

# REPORT: IFUW-JAUW Peace Studies

## Peace Education in Japan

Part I Peace Education in Hiroshima

Part II Peace Education in Textbooks

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The Japanese Association of University Women

## Preface

In doing research on peace education in Japan, there are three important points to consider: First, Japan is a country which had invaded various areas of Asia and had reigned over them by force till it lost World War II; secondly, Japan is the only country in the world which had the disastrous experiences of atomic bombings on two of its cities just before the end of the War; thirdly, Japan is a country which has a constitution that renounces war. The objective of this research is to make clear how and to what extent these subjects are taught in the elementary and secondary schools in Japan, by investigating both 1) the curricula of peace education in schools in Hiroshima, and 2) the presentation of "war" and "peace" in textbooks used in Japan.

The research in respect of 1) was conducted by the Hiroshima branch and that in respect of 2) was conducted by Education Committee of JAUW.

Peace education in Hiroshima started with the publication of the notes in 1951, *Children of Hiroshima--Appeals of the boys and girls in Hiroshima*, written by schoolchildren who had experienced the disaster of the A-bombing. Since then, teachers in Hiroshima, especially of A-bomb survivors, have prepared their own materials for peace study. Peace education in Hiroshima is primarily based on the A-bomb experience. Recently, a change has begun to take place: The Pacific War and the aggression against Asia by Japan has come to be taught in peace education. In Part I, the history of peace education in Hiroshima since 1951 and the curricula of some of more than 60 schools examined will be mentioned, and the issue of Japan's responsibility as the aggressor during the past war will be discussed in relation to peace education in Hiroshima.

How are "war" and "peace" presented in textbooks used in Japan ? The following investigations were carried out: First, textbooks of history were surveyed, focusing on the presentation of the past wars Japan was involved in the modern age, Japanese colonial rule, and the effects of the atomic bombings. The presentations were examined in respect of if the responsibilities of an aggressor nation were described from the viewpoint of victim countries, by comparing with the descriptions in the textbooks of Asian countries. Secondly, textbooks of social studies were examined, focusing on "what is the mission of Japan in promoting peace in the world ?" Thirdly, textbooks of Japanese and English were surveyed to list up the articles whose main theme was "war" or "peace". The results of the textbooks examination will be mentioned in Part II.

This work was supported by the IFUW-JAUW Peace Studies Grant. We hope that this work will agree with the strategy of IFUW to promote peace in the world by means of education and will be useful for mutual understanding between Japan and other countries.

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# IFUW-JAUW Peace Studies Grant Report

## Peace Education in Japan

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# Peace Education in Japan

## Part I Peace Education in Hiroshima

The Japanese Association of University Women

Hiroshima Branch

### 1. Introduction

**-Is Japan at peace now? What about the world ?-**

A 19-year-old railroad worker was A-bombed at Hiroshima station, which was just 2 kilometers away from the hypocenter. He is now 72 years old. For more than ten years, as a living witness of the A-bomb, he has been talking about his A-bomb experience to the studies, visiting Hiroshima on their school excursions. He always begins his talks with this question. "Do you think our country is at peace now ?" When they answer "Yes", he asks them the second question. "Then what about the world ?" Some of them answer, "No, we don't think it is at peace now, because we know some nations are at war.

Others answer him, after thinking for a while, "We can't say Japan is at peace, either. Because, though actually we don't make wars with any other nations, we have various kinds of social discrimination or pollution. So we can't admit Japan is at peace now."

Through these questions and answers, we can find two ways of thinking about peace. One is that peace means "no war", "no violence", or "no strife". Another is that even if there is no war, if human existence should be threatened by racial discrimination, oppression of human rights, famine, or environmental disruption, then we can't say we live in peace. In fact, peace sometimes means no war, or it sometimes means the guarantee of human freedom, equally, wel-

fare, health., and safety. Small children are not learning about peace logically, but they realize firsthand what peace really means through their daily life experience.

It follows that, as a matter of course, the contents of peace education can make some difference by establishing a concrete definition of peace. When we regard peace as the absence of war, the focus of peace education will be studying issues of war and peace, such as the analysis of the causes of war, handing down war experience, or how to prevent war, how to solve racial strife. And when we define peace according to the latter issue, such as no racial discrimination, oppression of human rights, and famine, then students should study human rights, racial discrimination, food crisis, and environmental problems.

Now peace education in Japan is going to broaden its concerns with the latter field, including the study of human rights and environmental problems. But on the other hand, in A-bombed Hiroshima, it is still believed to be very important to have peace education in the former field; that is, the roots of peace education should be communicating the A-bomb experience in Hiroshima and Nagasaki, and learn the fear of nuclear weapons. From now on, we, the Hiroshima branch of JAUW, are going to report our research, how peace education is going on in Japan, especially in junior high schools and senior high schools in Hiroshima, where more than half a century has already passed since it was A-bombed.

## **2. Beginning of Peace Education in Hiroshima**

### **- Handing Down A-bomb Experience-**

First of all, what is the aim of peace education whose root is A-bomb education in Hiroshima? It is to awaken the fear of nuclear weapons all over Japan and in the world, and then to promote strong consciousness against nuclear war. For those purposes, it has been thought essential for peace education in Hiroshima to hear the personal testimony of the survivors or to realize A-bombing by reading their notes. Because they tell us that A-bombing has caused many kinds of destruction both to the human body and the spirit, or on families and communities; in fact, they tell us what actually happened under the mushroom cloud. We also learn that nuclear weapons are just for killing huge numbers of people; and that their use leads the human race to total destruction.

### **2.1 Publication of "*Children of Hiroshima--Appeals of boys and Girls in Hiroshima*" (Published by Iwanami, 1951)**

*"Children of Hiroshima"*, the collected compositions of the A-bombed boys and girls in Hiroshima, played an important role in peace education. The editor is Professor Osada, who is well-known as a scholar of Pestalozzi, he himself being an A-bomb survivor. 105 Compositions were selected from those of 1175, including primary school pupils to college students who lived in Hiroshima prefecture. Some of the compositions were written even by 4-year-old and 5-year-old children. This shows how sad and traumatic A-bomb experience was even for very small children. In his long preface, Pro-

fessor Osada suggested we should use A-bomb experience as a text for peace education. He said that bringing up children who regard peace making as their highest moral duty should be the aim of education in Japan, which had lost the war and was going to be reborn.

