND CHILD"

Soloist

page 1 of 2

*Introduction* 9

*pp* We, the peo - ples                      We, the peo - ples

*Verse 1* 15

*mp* We hold these truths on - ly we can make more e - vi - dent.

20

E - v'ry liv - ing soul is wor - thy of a deep re - spect.

*cresc.*

We the peo - ple here by birth, We the keep - ers

*25 Refrain f*

of the earth give e - v'ry man wo - man and child E - v'ry

man wo - man and child E v'ry man wo - man and child

*30 No breath Decrescendo*

our hu - man rights. our hu - man rights. Our hu man

*35 spoken rights 9 45 1. Optional Repeat*

rights                      The right to

live long as we have to live, The right to share all that is

*50 Verse 2*

here to share, The right to give all we have come to give

# Every Man, Woman, and Child

All we have come to give. E - v'ry li - ving soul is  
 wor - thy of a deep re - spect. We the peo - ple here by  
 birth, we the keep - ers of the earth give e - v'ry man wo - man and child  
 E - v'ry man wo - man and child E - v'ry man wo - man and child  
 our hu - man rights. Our hu - man rights Give e - v'ry  
 man wo - man and child E - v'ry man wo - man and child E - v'ry  
 man wo - man and child our hu - man rights. Our hu - man  
 rights. Our hu - man rights.

60  
 65 *f* *Refrain*  
 70 *No breath*  
 75 *reprise*  
 80 *No breath*  
 85

# "EVERY MAN, WOMAN, AND CHILD"

Conductor

page 1 of 6

Bb Trumpet

Soloist

Chorus

Assembly

Piano

*Introduction*

*pp* We, the peo - ples We, the peo - ples

*Introduction*

*pp* We, the peo - ples We, the peo - ples

*Introduction*

*mp* We hold these truths We hold these truths We hold these

We, the peo - ples We, the peo - ples

*Verse 1*

*mp* We hold these truths on - ly

truths We hold these truths

We, the peo - ples We, the peo - ples

*Verse 1*

# Every Man, Woman, and Child

we can make more e - vi - dent. E - vry liv - ing soul is wor - thy of a deep re - spect.

21 *Refrain*

We the peo - ple here by birth, We the keep - ers of the earth give e - vry man wo - man and child

*creac.* *Refrain* *f*

*Refrain* *f* We hold these

*Refrain*

26

E - vry man wo - man and child E vry man wo - man and child

truths We hold these truths We hold these

*f* We, the peo - ples We, the peo - ples

30

*No breath*

our hu - man rights. our hu - man rights. Our hu - man

truths For all cre - a - tion For all cre - a - tion

We, the peo - ples We, the peo - ples

*Decrescendo*

35 *solo*

spoken rights

rights

spo - ken rights

spoken rights

spoken rights

1. *Optional Repeat*

1. *Optional Repeat*

1. *Optional Repeat*

1. *Optional Repeat*

1. *Optional Repeat*

The right to

The right to

# Every Man, Woman, and Child

live long as we have to live, The right to share all that is here to share, The right to give all we have

live long as we have to live, The right to share all that is here to share, The right to give all we have

come to give All we have come to give.

come to give. We hold these truths, on - ly we can make more e - vi - dent.

E - vry li - ving soul is wor - thy of a deep re - spect. We the peo - ple here by

E vry li - ving soul is wor - thy of a deep re - spect.

# Every Man, Woman, and Child

birth, we the keep - ers of the earth give e - vry man wo - man and child E - vry

*Refrain*  
We hold these truths.

*Refrain*  
We, the peo - ples

67

man wo - man and child E - vry man wo - man and child our hu - man

We hold these truths. We hold these truths.

We, the peo - ples We, the peo - ples

*No breath*

71

rights. Our hu - man rights Give e - vry man wo - man and child

For all cre - a - tion For all cre - a - tion *ff* We hold these

We, the peo - ples

*reprise*

# Every Man, Woman, and Child

76

E - vry man wo - man and child E - vry man wo - man and child

truths. We hold these truths. We hold these

*ff* We, the peo - ples We, the peo - ples

80

*No breath*

our hu - man rights. Our hu - man rights. Our hu - man rights.

truths. For all cre - a - tion For all cre - a - tion.

We, the peo - ples We, the peo - ples

84

85

Detailed description: This is a page of a musical score for a conductor, titled "Every Man, Woman, and Child". The page is numbered "6 of 6" in the top left and "Conductor" in the top right. The score is written in a common time signature and features a vocal line with lyrics and a piano accompaniment. The lyrics are: "Every man woman and child Every man woman and child truths. We hold these truths. We hold these We, the peo - ples We, the peo - ples our hu - man rights. Our hu - man rights. Our hu - man rights. truths. For all cre - a - tion For all cre - a - tion. We, the peo - ples We, the peo - ples". The score includes dynamic markings such as *ff* and *rit.*, and performance instructions like *No breath*. The page is divided into systems, with measures 76-80, 80-84, and 84-85. The bottom of the page shows the beginning of a new system with measures 84 and 85.