Every note in this book is very sad and it conveys earnest feelings of the children who wish peace, and not to repeat their sad and dreadful war experience. At that time, the Korean War had broken out on the Korean Peninsula, just opposite to Japan. Accordingly, such war crisis is vividly shown in the children's compositions. Ever since, this book has become the fundamental textbook not only in Hiroshima but also in Japan. Subsequently it was introduced to foreign countries, translated into both Esperanto and English.

### **2.2 Building "The Statue of Children of Hiroshima" in 1958**

Many A-bomb survivors have suffered from the after effects of radiation damage for a long time. It is not quite unusual to get suddenly sick many years after the A-bombing, even though they had been very healthy at the moment of exposure. Miss S. Sasaki, well known as the writer of *"Sadako Story"*, was one of such cases. She was exposed to the A-bomb, at 1.6 kilo-meters away from the hypocenter. In February 1955, ten years after A-bombing, she entered Hiroshima Red Cross Hospital, and after eight months, in October 25th, she passed away. When she entered the hospital, Sadako, who was very active and sportive, was in the 6th grade of the primary school. She always made paper cranes with the wrapping papers of medicines, hoping to recover soon. Finally the paper cranes numbered more than one thou-

sand, which she believed to make her wish true. Unfortunately her wish had never been realized, as she had also developed thyroid cancer. Her paper cranes have been kept in Hiroshima Peace Memorial Museum.

Soon after her death, her teachers and classmates appealed for construction of a statue to console Sadako and other children who died of A-bomb aftereffect. It was in 1958, May 5th, Children's Day (national holiday) that **the Statue of Children of Hiroshima** was built in Hiroshima Peace Memorial Park. To raise funds for building the statue, Sadako's classmates started a fund raising campaign; delivering leaflets at all junior high school headmasters' meeting, or they raised money on the street. Furthermore, they organized "Students' Meeting for making peace in Hiroshima" and continued fund raising. They finally collected about 5.4 million yen. This movement has come to be widely known abroad. Money and paper cranes were sent from 9 countries, including England and Australia. The epitaph reads "This is our cry and prayer for the world peace." This was done voluntarily by the pupils in Hiroshima.

Still now, around the statue, so many paper cranes are offered by the students from all over Japan, visiting Hiroshima on their school excursions. At the junior high school which Miss Sasaki had entered but could never attend, memorial services or meetings are still held on Sundays around the anniversary day of her death, October 25th.

Here, we only introduce the "Statue of the Children of Hiroshima", but many other A-bomb monuments were built, and so called "**Monument Touring**"; visiting each monument to study the details of the statue building, has been very fruitful as peace education in Hiroshima. Today, A-bomb survivors have become older, and it is becoming

rather difficult to hear the personal experience from them. For this reason, volunteer work of explaining the meaning of the monuments for those who don't know war at all has been thought a very important element of handing down the A-bomb experience.

### **3. Hiroshima Now, Half a Century After A-Bombing -Memorial and Mourning Service-**

Every year, at Peace Memorial Ceremony on August 6th the mayor of Hiroshima reads out a Peace Declaration. Since 1995, reading out "**Promise of Peace Making**" by the pupils of the primary school has been added to this ceremony. In this promise, the results of their peace education has become clearly expressed. At the period of 50 years after A-bombing, Hiroshima city started this promise reading in which they wished for the happiness of the children who are to live in 21st century.

Also at a certain high school, students held "Students Summit of 1995" by making use of their exchange with American high schools for ten years. 250 High school students from 15 countries, 200 from the host school, and 650 citizens gathered together. They had discussions in groups under the themes of "peace", "environment", "famine" and so on. Through this discussion, they succeeded in promoting mutual understanding. This event was planned for the period of 50 years after A-bombing and they were also the fruitful result of sincere peace education year after year.

Now today the survivors are getting older and every year 5000 of them are added to the list of the deceased, so we must find out another way of handing down A-bomb experience, and think over how peace educa-

tion should be.

During the past half century, there were times when restrictions were placed on the news about A-bomb, or the antinuclear power movement was regarded as left-wing. But even at that time, the A-bomb experience in Hiroshima has been transmitted from the older generation to the younger generation, not loudly, but in a very quiet way, at homes, at schools, and in the communities. Children in Hiroshima are learning naturally about A-bomb experience through their parents. Every year the mourning ceremonies are being held at homes, offices, and schools.

In Hiroshima, in the 1950s and '60s, the schools which had many A-bomb victims declared their resolution "Not to repeat Hiroshima" by building monument to express their sorrow, or publishing memory notes. The feeling of sorrow and mourning for the dead has been kept alive as the root of peace education in Hiroshima. Each school has been doing its original peace education, often highlighting its own damages and A-bomb victims.

For example, "F" high school of Hiroshima City, which won first prize in the All High School Drama Contest, in 1988, has been playing original drama, with "Hiroshima" as the main theme for thirty years since 1969. The staffs of the drama club always start their practice after talking about the theme, collecting relevant documents, visiting A-bomb Museum, listening to the talks of the survivors.

Before the war, it was once called Girls' High School of Hiroshima City. As it had 666 A-bomb victims in its school student mobilization order, the social problem studying club tried to find out the names of those victims. Finally they could find out the names in the school. Every year at the school festival, they display their research on

"What were the students of Funairi High School doing in August 6th, 1945 ?". They also published the results of their research in 13 booklets. All the booklets are always available for the students to read in each classroom.

#### **4 . Turning Point of Peace Education**

It was from 1968 to 1969 that peace education in Hiroshima entered a turning point. Since then it has been taught systematically at school. The opportunity for such a development was brought by the following events:

The first was a questionnaire answered by 1956 (in total) primary schoolchildren and junior high school students in Hiroshima in December, 1968. The result showed that the memories of the A-bomb experience were beginning to fade more rapidly than has been expected. Those students were increasing who did not know about the A-bomb, who couldn't answer regarding the time of bombing, who had never visited Hiroshima Peace Memorial Museum, and who thought of themselves as having nothing to do with the A-bomb, though they sympathized with those who were A-bombed. A student even wrote that the A-bomb was groovy and he would like to make one, if possible. The summary report of the questionnaire says, "It seems that now the children in Hiroshima neither know the problem of A-bomb and peace, nor do they have the opportunity to talk to one another about these problems".

According to the report, most students knew about the A-bomb from their family or from TV. Few students answered that they learned at school. The teachers in Hiroshima were shocked at this fact, as well as that of the fading memories of A-bomb experience. The teachers thought ----before long not



only students but their parents and teachers will be in the generation ignorant of the war. Then the fading of memories will increase much more. We can't depend on each home any more to fully pass down A-bomb stories. The age is over when families, relatives and neighbors were all A-bomb victims. Lessons should be deliberately given at school.----- For this reason "**Hiroshima Prefecture Hibakusha (A-bomb survivors) Teachers' Association**" was organized in March, 1969. The next year, a similar association was organized by senior high school teachers, and afterwards in Nagasaki, too. Since then the teachers' association has been in action. It was not easy for the teachers of A-bomb survivors to change their consciousness: The teachers who had kept silence about their exposure to the A-bomb finally began to speak willingly about their own experiences in their classes, and the teachers who had hidden their keloids in long sleeves came to show them. The teachers' association has tried to be the focal point of promoting peace education and has made the supplementary readers for peace education.

The second important event was that in the same year, from the side of administration, peace education also began to be taken up positively. The Board of Education of Hiroshima City announced "*On Dealing with the A-bomb Memorial Day*", in July, 1968, and undertook to make the students understand the significance of August 6th. A year later the Board of Education of Hiroshima Prefecture also announced "*On the Guidance of the A-bomb Day, August 6th.*" In 1971 the Board of Education of Hiroshima City initiated tentative plans for "**A Handbook of Peace Education**" each for primary school, junior high school and senior high school, and distributed them. Since then the handbooks have been improved year by year, and

used by many schools.

In correlation with these movements of the Board of Education, "Peace Declaration" by the Mayor of Hiroshima on August 6th, 1971 says that it should be the mission of Hiroshima "to promote peace education to teach the right significance of the war and peace to our next generation."

As mentioned above, peace education in Hiroshima experienced a big turning point just before the 1970's. Peace education, which had been given only by some devoted teachers, began to be put into operation with a systematic curriculum. That is, peace education acquired citizenship and legitimacy in school education. It was fortunate for the development of peace education in Hiroshima that at first the teachers of A-bomb survivors took action, and at the same time a similar movement stated from the administrative side.

## 5. At schools Now ---Practical Examples

### 5.1 "A" Private Junior & Senior High School. --Publication of "*Summer Cloud*"

This is a case of a mission school for girls, from kindergarten to graduate school. It has a long history of 110 years. During the war, because of Christianity, the school was closely monitored as a possible spy by the police and military authorities, and was looked coldly on by the general people. On the way to school, mud and stones were thrown at the students, and the windowpanes of the school were broken. Handbills and posters pressing for closing the school were distributed and put up by right-wing organizations, and the teachers were shadowed. In such a period of suffering, when student mo-

biliation was demanded, this school offered much more students than the others to clear such disgrace, and they worked much harder to cooperate. As a result, as many as 350 girls' lives were sacrificed.

So peace education of this school aims to educate the students to be able to act for total abolition of nuclear weapons, never to repeat such a tragedy. This principle has been taken up with distress and reflection in former days.

The real education started in 1971, when the teachers' union set up a peace education committee, and in 1973 when it published "*Summer Cloud*", a record of the personal experience by A-bomb survivors. The next year the English translation was published. Since then the record has been used as textbooks both for peace education and English classes.

## **5.2 The Problem of the Aggression and Harm done by Japan--Responsibility for the War**

The curriculum of this school (see **Table 1**) shows that the junior high school students learn the fear of nuclear weapons from the real facts of the A-bomb attack. At the senior high school, not only A-bomb problems but the Pacific War and the aggression against Asia by Japan are taught so that the students can understand the facts of the war.

The curriculum has been revised little by little every year, for an example, in 1986 the viewpoint of the "harm" done by the Japanese army was added to "the aggression against Asia" for senior high 2nd-year. It was in the mid-1980's that the problem of the harm was taken up in peace education in Hiroshima, and it is common to the curricula of other schools.

Moreover, since 1991 "The past and pres-

ent of Okinawa" has been taken up for senior high 2nd-year, and the theme of the aggression and harm has been moved to senior high 1st-year. The destination of the school excursion is now Okinawa. The curriculum for senior high 3rd-year aims to build up the attitude to object to destructive nuclear war and to act for total abolition of nuclear weapons as human being who lives in nuclear age who learns in Hiroshima.

Since 1981 "**Peace Day**" has been observed. The next year "**The Week to Pray for Peace**" was set in mid-June, and peace learning has been conducted for three weeks during the period, making use of homeroom hour effectively (for 50 min. or 15min.).

Peace education has been given in the regular subjects, too. In the class of Japanese, "*Black Rain*" by Masuji Ibuse has been used, in English class "*Summer Cloud*" as mentioned above, and in social studies the slides of A-bomb monument in Peace Memorial Park were made every year for 11 years (1982-1993), which have been useful also in exchanges between schools at home and abroad.

Peace education at this school is very rich in content. It largely depends on devoted teachers. Moreover there is a standing committee promoting such education. The committee examines the curriculum, and adjusts it every year. The curriculum is fixed in the school calendar.

This is a case of a private school, where many teachers have been working for long years. On the contrary, public schools have personnel changes among teachers every year and cannot avoid the change of teachers in charge of peace education. So it is often difficult to continue the same program for long years. If a school has a special committee for peace education, it is possible to train young and new teachers by daily works.

From the case of "A" private school we learned that the existence of a special committee plays an important part in the continuation of peace education.

The Board of Education of Hiroshima Prefecture also seemed to realize the need for a special organization, though it was rather too late. In "Data on the Education in Hiroshima Prefecture" in 1996 school year, the Board advises to keep in mind to set up a promoting organization in each school and to establish the guiding system.

### **5.3 Hiroshima Municipal "B" Junior High School---Movie Watching**

Every school is not giving peace education rich in content. As seen in **Table 2**, the education of "B" school is watching a movie for peace education (2 hrs.) once a year, learning for an hour on the theme of the movie beforehand, and writing their impression in an hour. The movie is different in every grade. That covers all the programs.