4 5  
*Introduction* *p*

10 12 25  
*Verse 1* *Refrain*

2 35 *solo*

40 45 *1. Optional Repeat*

50 *mf* *f* *ff*

55 *mf* 2

60 *mp* 3 65 *Refrain* *f*

70 75 *reprise*

80

85 *rit.*

# "EVERY MAN, WOMAN, AND CHILD"

## Chord Chart

KEY of B<sup>b</sup>, TIME: 4/4

### Introduction

repeat  
6-10  
times

$\left[ \begin{array}{l} B^b - / Gm - \\ E^b - / F - \end{array} \right]$

### Verse

$\$$

$B^b - - - | F/A - - - | E^b M^9 - B^b - | C^7 - D -$   
 $Gm - / B^b - | E^b - B^b - | E^b M^9 - B^b - | C^7 - D -$   
 $Gm - / B^b - | Gm/E^b - E^b m - | B^b / D - Dm^7 | E^b m - - -$

### Refrain

$\left[ \begin{array}{l} B^b - / Gm - \\ E^b - / F - \end{array} \right]$   $\overset{\circ}{B^b -} :||$   
*repeat 5 times*  
*(optional reprise*  
*repeat 10 times)*  
*fine*

### Bridge

repeat bridge  
as long as  
necessary for  
spoken rights

$\left[ \begin{array}{l} D^b - - - | E^b m - A^b - | D^b - - - | A - A^7 - \\ D - - - | C^7 - - - | F - - - | E - E^7 - \\ A - - - | C^7 - - - | F - - - \end{array} \right]$

### End of Bridge:

$\begin{array}{l} Cm - - - | F - - - | Cm - - - | F - - - \\ Cm - - - | E^b / F - F - | \end{array} \left. \vphantom{\begin{array}{l} Cm - - - | F - - - | Cm - - - | F - - - \\ Cm - - - | E^b / F - F - | \end{array}} \right\}$   
*DC. §*

# CHOOSING THE SPOKEN RIGHTS

---

The declarations spoken during the musical bridge of “Every Man, Woman, and Child” may be adjusted to suit the age group of the performers, the purpose of the performance, and the time allotted for the performance. The musical score provides for a repetition of the bridge as necessary to accommodate the length of time needed by the speakers. The discretion of the music director or teacher is to be used in determining the right number of speakers and bridge repetitions for any particular performance. If your performance does not allow time to state all thirty articles, make sure that in your choices you keep a balance between the two “families” of rights: civil and political on the one hand, and economic, social and cultural rights on the other

## Young Children

If the performers are young children, ages three to eight years, then the simplest single sentences are best to declare. Eight to ten sentences will fit into the time of the bridge with no repetition of the bridge. Sixteen to twenty children may take a turn at the microphone with one repetition of the bridge. The speakers are not to be rushed but should rehearse consistently to develop awareness of their time at the microphone. Children can frame the articles so they better understand them, such as substituting “Everyone has the right..” or “All people have the right...” for “We have the right.”

## Older Children

If the performers are older children, ages eight to twelve years, longer statements from the paraphrase chart may be spoken. In each case, the child speaking needs to be able to communicate an understanding of the statement he or she has chosen to make. The performance is not intended to be a recitation, but rather an opportunity to verbalize and share a heartfelt truth.

## Adults

If the performers are older youth or mature adults, literal readings from the UDHR may be used as the text choice, provided again that they are memorized and integrated on the level of the speakers’ understanding. Paraphrases are an acceptable alternative to literal quotations.

---

## Reading the Paraphrase Chart

The paraphrase chart is organized so it may easily be copied, cut up, and pasted onto heavier cards for readers to study, memorize, or hold during rehearsal.

### ARTICLE #

### ARTICLE TITLE

*text:*

The actual text of each article is presented on the left side under each article title.

*paraphrase:*

*Paraphrase possibilities are displayed on the right.*

# The Universal Declaration of Human Rights

## **PREAMBLE**

*Whereas* recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Whereas* disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

*Whereas* it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

*Whereas* it is essential to promote the development of friendly relations between nations,

*Whereas* the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

*Whereas* Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

*Whereas* a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, THE GENERAL ASSEMBLY proclaims  
this

## **UNIVERSAL DECLARATION OF HUMAN RIGHTS**

as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

---

### ARTICLE 1:

#### **RIGHT TO EQUALITY**

*text:*

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

*paraphrase:*

*We are all born free and equal in dignity and rights.*

*We are all born free and equal.*

---

### ARTICLE 2:

#### **FREEDOM FROM DISCRIMINATION**

*text:*

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self governing or under any other limitation of sovereignty.

*paraphrase:*

*We have the right to equal freedom without discrimination.*

ARTICLE 3:

**RIGHT TO LIFE, LIBERTY, AND PERSONAL SECURITY**

*text:*

Everyone has the right to life, liberty and security of person.

*paraphrase:*

*We have the right to: Life, liberty, and security of person.*

*We have equal right to our physical safety.*

---

ARTICLE 4:

**FREEDOM FROM SLAVERY**

*text:*

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

*paraphrase:*

*We have the right to: Life without slavery or servitude.*

*We have equal right to make our own personal choices.*

---

ARTICLE 5:

**FREEDOM FROM TORTURE AND DEGRADING TREATMENT**

*text:*

No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

*paraphrase:*

*We have the right to: Be free from torture and from cruel, inhumane, or degrading treatment or punishment.*

*We have equal right to freedom from cruelty.*

---

ARTICLE 6:

**RIGHT TO RECOGNITION AS A PERSON BEFORE THE LAW**

*text:*

Everyone has the right to recognition everywhere as a person before the law.

*paraphrase:*

*We all have equal rights under the law.*

ARTICLE 7:

**RIGHT TO EQUALITY BEFORE THE LAW**

*text:*

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

*paraphrase:*

*We have the right to equal protection of the law without any discrimination.*

*We all have an equal right to protection by the law.*

---

ARTICLE 8:

**RIGHT TO REMEDY BY COMPETENT TRIBUNAL**

*text:*

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

*paraphrase:*

*We have the right to effective remedy for any violation of our fundamental rights.*

*If violated, we all have equal right to lawful restoration of our rights.*

---

ARTICLE 9:

**FREEDOM FROM ARBITRARY ARREST AND EXILE**

*text:*

No one shall be subjected to arbitrary arrest, detention or exile.