Peace education of this school can't be said to be enough, but through this four-hour peace education the students try to think about the disastrous results of A-bomb raid, emptiness of the war, and what they can do to keep peace.

### **5.4 Hiroshima Municipal "C" Junior High School ---the "200,000 Faces"**

During the war, the building of this school was demolished for protection. At that period 200 pupils of the advanced primary school, the forerunner of this "C" junior high school, were killed near the center of the city of August 6th. Most of them died instantly. The memorial monument stands near the spot, and every year a memorial service is held by the students' association

and the alumni association together.

Ten years ago, a class of handicapped students attempted a unique plan. To see and feel the real number of 200,000 which is the number of the killed by A-bomb, the students clipped any faces from newspapers and magazines, and pasted them on big papers (Japanese vellum). The number was much larger than they had first imagined. They began the work in September, and on the school festival day in November, they laid on the school ground the papers joined to each other in a line, which covered the ground from end to end, but the total number of the faces was only 87,000. All the students realized the greatness of the number 200,000.

Then, their parents joined the work, and also with the help of a primary school in the same district; finally it was achieved before the day of graduation ceremony, March 10th of the next year. The gymnasium, the place for the ceremony, was filled with 200,000 faces. A boy student wrote the following impression: "I made much effort at the '200,000 faces'. I brought a great many clippings from my home. What felt uneasy was that when I pasted them up, but I got tired of it after picking up five or so. I'm afraid it was same as the case of the people killed by the A-bomb." He felt through his own work how the innumerable dead people on August 6th were treated. From the "200,000 Faces" the students learned much more.

### **5.5 Hiroshima Municipal "D" Junior High School --Peace Learning on Foot**

This "D" school (see **Table 3**) offers concentrated lessons on peace from mid-June, 5 hrs. for the 1st and 2nd years, and 4 hrs. for the 3rd year. The distinguishing feature of peace education at this school is "**Peace**

**learning on foot"** which started ten years ago. The aim is that the students go to the actual locations of the A-bomb raid to deepen their knowledge acquired in the class, and try to have their own wish for peace. The concentrated lessons on peace (in advance) are finished before summer vacation, and from mid-July (just before vacation) the learning on foot starts. The 1st-year students see the actual states of exposure to the A-bomb, visit the ruins by the A-bomb raid, and listen to genuine witnesses. Also they attend Peace Memorial Ceremony, visit Peace Memorial Museum, Investigate the memorial monuments inside and outside Peace Memorial Park, visit the ruins of the war in Ninoshima Island, and take notes of, take pictures of, record, and sketch the ruins of the war in the school district. The 2nd-year students set themselves a personal theme during summer vacation, study it with the books in the library or newspaper clippings, and hand in the report. They collect what they learned during the 1st and 2nd years into a booklet "Peace", and make use of it also for exchanges between other schools. The 3rd-year students do peace learning in Nagasaki (school excursion). They set their course in each group, visit memorial monuments and ruins, do fieldwork, and make a "Nagasaki peace report".

In 1977 the movement to examine the actual state of A-bomb victims of the advanced primary school under the old system, the forerunner of this "D" school, began and in 1980 the students' association published a booklet "Blank School Registers" as an interim report.

## **5.6 Activities Outside the Schools**

It is important that peace education should help every one of the students to have a

peace oriented consciousness that is not limited to inside the classrooms. Therefore, one of the essential objectives of peace education is, as shown in the example of "D" junior high school, to encourage the students to go out of their classrooms, to inform people of the pain that Hiroshima experienced and to contribute to handing down the message of peace. Another example of this is shown also in the activities of the drama club of "F" public high school mentioned previously.

Another activity we would like to present here is "**Hiroshima High School Students' Peace Seminar**". This activity involves annual programs, such as "High School Students' Assembly" on August 6th every year, "Peace Culture Festival" in the second semester, where the results of the activities for the festivals are reported from each high school, and "Peace Seminar" on February 11th, which is the Peace Learning Day. In the One-day Peace Schooling named "Peace Seminar", a curriculum is given including Japanese, English, science, social studies, art, poem-writing, architecture, calligraphy and so on. Every subject is taught in relation to peace education. The students from near-by prefectures as well as those in Hiroshima come to participate in this "Peace Seminar". And it was those students who took an active part in the excavation of A-bomb roof-tiles.

## **6. In Conclusion**

We, the members of the Hiroshima branch of the Japanese Association of University Women (JAUW), made a research on the actual circumstances of peace education in Japan, by sending out questionnaires to some other branches in Japan from April through May 1997. The rate of response was not necessarily high. However, through the re-

sults of this research, one of the features of peace education in Hiroshima was shown clearly. Let us point out these features integrated with the facts reported previously, as the conclusion of the presentation.

1. In Japan in general, the topics on war and peace are treated in the regular subjects such as social studies and Japanese. In many cases in Hiroshima, on the other hand, a special curriculum named peace education is planned in addition to the regular subjects.

And these special curricula are carried out during the summer holidays and the homeroom period before the summer holidays.

2. With regard to the point that peace education is planned outside the regular subjects, it is located on the same level as human rights education, education to promote social-reconciliation and religion education. In Hiroshima, however, not a few schools carry out peace education as part of human rights education and education to promote social reconciliation.
3. The schools that are positive in carry-

ing out peace education have already 20 years' experience, and they give it regularly every year.

4. In the middle of 1980, a change began to take place in the curricula of peace education. The issues associated with the responsibility for the behavior of the Japanese armies during the World War II started to be treated in the classes.

This also means a question if Hiroshima had enough reflection on its behavior as military city, when it chose to be a city of peace after the A-bomb. Hiroshima had been made the temporary capital when Japan had started the Sino-Japanese War, which was Japan's aggression against Asia. From that time on, Hiroshima had been a military city until 50 years later when an A-bomb was dropped on Hiroshima. In that sense, too, Hiroshima has to carry out peace education that addresses the issues of why, formerly, Hiroshima had become a military city, and why the A-bomb was dropped on Hiroshima, as the reflection for the past 100 years. Peace education in Hiroshima is required to keep up with the issues of war responsibility as well.