*paraphrase:*

*We have the right to be free from arbitrary arrest, detention, or exile.*

*We all have equal right to travel freely as we choose.*

---

ARTICLE 10:

**RIGHT TO FAIR PUBLIC HEARING**

*text:*

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

*paraphrase:*

*We have the right to fair public hearings by independent, impartial courts in determining our rights or charges against us.*

*We have equal right to fair jury when our rights are in question.*

---

ARTICLE 11:

**RIGHT TO BE CONSIDERED INNOCENT UNTIL PROVEN GUILTY**

*text:*

(1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

*paraphrase:*

*We have the right to be presumed innocent until proven guilty.*

*We all have equal right to innocence until proven guilty.*

*We all have equal freedom from retroactive criminal laws or penalties.*

ARTICLE 12:

**FREEDOM FROM INTERFERENCE WITH PRIVACY, FAMILY, HOME, AND CORRESPONDENCE**

*text:*

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

*paraphrase:*

*We have the right to: Be free from interference with our privacy, family, home, correspondence, or attack on our honor or reputation.*

*We all have equal right to honorable privacy.*

---

ARTICLE 13:

**RIGHT TO FREE MOVEMENT IN AND OUT OF THE COUNTRY**

*text:*

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

*paraphrase:*

*We have the right to:*

- Move about freely and choose our home within each state.*
- Leave any country and return to our own country.*

*We have the right to live and travel freely in our own state.*

---

ARTICLE 14:

**RIGHT TO ASYLUM IN OTHER COUNTRIES FROM PERSECUTION**

*text:*

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

*paraphrase:*

*We have the right to seek and enjoy asylum from persecution.*

*If our rights are violated, we all have equal right to asylum in other countries.*

ARTICLE 15

**RIGHT TO A NATIONALITY  
AND THE FREEDOM TO CHANGE NATIONALITY**

*text:*

(1) Everyone has the right to a nationality.

*paraphrase:*

*We have the right to: Have a nationality.*

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

*We all have an equal right to a nationality.*

*We all have an equal right to choose our nationality.*

---

ARTICLE 16:

**RIGHT TO MARRIAGE AND FAMILY**

*text:*

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution.

*paraphrase:*

*We have the right to: Marry and found a family.*

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

*We have the right to marriage by mutual consent.*

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

*Men and women have equal rights in marriage.*

ARTICLE 17:

**RIGHT TO OWN PROPERTY**

*text:*

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

*paraphrase:*

*We have the right to own property, alone as well as with others.*

*We all have an equal right to own property.*

*We all have an equal right to access property we own.*

ARTICLE 18:

**FREEDOM OF BELIEF AND RELIGION**

*text:*

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

*paraphrase:*

*We have the right to:*

- Freedom of thought, conscience, and religion.*
- Manifest our religion or belief.*

*We have the right to freely think and believe what we choose.*

ARTICLE 19:

**FREEDOM OF OPINION AND INFORMATION**

*text:*

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

*paraphrase:*

*We have the right to:*

- Have our own opinions.*
- Express our opinions freely.*
- Exchange ideas with other people and through any media.*

*We have the right to freely express our thoughts in any way we choose.*

---

ARTICLE 20:

**RIGHT OF PEACEFUL ASSEMBLY AND ASSOCIATION**

*text:*

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

*paraphrase:*

*We have the right to assemble together peacefully.*

---

ARTICLE 21:

**RIGHT TO PARTICIPATE IN GOVERNMENT  
AND IN FREE ELECTIONS**

*text:*

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

*paraphrase:*

*We have the right to:*

- Participate in our governments and choose our representatives.*
- Equal access to public service.*

*We all have an equal right to freely choose our governing representatives.*

*We have equal right to use public services.*

*We have the right to government based on the people's fair vote.*

---

ARTICLE 22:

**RIGHT TO SOCIAL SECURITY**

*text:*

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

*paraphrase:*

*We have the right to social security.*

---

ARTICLE 23:

**RIGHT TO DESIRABLE WORK AND TO JOIN TRADE UNIONS**

*text:*

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work, and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remunerations ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

*paraphrase:*

*We have the right to:*

- *Work.*
- *Choose freely our employment.*
- *Remuneration ensuring ourselves and family an existence worthy of human dignity.*

*We have the right to work as we choose.*

*We have the right to equal pay for equal work.*

*We have the right to sufficient pay for our work.*

*We have the right to join trade unions as we choose.*

---

ARTICLE 24:

**RIGHT TO REST AND LEISURE**

*text:*

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

*paraphrase:*

We have the right to:

- Rest and leisure.
- Holidays with pay.

We have the right to periodic paid holidays.

---

ARTICLE 25:

**RIGHT TO ADEQUATE LIVING STANDARD**

*text:*

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

*paraphrase:*

We have the right to have:

- An adequate standard of living.
- Health and well-being.
- Food.
- Shelter.
- Medical care.
- Clothing.
- Special care and assistance for mothers and children.
- Social protection of all children.

We have the right to sufficient pay even when we are unable to work.

Mothers and children have equal rights too.

---

ARTICLE 26:

**RIGHT TO EDUCATION**

*text:*

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

*paraphrase:*

We have the right to:

- Be educated.
- Be educated about the understanding tolerance and friendship among all nations and groups.

We have the right to have a fundamental education.

We have the right to a well-rounded, peace-promoting education.

Parents have a right to choose their child's education.

---

ARTICLE 27:

**RIGHT TO PARTICIPATE IN THE CULTURAL LIFE OF A COMMUNITY**

*text:*

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

*paraphrase:*

We have the right to:

- Participate in the culture of our community.
- Enjoy the arts.
- Share in scientific advancement and its benefits.

We have a right to participate in community cultural arts and sciences.

All authors have equal copyright protection.