**Table 1** Peace education at "A" private junior & senior high school  
-- Curriculum in the school year 1996 --

Aim:

Junior high school: Inheritance of the A-bomb experience. To obtain of scientific knowledge of A-bomb damage, grasping the realities of exposure to radiation.

Senior high school: To come to an understanding on wars, by learning the realities of wars. For the 3rd year students, to synthesize the general idea from what they learned and to give a conclusion of their findings.

Grade	Aim & Theme	Contents
Junior high 1st year	To learn from A-bomb experience of this school. To share the feelings of pain of the killed and the injured by the A-bomb and to sympathize their families.	To read "Summer Cloud"---the notes of bomb suffering of this school. To share the feelings of pain by seeing the films. To visit the museum of the materials related to the A-bomb.
Junior high 2nd year	To grasp scientifically the realities of the A-bomb exposure in Hiroshima.	To learn about the damages on human beings and artifacts inflicted by the bomb, especially the influences given on human bodies. To grasp accurately the whole idea of the damages by seeing films. To listen to the people talk about their bomb-experiences.
Junior high 3rd year	To compare and understand the A-bomb experiences of Hiroshima and Nagasaki. To learn the issues of A-bomb victims including those of foreign in Japan	To learn the actual circumstances of bomb-exposure of the two military cities---Hiroshima and Nagasaki, and the issue of Korean victims of A-bomb. To tour round the monuments in Peace Memorial Park.
Senior high 1st year	To learn the truth of the harm done by the Japanese armies and the true meanings of wars through Japan's aggression to Asia. (From viewpoint of aggressor)	To face up to the realities of Japanese aggression and to learn the heartlessness and cruelty of war, recognizing the dignity of life through the Japan-China War. To learn about Hiroshima's condition before the A-bomb which had led to the invading war.
Senior high 2nd year	To consider about the essence of "Japan" through the past and the present states of Okinawa.	To clarify the realities of the present Japan by learning about the Battle of Okinawa and the issues of the military bases, for it is often said, "You can see Japan more clearly from Okinawa".
Senior high 3rd year	Living in the nuclear age---as a student who studied in "Hiroshima".	To grasp the present state of the atomic predicament and to have the consciousness of being someone who was educated in Hiroshima, establishing the thoughts and stance toward the total abolition of nuclear arms and wars.

Note:

The parent organization of promotion: **Peace Education Committee** (suggested and organized in 1971 by the Teachers' Association)

*"Summer Cloud"*, the record of personal experiences of exposure to radiation, was first published by the teachers' association in 1973; its English version was published also by the teachers in 1974. Since then this book has been used as teaching material for peace education and for English classes.

The hours of peace education: **Praying for Peace Week** is planned to be observed in June, and the preparation for August 6th is made in the homeroom classes, regular classes and in the Students' Association activities. Especially the long and short homerooms and social studies classes are most effectively made use of. The curriculum made in 1982 was revised in 1987 and 1991.

**Table 2** Peace education at Hiroshima municipal "B" junior high school

Grade	Aim & Theme	Contents
1st year	To have a concrete image of the misery inflicted by the A-bomb, with a strong impression, and to reflect upon the dignity of life.	Appreciation of the film, "Black Rain". Before seeing the film, to learn about the numerous battles which occurred during World War II. After having seen the film, to collect and study the documents on the black rain which actually fell after the A-bomb, and learn about the misery brought by the war.
2nd year	To consider the cruelty of wars and preciousness of peace and joy of being alive, through an understanding of the realities of the suicide-squad operation.	Appreciation of the film, "The Summer of Moonlight". Before seeing the film, to learn about the truth and the victims of the suicide-squad operation. After having seen the film, to realize cruelty of wars where human life is made light of, and to have a feeling of preciousness of peace.
3rd year	To learn about the present state of nuclear weapons and to understand that the use of nuclear weapons will lead to destruction of whole human kind. To sincerely reflect upon the true meaning of peace.	Appreciation of the film, "The Earth after the Nuclear War". To study the meanings of peace based on what was learned in the 1st and 2nd grades. To learn about the present state of nuclear weapons and spread of peace campaigns, before seeing the film. To realize responsibility to keep peace.

Note:

Every year, the students see a film with the theme of peace. The films are different depending on the grade. In 1996, being the 50th year after A-bomb, a lecture was given in addition to the annual film appreciation.

Before and after the film appreciation, preparatory study and review are carried out. Students also write an impression of the film. The promoting organization consists of the teachers in charge of peace education. They write about the strong and weak points of their activities to pass to the members of the next school year.

**Table 3** Peace education at Hiroshima municipal "D" junior high school

To plan the classes and activities centered on August 6th, the day of the A-bomb, and to enable the students to realize the preciousness of human life, cruelty of nuclear weapons and wars, and to learn the greatness of peace.

Grade	Aim & Theme	Contents
1st year	To learn about heartlessness and cruelty of wars. To make various sorts of activities not only through academic study but also through personal experience.	To take up the case of exposure to the A-bomb experienced by the advanced primary school under the prewar system, the forerunner of this school. To explain how the students' association works on peace, and make hearings about the experiences of the A-bomb. To carry on "peace learning on foot", and to report the findings during the 2nd semester.
2nd year	To learn about the realities of A-bomb and wars, and to gain a scientific understanding of the motivation and its essence to cause a war. (To learn from the Battle of Okinawa.	To learn that the Battle of Okinawa was the opening that led to the big air raid on Tokyo and A-bomb dropping, which involved general civilians. To learn from the Battle of Okinawa the relation between military orders and civilians, the true meanings of armies and misery brought by wars.
3rd year	To understand preciousness of peace, to prevent wars, and to clarify the motivation and commitment necessary for forming peace.	To see a film with a theme of nuclear wars, and learn about the aftermath of a nuclear war. To find out peace campaigns that are carried out in the neighborhood of the students.

Note:

The parent organization of promotion: The department of peace education research

The hours of education: The classes concentrated on peace are carried out from the middle of June; for 5 hours for the 1st and 2nd graders, and 4 hours for the 3rd graders.

The features of this school is that we have carried out "**Peace learning on foot**" since 15 or 16 years ago. The purpose of this activity is that pupils can deepen their knowledge acquired in the; classes by going out to the actual spots in person, and develop a stronger with for peace.