---

ARTICLE 28:

**RIGHT TO A SOCIAL ORDER  
THAT ARTICULATES THIS DOCUMENT**

*text:*

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

*paraphrase:*

*We have the right to Social and international order in which the Universal Declaration can be fully realized.*

*We have a right to a free and orderly international society.*

---

ARTICLE 29:

**COMMUNITY DUTIES  
ESSENTIAL TO FREE AND FULL DEVELOPMENT**

*text:*

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

*paraphrase:*

*We all have equal duty to our community.*

*We have a right to limit only rights which limit others' rights.*

*We have a right to preserve the United Nations.*

---

ARTICLE 30:

**FREEDOM FROM STATE OR PERSONAL INTERFERENCE IN  
THE ABOVE RIGHTS**

*text:*

Nothing in this Declaration may be interpreted as implying for any State, group, or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

*paraphrase:*

*We have a right to preserve all rights and freedoms set forward in the Universal Declaration of Human Rights.*

# **universal:**

(adj.) - of, pertaining to, or characteristic of all or the whole; affecting, concerning, or involving all; used or understood by all; existing or prevailing everywhere; present in all parts, places, etc.

—*Webster's New Universal Unabridged Dictionary, 1989 ed.*

# Every Man, Woman, and Child

TEACHER'S GUIDE

*“And  
is not peace, in the  
last analysis, basically a  
matter of human rights  
—the right to live out our lives  
without fear of devastation,  
the right to breathe air  
as nature provided it,  
the right of future generations  
to a healthy existence?”*

*—John F. Kennedy*

# CURRICULUM FOR YOUTH

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## COURSE OUTLINE:

TOPIC: Human Rights

SONG: *Every Man, Woman and Child*

TEXT: Universal Declaration of Human Rights

## TIME FRAME:

Minimum recommended span for completion of project: one month

Two hours musical instruction per week, including group discussion

Minimum of one hour art project depicting human rights

Times can be modified to age and skill level of group

## PRESENTATION:

Six hour minimal time; three two-hour presentations of the work to other children, parents, and an outside community organization.

Six hours includes: gathering, warm-up, dress rehearsals.

## ACTIVITIES:

### Week 1

- Present topic.
- Read and discuss the Universal Declaration of Human Rights.
- Formulate list on blackboard of all the rights the group would include if they were writing the Declaration.
- Teach choral part of song with hand motions.
- Teach soloists melodic line at a separate time after group time.

### Week 2

- Review rights listed on blackboard Week 1.
- Begin having all children individually practice declaring a particular “right” into an imaginary or real microphone.
- Have group give feedback on pronunciation and presence, and advise children on walking to microphone, adjusting it to their level, then beginning to speak, then walking back to group.
- Continue to teach song to chorus and spend additional time with soloists.

### Week 3

- Prepare art project and post it on a school bulletin board.
- Focal point of drawings or paintings done by each individual child is a particular human right, either being respected or denied.
- Optional art project is a group mural made by children including many human rights which can be hung as a bulletin board and also used as a stage set for the performance.

- Begin practicing staging, with a microphone line of ten to twenty speakers.
- Form line of additional chorus, and designate separate place for soloists.
- Assign children specific places in line of speakers.
- Be selective and encourage children to participate in final selection of most important human rights.
- Prepare other children to be called upon if needed in performance.
- All children practice “declaring” a human right.

#### Week 4

- Performances for peers, parents, public  
(Three Required)
  - School assemblies
  - PTA meetings
  - Other schools in the neighborhood
  - Local convalescent home
  - Other community organizations
- Award certificate of completion to each performer.

## PUBLIC SERVICE ANNOUNCEMENTS

A 60-second segment of *Every Man, Woman, and Child* is provided free at [www.spiralingmusic.com](http://www.spiralingmusic.com) for use as a PSA or advertisement for a human rights event or performance of this piece.

TV and Radio stations sometimes offer free air-time for non-commercial messages. Students can prepare readings from the UDHR for school or community broadcast, as an exercise in accessing local media sources.

One or more of the articles or paraphrases may be read over the music.

Excerpt may be followed by a quote (such as Eleanor Roosevelt’s, page 3), or reading from the UDHR.

# HUMAN RIGHTS WORKSHOP

---

Course for teens or adults

SONG: *Every Man, Woman and Child*

TEXT: Universal Declaration of Human Rights

TIME FRAME: Two hours (workshop/rehearsal) plus optional performance

LEADERSHIP: One or two people, one with music skills (cantor)

MATERIALS: Downloaded song plus art supplies (paper and colored pens, markers, crayons or paint).

## 1. Singing (led by cantor) - 10-15 minutes

- Sing together the choral - chant lines of the song *Every Man, Woman , and Child*, while sitting or standing in a circle. Allow physical expression such as hand gestures. Sing through all lines one at a time and then assign and rotate parts.

## 2. Visualization - 10-20 minutes

- Lead a closed-eye visualization process guiding the imagination to a time when a person's human right was not fully respected. Ask the group to visually change the image to see the same situation with the human right respected. Allow time after completing the closed-eye process for the people to write down the thoughts and images that came forward through this process.
- During this exercise "Music for Global Meditations" by Merrill Collins may be played (Available at [www.spiralingmusic.com](http://www.spiralingmusic.com) and on YouTube.)

## 3. Art Project - 30 minutes

- Draw, color, or paint pictures of the two images brought forward through activity 2.

## 4. Sharing - 20-30 minutes

- Take turns sharing pictures with the group, in the original circle position. Develop a list of human rights to include in song as "text." Write on 3 x 5 cards.

## 5. Rehearse (led by cantor) - 20-30 minutes

- Using the recording, join song with text, adding hand motions if desired. Cantor may lead as soloist or another solo vocalist may rehearse with the group in preparation for a public presentation.

OR

- Prepare and host the Public Ceremony (Page 47), inviting other choral groups to participate in singing the "anchor points."

## 6. Closing

- Conclude the workshop with refreshments and social time.

# PRESENTATION IDEAS

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## for Every Man, Woman, and Child

### **Global Sing-Along**

Imagine a live network or streamed presentation of community choruses singing *Every Man, Woman, and Child*. The introduction, spoken parts, and reprise could circulate from one continent to another. The arrangement of the song would create a theme that provides musical continuity. Imagine interwoven multiple languages with subtitles, and the passing of a verbal torch from country to country as an intercultural icon of unity in support of Human Rights.

### **Multiple Languages**

If the group speaks multiple languages, translate the chant lines into other languages (see Resources, Appendix I, for text in over 500 languages). Have a lead cantor conduct audience sing-along on the translations of these lines:

- 1) We the peoples
- 2) We hold these truths
- 3) For all creation
- 4) Give every man, woman, and child
- 5) Our human rights

### **Projected Imagery**

Ideally, the visual artwork prepared by children during the course or by adults in the workshop can be featured in combination with the audio presentation. Very simply, a gallery or bulletin board can display the art. On a more sophisticated level, if budget and equipment permit, photograph the artwork and format it into a slide show. Alternate pictures, dissolving between images of human rights being violated with pictures of human rights being respected.

Selected pictures matching the chosen spoken rights and timed to match the audio sequence are most effective. Photo clippings or headlines from newspapers and magazines may be included to further the visual art piece, keeping in mind that the intention is not to disturb the audience with sensationalism but rather to provide visual stimuli the imagination can follow as movement toward healing. If a neuro-linguistic specialist is available, consult about poignant timing techniques.

### **Involving the Arts Community**

Invite local artists to expand on the structure provided in this book:

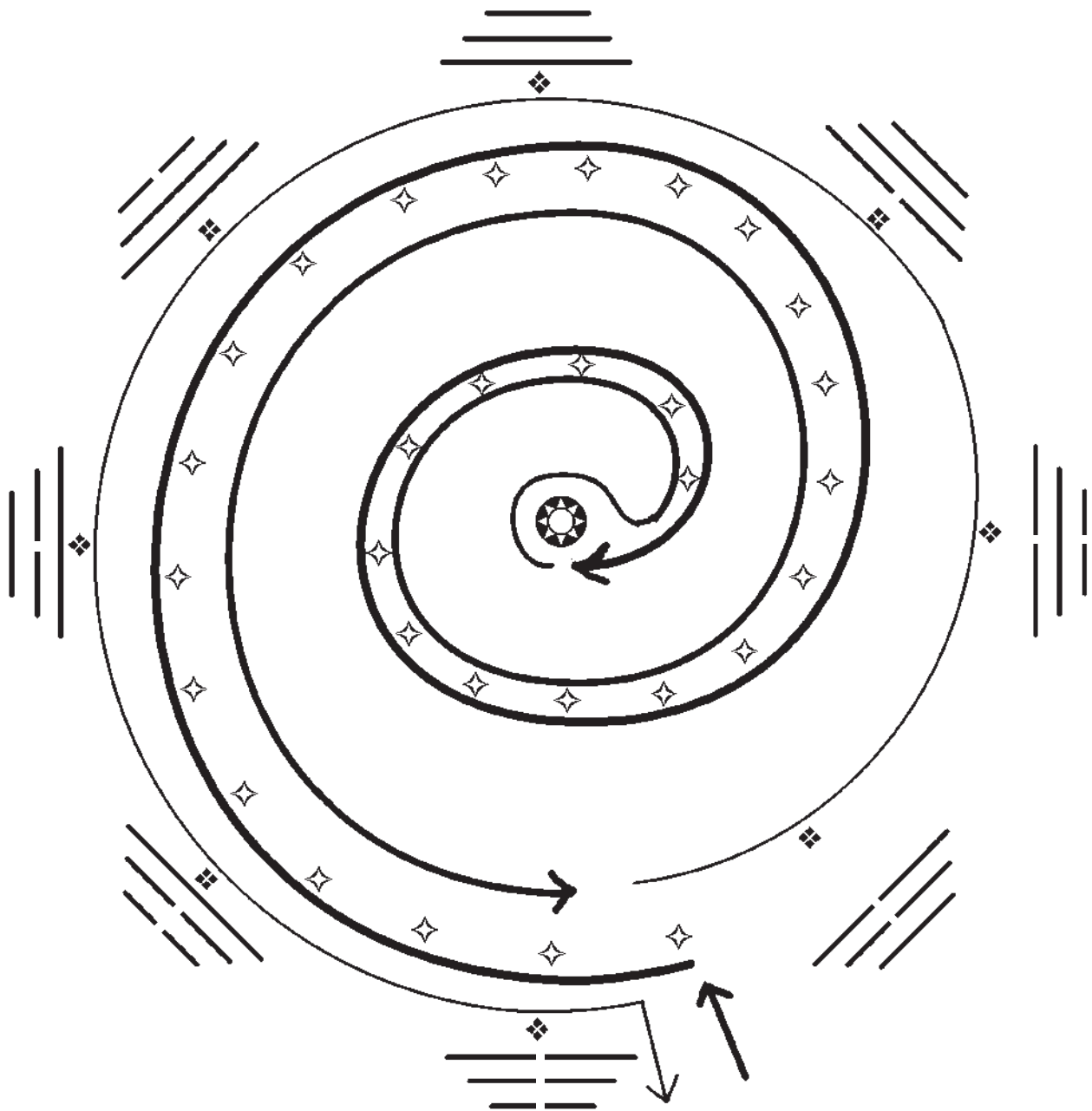
- Local authors can read lines, in conjunction with other works on human rights
- Dancers can interpret and embody the hand motions with greater expression
- Musicians can add rhythm and dynamics to the mood of the song
- An art show can be curated around the suggested images
- Actors can pantomime each article - the lack of and presence of each right
- Illustrators, cartoonists, and animators can interpret the rights.

# PUBLIC CEREMONY

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## a musical reflection on human rights

This is a simple, solemn ceremony to be performed or created in a public place, such as a civic center, museum, the foyer of a cathedral, or a quiet park. It typically takes place over a few hours during an event, but could also be created as a 24-hour vigil. This ceremony creates a dedicated space for visitors to enter and reflect on human rights. Inspired by the labyrinth at Châtres Cathedral and the stations of the cross, this ritual has participants walk a spiraling path while listening to *Every Man, Woman, and Child*, pausing to read and meditate on the articles of the UDHR. The music contains a Tibetan Buddhist mantra (Om mani padme hung) and a sacred Sanskrit chant (hu), and the eight-point space represents the bagua, a Taoist symbol of the universe. Additional chants may be added.