The results of these activities are made into booklets and used as materiels in exchange activities with other schools.

"Peace learning on foot" is carried out from immediately before the summer vacation up to the end of the summer vacation, the classes concentrated on peace (preparatory study) being finished by the beginning of the;e vacation. For example, the 1st graders learn the actual states, visit the ruins and listen to the A-bomb survivors talk; and they attend the Peace Memorial Ceremony; visit the museum of the materials related to the A-bomb; investigate the memorial monuments other than those in the Peace Memorial Park; visit the remains of the war in Ninoshima Island; and make notes, record, take photos and draw sketches of the war relics within the school district.

This school uses the four side-readers titled "*Hiroshima*" (compiled by Hiroshima Peace Education Research Center, the first edition was published fro 1969 to 1986, often called by the different names by the color of the cover which is chosen from yellow, blue, green, and red, going through several editions since) which are widely used in primary schools and junior-highs in Hiroshima Prefecture.

In addition to the booklets mentioned above the different original texts for each grade are made in this school.



# Peace Education in Japan

## Part II Peace Education in Text Books

The Japanese Association of University Women  
Education Committee

This paper reports on research for which the contents of textbooks currently used in Japan to teach Social Studies, Japanese language and literature, and English language were analyzed and evaluated from the perspective of Peace Education, or "education that serves to prevent war."

### 1. Introduction

The Meiji Restoration in 1868 led to the rebirth of Japan as a modernized country. Thereafter, with the growth of modern industries and capitalism, Japan adopted a policy of imperial expansionism supported by military power like that of the West and launched wars of invasion on the Korean Peninsula and the Chinese Continent. Major wars in which Japan was involved in the early modern and late modern periods are the Sino-Japanese War, the Russo-Japanese War, World War I, the Manchuria Incident, the Japan-China War, and the Pacific War. Japan colonized Taiwan after the Sino-Japanese War and Korea after the Russo-Japanese War. During the Pacific War, Japan invaded, colonized and ruled Southeast Asian countries and the South Sea Islands.

Japan lost the Pacific War in 1945 and started anew as a pacifist and democratic nation. Japanese pacifism is founded on the new Constitution, which clearly states that the Japanese people forever renounce war, and on Japan's tragic war experience at the close of the Pacific War, including that of being the only country in the world to experience the atomic bomb.

Although more than fifty years have passed since the end of the Pacific War, Japan's responsibility as the aggressor during these recent wars cannot be said to have been thoroughly examined by the Japanese themselves. Instead, a tempered examination is being carried out. This study sought to answer, in light of these circumstances, how textbooks are teaching about these wars, the atomic bombings, Japanese pacifism, and the role Japan can play in the international community from now on.

Words in quotation marks found in this report are from those textbooks.

### 2. Textbooks

All the textbooks included in this study are currently being used to teach Social Studies in sixth grade, junior high and high school, Japanese language and literature in primary, junior high and senior high school, and English language in junior high and senior high school.

The Social Studies texts include *History and Civics* for junior high school and *Japanese History*, *World History*, *Modern Society*, and *Politics and Economics* for senior

high school.

To avoid bias, three to five books were selected for each subject depending upon the number of texts used. When necessary, textbooks used in the past and found in the Textbook Library of the Textbook Research Center were also included.

In addition, references to past wars, colonial rule, and the atomic bombing of Japan found in textbooks used in China, Korea, Southeast Asian countries and the U.S. were analyzed to learn how those events are presented in the textbooks of other countries. The texts selected were from among those translated into Japanese by the International Education and Information Center and those collected by Ryo Koshida in his *Japanese Wars in Asian Textbooks* (published by Nashinokisha, 1900).

Textbooks examined and the publishers are listed in Appendix 1.

### 3. The Textbook System in Japan

#### -The Governmental Authorization of Textbooks and the Textbook Trials-

It is necessary to explain the Japanese textbook system and censorship before further discussion of the main subject.

The Japanese textbook system consists of an authorization system and a selection system in which textbooks are selected by the Board of Education of the area, not by each school, for compulsory education. Textbooks are free of charge. Though a wide selection is approved, only one or two textbooks for one subject are selected in one prefecture. Senior high schools are authorized to select textbooks, but the text books must be bought.

Textbooks are compiled and edited by a great number of writers with private textbook

publishers, and then published after the contents have met with the approval of the Ministry of Education. Though there are several textbooks published for the same subject, the contents differ little from one text to another when looking at key words because of the authorization system.

Since the governmental authorization system was inaugurated in 1949, the guidelines that make up its standards of evaluation have been shaken by pressure from home and abroad, and this has had a substantial influence on the contents of textbooks, especially those of history.

There have been three significant turning points regarding the textbook authorization process. The first occurred in the mid- 1950's when the ruling party of the government published *The Worrisome Textbook Issue*, and the Ministry of Education, which feared a leftist tendency in education, set forth a policy of strengthening censorship. It was during this period that Saburo Ienaga (the professor of Tsukuba University, historian) brought suit against the government for violating the Constitution and for repeatedly and illegally rejecting his textbook and demanding revisions. His first lawsuit took place in 1965 and his second in 1967.

The second turning point was in 1970 when Judge Sugimoto of the first trial of Ienaga's second suit found in favor of the plaintiff. Although Ienaga ultimately lost this case in 1989, censorship was relaxed in the 1970's. As a result, textbooks gradually began to include references to Japan's aggression during past wars.

The third turning point took place between 1982 and 1985 when the dispute over the use of "invasion" vs. "advance" originated in a news report and triggered vehement protests from Korea, China, and other victimized countries over Japanese censorship of its his-

tory textbooks, and calls for corrections were heard. Consequently, the so-called "Issues Regarding Neighboring Countries" was added to the standards of evaluation as a "necessary consideration from the standpoint of international understanding and inter-national conciliation."

From that point, censorship of references to Japanese aggression in the wars was more relaxed. The Central Educational Council proposed "textbooks with variety and individuality" in 1990. Evaluation standards were significantly relaxed and comments by those evaluating the textbooks have rarely been included in evaluation results since that time. As an example of relaxed censorship, history textbooks began to include most of the issues related to Japanese war-time aggression which were raised in the third Ienaga lawsuit in 1984 and settled in August of 1997. New history textbooks for junior high school, which began to be used this year, also contain references to the issue of military comfort women.