## **Preparing the Space**

A path is laid out on the floor in the shape of a spiral, and thirty “steps” (◊) are set evenly on it. The path can be painted, taped, or built with stones. The markers can be larger stones, candles, or artwork affixed to the floor. The entrance to the circle should be clearly marked. At the center of the spiral, which marks the halfway point, there should be a candle, a torch or a fire. In venues where fire is not permitted, the center may have a gong, chime, or bowl bell.

Around the central spiral, eight stations (❖) are designated to represent the bagua. At each of these points a singer will stand with a basket or bowl, either holding it or next to it.

## **Preparing the Literature**

Obtain copies of the UDHR in as many languages as might be represented by your visitors. You can order pamphlets from United Nations Publications (allow two weeks for delivery) or download it from UNHCHR (see Resources, page 55) Create a program that includes the lyrics to the chant and the following ceremonial instructions:

*Enter the circle at step one and read the first article of the United Declaration of Human Rights. As you move from each step to the next, read each article and reflect on it. There are thirty steps, and thirty articles. When you arrive at the center, you may make a dedication to a place and population on the globe, past, present, and future, silently or spoken quietly. When you are finished, ring the bell (or light your candle). Return on the path to the outer circle and move to station one, and chant the first line with the singer. Rotate around the bagua, chanting a line at each station, until you have completed singing all the parts. When you are finished, please return your copy of the UDHR to the basket which holds that language. Thank you for your participation in the ceremony.*

## **Preparing the Singers**

This ceremony requires eight singers, one to stand at each point of the bagua. Rehearse all of the chant lines, and assign one to each singer. Each singer will repeat one line, providing “audio anchor points” for guests of the ceremony. The lines are sung continuously and simultaneously, creating an ambient mood for reflection.

## **Performing the Ceremony**

A greeter welcomes each new guest and hands them a printed program and a copy of the UDHR text in their native language. They are directed to enter the circle at step one. As each person moves from one step to the next, they read one article and reflect on it. When they arrive at the center, they are to think of a place and population on the globe, past, present, and future. This may be done silently or spoken quietly. If fire is being used, candles may be lit from the center flame and carried back. If a gong or bell is at the center, it may be struck once after completing the dedication. Participants then return on the path and enter the outer circle. Here they begin to sing the chant with each singer, rotating around the stations of the bagua until all the lines have been sung.

# “EVERY MAN, WOMAN, AND CHILD”

## Chant

May be sung responsorially, as a round or as a mantra

1 We, the peo - ples. We, the peo - ples.

2 We, the peo - ples. We, the peo - ples.

3 For all cre - a - tion. For all cre - a - tion.

4 Give ev - 'ry man, woman and child. Give ev - 'ry man, woman and child.

5 Our hu - man rights. Our hu - man rights.

6 Ev - 'ry liv - ing soul. Ev - 'ry liv - ing soul.

7 Om ma - ni pad - me hung. Om ma - ni pad - me hung.

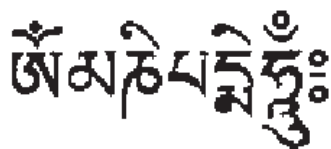
8 \* Hu. Hu.

9 \*

10

Additional chants may be added.  
Any line or combination of lines may be sung softly as a background for readings from the UDHR.

Music © 1996 Merrill Collins



“Om, mani padme hung” (Tibetan)



“Hu” (Sanskrit): the root of the word human.

# RELEASE FORM

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If you are planning to document your performance, it is important to have release forms signed well in advance. Permission is granted for non-commercial documentation. As a courtesy, please send a copy to the publisher: Spiraling Music Co. • info@spiralingmusic.com • www.SpiralingMusic.com.

Participant Name: \_\_\_\_\_

Program Title: Performance of Every Man, Woman, and Child by Merrill Collins

Event Hosts: \_\_\_\_\_

Date: \_\_\_\_\_

Participation: Performer, Vocalist,

Fee: -0-

I have participated as indicated on the above program ("The Program"). For value received, I hereby grant permission to you to utilize my appearance in the Program in any and all manner and media throughout the world in perpetuity.

I agree that my participation in the Program may be edited in according to your sole discretion. I consent to the use of my name, likeness, voice and biographical material about me in connection with production, advertising and promotional purposes. I expressly release you, your agents, employees, licensees and assigns from all claims which I have or may have for invasion of privacy, defamation or any other cause of action arising out of production, duplication, broadcast or exhibition of any appearance.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_

## For Minors

If Participant is legally a minor in the state where he/she resides, parent or guardian must sign below:

I, (print name), \_\_\_\_\_ hereby represent and warrant that I am a parent (or guardian) of the minor who has signed the above release, and I hereby agree that we shall both be bound thereby.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_

# PROMOTIONAL FLYER

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fill in and copy this flyer or use it to create your own.



## Every Man, Woman, and Child **Human Rights Workshop** and performance

Sponsored by: \_\_\_\_\_  
(community organization)

(address)

Co-facilitated by: \_\_\_\_\_  
(workshop leader/musician)

and: \_\_\_\_\_  
(workshop leader/musician)

A two-hour workshop prepares participants for a performance or public ceremony with the song **Every Man, Woman, and Child**, based on the **Universal Declaration of Human Rights**. In this workshop we will reflect and meditate on our inherent sense of “human rights,” discuss, and rehearse for the presentation(s) of the song.

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Performance time(s): \_\_\_\_\_

Performance place: \_\_\_\_\_

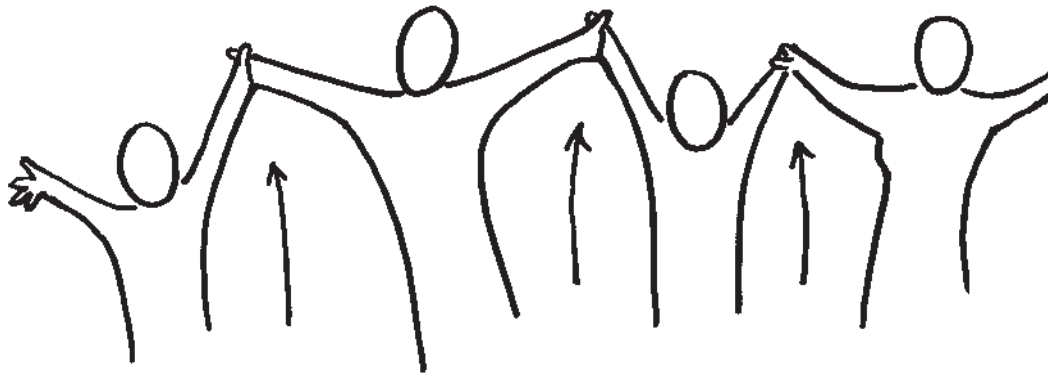
Fee: \_\_\_\_\_

Contact \_\_\_\_\_ to register!

# CERTIFICATE OF COMPLETION

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fill in and copy this flyer or use it to create your own.



## Every Man, Woman, and Child **HUMAN RIGHTS WORKSHOP AND PERFORMANCE**

# Certificate of Completion

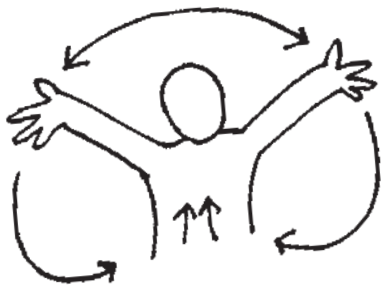
Thank you \_\_\_\_\_

for your contribution!

at: \_\_\_\_\_  
(event)

\_\_\_\_\_

(place, time, date)



\_\_\_\_\_

(teacher/leader, organization)

# Appendícies



# Appendix 1

## RESOURCES

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### **The Universal Declaration of Human Rights**

[www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)

#### **Translated into over 500 languages**

[www.ohchr.org/EN/UDHR/Pages/Introduction.aspx](http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx) // [www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx](http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx)

#### **Passport-sized UDHR Booklet**

Daybreak Press - Human Rights Store

[www.daybreak-international-bookstore.myshopify.com/](http://www.daybreak-international-bookstore.myshopify.com/)

### **More information & documents on Human Rights:**

#### **University of Minnesota**

##### **Human Rights Center**

<https://www.law.umn.edu/human-rights-center>

##### **Human Rights Library**

[www.umn.edu/humanrts](http://www.umn.edu/humanrts)

### **Office of the High Commissioner for Human Rights United Nations Office at Geneva (OHCHR-UNOG)**

[www.ohchr.org/EN/Pages/WelcomePage.aspx](http://www.ohchr.org/EN/Pages/WelcomePage.aspx)

*Additional resources on human rights education are available from many non-governmental organizations such as:*

#### **Amnesty International**

[www.amnestyusa.org/](http://www.amnestyusa.org/)

##### **Human Rights Education Program**

[www.amnesty.org/en/human-rights-education/](http://www.amnesty.org/en/human-rights-education/)

#### **The Franklin and Eleanor Roosevelt Institute**

<http://rooseveltinstitute.org/human-rights/>

#### **Human Rights Education Associates**

[www.hrea.org](http://www.hrea.org)

#### **Global Exchange**

[www.globalexchange.org](http://www.globalexchange.org)

#### **U.S. Human Rights Network**

[www.ushrnetwork.org](http://www.ushrnetwork.org)

#### **Pathways to Peace**

[pathwaystopeace.org](http://pathwaystopeace.org)

## Appendix 2:

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### ABOUT THE MUSIC

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#### How to Use the Online Recordings:

**THE FOLLOWING RECORDINGS ARE AVAILABLE FROM SPIRALING MUSIC**

- *Every Man, Woman, and Child* instrumental soundtrack (3:46)
- *Every Man, Woman, and Child* PSA (1:02)
- Music for Global Meditations (36 minutes)
- *Every Man, Woman, and Child* CHANT

**Use as a Teaching Tool**

On the free *Every Man, Woman, and Child* instrumental soundtrack, the soloist and chorus can hear and learn the melody of the verse by listening to the saxophone line. The CHANT version with vocalist Harrison Crenshaw is also available on Amazon, CD Baby, iTunes and Spotify.

**Use as a Soundtrack**

For a live performance, download the track and play on repeat through your audio equipment. Be sure to rehearse with a sound-check, and mic the speakers if necessary.

**Background Listening**

Use the recorded instrumental music for background listening as children or adults are working on other aspects of the project. This not only helps them relax and focus on their work, it helps performers visualize themselves ahead of time and commit their parts to memory.

## Special Instructions for Non-Musicians:



### A few basic rhythm terms:

- **a beat** = a basic unit of rhythm; a pulse.
- **a measure** = a group of beats
- **time signature** = the numbers at the beginning of the score. The top number shows how many beats are in each measure. *Every Man, Woman, and Child* is in 4/4, meaning there are four beats to each measure.

### How to count the introduction of the song:

Count each measure (1, 2, 3, 4; 2, 2, 3, 4; 3, 2, 3, 4; etc.) with movement of feet, fingers, or hands. On the vocal scores, the numbers tell how many measures of introductory music lead up to the place where the singing starts. (Note that the CD has two versions: one with a 12-measure and one with a 20-measure introduction before the verse.)

### How to find the Pitch

The first note of the song *Every Man, Woman, and Child*, on the line “We, the People” begins on an F-note.