Recently, several prefectural government assemblies passed resolutions to delete references to military comfort women from textbooks for junior high school. Also, quite a few historians, educators, and other intellectuals are criticizing the current textbooks for being self-tormenting. However, from the perspective of Peace Education, it is important to describe the responsibilities of an aggressor nation from the viewpoint of the victim countries. Continuous efforts of that kind have been seen in German textbooks, but Japan's textbook system has yet to make the effort. We should not allow current pressure at home to cause Japan's authorization system to regress.

#### **4. References to Wars Involving Japan and Japanese Colonial Rule**

#### **-Descriptions Found in History Textbooks-**

##### **4.1 Descriptions of Wars Involving Japan**

If we expect history textbooks to play a role in Peace Education, three points should be addressed. First, what caused the war involving one's country? Is the causal relationship given? Second, is the destruction caused by the war described from the viewpoint of the victim country? Third, does the other country share the same understanding in its textbooks? Therefore, it is necessary to read the textbooks of other countries in addition to those of one's own. With these questions in mind, descriptions and references in textbooks were analyzed.

In the high school textbook *World History*, the road to war in the modern world is described as follows:

"The world was never free of wars brought on by the fierce economic and political expansionism of imperialist countries in pursuit of the development of capitalism and the expansion of territory."

Japan was involved in the Sino-Japanese War, the Russo-Japanese War, the Japan-China War, World War I, the Pacific War, and the Japanese colonization of Taiwan and Korea. In this section, we would like to talk about how the Sino-Japanese War, the Russo-Japanese War, and World War I are described in *World History* and *Japanese History* texts for senior high school. Other wars will be discussed in 4.2.

##### **1) Sino-Japanese War (1894 - 1895)**

The textbooks describe this war as the re-

sult of a confrontation between Japan, who took advantage of privileges it gained from the unfair Japan-Korea Peace Treaty to continue to expand its territory into Korea, and China, who considered Korea to be a tributary state. The textbook *Japanese History A*, published by Shimizu Shoin, includes an article introducing the ideological background of the thought known as *Exit Asia*. The article refers to "On *Exit Asia*" by Yukichi Fukuzawa, the founder of Keio Gijuku University and a proponent of the war, when it says:

"For those countries who do not make an effort to modernize them-selves, there is no option but to be divided by Western powers. Support for the belief that Japan alone was pushing forward its modernization and exerting itself for independence and that Japan should be included among the world powers dividing East Asia had become popular."

The textbook presents that as the argument that formed a solid foundation for the feelings of superiority the Japanese had over the rest of Asia.

## 2) Russo-Japanese War (1904-1905)

One textbook gives the following explanation of the historical background that provoked this war:

"At the beginning of the 20th century, advanced capitalist countries of the world began to expand their search for capital exportation and cheap labor in addition to raw materials and markets abroad. This led to increasingly stronger imperialistic tendencies as they further sought to expand their colonies and territories of power. The result was violent confrontations between those

countries" (*Japanese History B*, published by Tokyo Shoseki).

Japan's victory in the Russo-Japanese War provided a foothold from which to launch an invasion of the Asian continent and led to the annexation of Korea by the threat of military force. Every history textbook provides the details of those historical events. For example, the article "Two Wars and the Change in Japan's Outlook on Asia" in *History B*, published by Tokyo Shoseki, says that following the Russo-Japanese War:

"A consciousness of confrontation against the Western powers and a sense of chauvinism among the Japanese people developed from the self-conceit of being a civilized nation in Asia. Thus, Japan's aggression toward Korea and later towards China had begun in full force."

The textbook calls attention to what is behind war.

## 3) Japan and World War I (1914-1918)

The motivation for and objectives of Japan's participation in the war are described in one textbook as follows. As World War I was thought to provide a good opportunity to invade China,

"Japan went beyond Britain's request for Japan's limited participation in the war, took away Germany's base of operations in Asia, and prepared a war of aggression against China. At the same time, Japan tried to advance its position in international society" (*Japanese History A*, published by Tokyo Shoseki).

Japan imposed *the Twenty-One Demands*,

which are very aggressive in nature. *The World's History*, published by Yamakawa, reports:

"In the beginning, the Chinese government rejected *the Twenty-One Demands* because they disregarded China's sovereignty but then accepted most of them after Japan sent an ultimatum. From then on, Chinese sentiment towards Japan rapidly went from bad to worse.

Japan took over Germany's rights and privileges in China's Shandong Province and procured from Germany the right to rule the South Sea Islands north of the equator. All of these actions brought distrust from the countries in the West.

#### **4.2 Comparisons with Textbooks from Other Countries: Wars of the Past and Colonial Rule**

##### **1) Comparisons with Textbooks from China: The Manchurian Incident and the Japan-China War**

The Chinese textbook *Chinese History, Volume 4* (1991) for middle school was selected for analysis. In China, the Manchurian Incident is called the Nine-Sixteen (the September 16th) Incident. There is little difference between Japanese and Chinese textbooks regarding the direct cause of the Manchurian Incident, which took place in 1931. In Japanese textbooks, a reference to the fact that public opinion at that time was in support of the military authority is described, for example, as follows in *Japanese History A* by Yamakawa:

"Many major newspapers were full of reports and photos praising Japan's military action. Journalism inspired the

fanatical support of the people for the Japanese Army's action in the Manchurian Incident."

There is also little difference between Japanese and Chinese textbooks regarding the Lugouqiao Incident and the circumstances surrounding the expansion of the Japan-China War, which broke out in 1937. Japanese textbooks have also begun to mention the Nanjing Massacre, the Three Alls Operation, and Unit 731 as follows:

" The Japanese army slaughtered a large number of residents, including women and children (during the Nanjing Massacre) . . . . In the years after 1941, the Japanese army carried out the Three Alls Operation of burn all, kill all, and loot all. . . . These inhuman acts together with the brutal occupation of China gave rise to intense repulsion and resistance among the Chinese people "(*Japanese History A* by Shimizu Shoin).