Using the image (right), go to a piano keyboard and find the first note. Hum along with it. Then start the CD.



## Appendix 3

# ABOUT THE COMPOSER

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Music for artists like Merrill Collins is more than just a technique, a career or a lifestyle. It is a part of the essence of life itself. "Music is naturally, organically and inseparably connected to life, just as the shapes of DNA/RNA are spirals within our bodies," explains Collins. "Spirals have movement and constant flow and are an integral shape in nature." As such, the composer gathers her favorite musicians and creates the sounds of life.

Collins, who was born and raised in a creative New Jersey family, completed her Bachelor's Degree in Piano with a minor in composition, then earned a Master's of Music Degree from the San Francisco Conservatory of Music on a full scholarship. She founded Spiraling Music to produce and promote her unique and personal music, which features a catalog filled with various instrumental albums influenced by the work of artists such as Johann Sebastian Bach, Oliver Messiaen, Gonzalo Rubalcaba, Herbie Hancock and many others. Many of her projects involve vocal tracks as well as instrumental ones.

Collins' music combines her classical music training with contemporary improvisation, collaborating with other top-tier musicians. "My players interact with each other like a musical conversation, where each person's intuition guides their commentaries and input," she explains. "We all work off the same basic chart, chords, melodies, and phrases which I compose, adding our various individual instruments to the collective sound." Every album is unique.



PHOTO: YVON CHAUSSEBLANCHE

Her impressive resume extends to other areas as well. She's performed and composed music for the 50th Anniversary of the United Nations, UNCHR Human Rights Day, Amnesty International, United Way, UN World Habitat Day, Earth Day. In 1986-87, Merrill was composer-in-residence for Pathways to Peace, during which time she developed human rights curricula including *Every Man, Woman and Child*, and the curriculum she developed with Avon Mattison became the Pathways to Peace model for peace education still in use today with the United Nations. At the Council for the Parliament of the World's Religions in Capetown South Africa 1999, her works were cited as "Gifts of Service to the World." Her production of *Minute of Silence* was featured in three languages in a global broadcast for the International Day of Peace. Merrill received a Global Peace Song Award 2016 for her composition *Every Man, Woman, and Child* which was included on the 2017 Project Peace on Earth compilation. She is a voting member of the Grammy Foundation (NARAS).

Merrill's video collaborations with her husband, photographer Yvon Chausseblanche, can be seen on YouTube. Merrill is available for live presentations and performances at conferences and events in the Los Angeles area. Contact Merrill as the publisher of all Spiraling Music titles to negotiate synchronization licenses.

# THE ARTISTS

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Merrill Collins, *keyboards, bells* • Pope Flyne, *African Drums* • Joseph Hebert, *'cello* • Jeff Dunn, *marimba, percussion* • Charles Moselle, *saxophone, bansuri flute* || Bryan Matheson Skyline Studios, *mastering* • Charles Moselle, *engineering* • Kristen Caven, Cowgirl Creative, *graphic design* • Yvon Chausseblanche, *photography*





# The We Agree Project

sets world agreements to music  
for communities to bring to life

The *Universal Declaration of Human Rights*, *The Convention on the Rights of The Child*, and *The Global Ethic* are all documents agreed on and ratified by the world's different countries and world religions. They provide unity in our diversity, and clarify values that are common to all people everywhere.

**The We Agree Project** is a collection of three curricula that bring these important world agreements to life through musical expression. Each curriculum provides a blueprint for moving and memorable experiences that enlighten performers and audiences alike.

For classrooms and assemblies, churches, family reunions, oratorical and forensics events, community theaters, camps, celebrations and conferences..

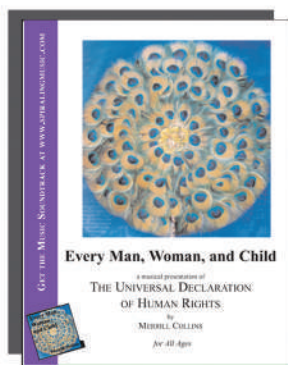
## Get the Music!

Scores are provided for music leaders, but special instructions for non-musicians are also included in each project

Musical soundtracks prepared by world-class professional musicians are available for each curriculum.

Both CDs and single songs are available for purchase or download from the publisher.

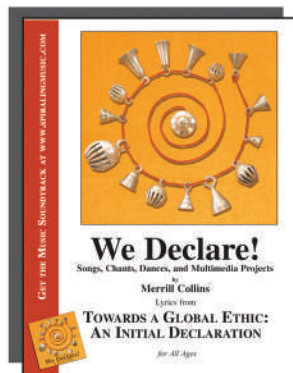
*"I am extremely happy with this beautiful booklet . The music is very attractive and will greatly help to convey the message. The pictures in the book are most stimulating in their cultural variety and reflect very well the support which is necessary for the Global Ethic project."* — Dr. Professor Hans Küng



### Every Man, Woman, and Child

a musical presentation of THE UNIVERSAL DECLARATION OF HUMAN RIGHTS. Includes scores, curricula.

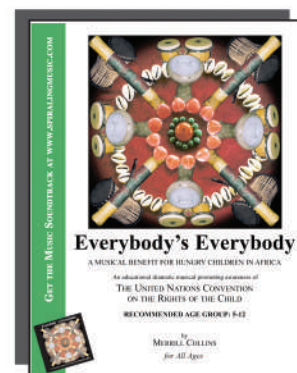
for All Ages



### We Declare! Interactive World Music Projects

Songs, chants, dances, and multimedia projects with Lyrics from TOWARDS A GLOBAL ETHIC: AN INITIAL DECLARATION.

for All Ages



### Everybody's Everybody

A musical to benefit hungry children in Africa. Includes script, scores, project manual. Based on the UN CONVENTION ON THE RIGHTS OF THE CHILD.

Recommended age group: 5-12