These are of course included in the Chinese textbook. However, descriptions of economic plundering in occupied areas by the Japanese are more emphasized than those of inhuman acts. The Chinese textbook contains the following:

**"Barbarous Plunder:** After Japan invaded China, it started to become deficient from day to day in raw materials and various resources due to high consumption. In an attempt to build up a material supply base in order to expand its aggression in China, the Japanese plundered extensively in the occupied areas. Japan called its savage plundering policy 'local procurement' ...At

every place captured, the Japanese army first seized gold and cash from the banks....Chinese mineral resources, particularly coal and iron, were important targets of plundering under 'local procurement' ...In order to maximize their plundering of Chinese coal, the Japanese invaders were involved in the unscrupulous act of 'turning humans into coal'... In addition to frequent accidents, one Chinese coal miner died from overwork for every 200 tons of coal... Consequently, 'pits of ten thousand corpses' were dug to contain the piles of skeletons. Around Datong Mine, there were more than twenty such pits... Acting on the colonial policy of 'industry in Japan, agriculture in China'... Japanese forcibly ousted Chinese peasants and confiscated their land. By 1941, the number of Japanese immigrants had reached over 600 thousand. Their land and houses had all been seized from Chinese peasants...Labor was also a target of plundering. By the end of 1942, the number of adult males captured in North China alone had reached over six million. The Japanese invaders sent them to various places as workmen. Some were sent to Japan as forced laborers."

These incidents all receive only slight mention in Japanese textbooks as follows:

" In Manchuria, a great number of Chinese laborers were commandeered and forced to do hard labor. The Japanese also took farmland away from the Chinese and gave it to Japanese settlers."

From above expressions it is difficult to imagine severe facts.

## 2) Comparisons with Korean Textbooks: Japan's Colonial Policy

*National History*, Volume 2 (1993) for high school was the Korean text chosen for analysis. In 1910, Japan annexed Korea and pushed forward its colonial policy. In Korea, the "Annexation of Korea" is called "Usurpation of National Sovereignty" and is regarded as a national humiliation. The events surrounding this national humiliation as described in Japanese textbooks are generally the same as those found in the Korean textbook. In Japanese textbooks, the Three-One (March 1st) Movement and colonial policy, which in Korea is generally regarded as the "Policy to Obliterate the Korean Nation", are primarily presented as historical facts. Some textbooks also include a two-page feature article on the "compulsory arrest of Koreans". The Tokyo Shoseki version of the junior high school textbook *History* clearly states that

"the compulsory arrest of Koreans became a point of 'official mediation' by the Governor General of Korea in 1942,"

which indicates direct involvement on the part of official Japanese organizations. This year, junior high school history books also started to include mention of the fact that a large number of young women were forcefully sent to the frontier as military comfort women.

One distinct difference between Korean and Japanese textbooks is that those portions of Korean textbooks that are devoted to the colonial era for the most part describe independence movements and resistance movements. There are only about four lines on compulsory arrests. Writing on this difference in his *Japanese History Education from a Korean Perspective* (1994), Korean

historian Won Soon Lee says "[the difference] derives from our bitter experience of losing independence in the past and reflects our desire to defend our national independence and sovereignty." His remarks are representative of the patriotic sentiments of the Korean people and their desire to pass down to future generations a history of resistance rather than a history of being ruled.

### 3) Comparisons with U.S. Text books: The Pacific War

There is little difference between Japanese and U.S. textbooks regarding the details of the attack on Pearl Harbor. One Japanese textbook reads:

"Japan regarded the outbreak of war in Europe as an opportunity to gain control of Southeast Asia and, consequently, to cut off European and American support to China, which was routed through that region. Japan also took this chance to seize resources in the same area... To justify this action, Japan advocated *the Greater East Asia Co-Prosperity Sphere*, which would bring prosperity to all Asian nations ...Such an aggressive stance caused the U.S. to become cautious. In 1941, the U.S. imposed restrictions on munitions exports to Japan. In July, when Japan took over the French territory of South Indochina, an embargo on oil exports to Japan was also imposed... In October, when Hideki Tojo became the Prime Minister of Japan, the dominant opinion was that Japan should fight the U.S." (*History for junior high school by Tokyo Shoseki*).

The following description appears in a rep-

resentative textbook of the history of the United States (T.V. Biacco et al., *History of the United States, Volume 2* ):

"President Franklin D. Roosevelt regarded the United States as the power in the Pacific and as a protector of China. He was determined to obstruct Japan's attempts to expand her territory. In September 1940, the U.S. placed an embargo on iron and steel exports to Japan... This embargo on exports enraged the Japanese, who felt that the U.S. was trying to strangle the Japanese economy. However, both sides preferred avoiding confrontation ...Nevertheless, both countries acted to drive each other into the war.

In July 1941, Japan moved its troops into French Indochina. In the same month, the U.S. froze all Japanese assets at home. Moreover, the U.S. discontinued oil exports. Japan had to either submit to the U.S. or raid oil from the Dutch East Indies, which would mean war... The attack on Pearl Harbor shook America's isolationist attitude, which had not even been affected by the threat of Fascism."

### 4) Japan's Colonial Rules as Described in Southeast Asian Textbooks

On December 8, 1941, at the time of the attack on Pearl Harbor, Japan landed on the Malay Peninsula before going on to occupying the Philippines, Singapore and the Dutch East Indies (Indonesia). By February 1942, Japan had placed all of Southeast Asia, including the South Pacific Islands, under its control.

This year's versions of Japanese textbooks for junior high school devote more space to

Southeast Asia under Japan's occupation than past versions. In addition to the main text, some include one- to two-page special columns. Some textbooks have also included extracts from Southeast Asian textbooks found in Ryo Koshida's *Japanese Wars in Asian Textbooks*.

When reading the textbooks of **Singapore** and **Malaysia**, one learns that a great number of residents of Chinese descent were suspected of being hostile overseas Chinese and were killed. The number of victims are said to be about a hundred thousand.

**Indonesian** textbooks say that Japanese troops plundered agricultural products, oil and other resources to the utmost limit in order to carry out the war. The degree of plundering exceeded that of the former Dutch suzerain. The textbooks also mention that some Japanese words were adopted for local use, such as *romusha* (laborer), *seinendan* (young men's association), *fujinkai* (women's association), *Jawa Hokokai* (Java Service Association), etc., and that many types of organizations were set up for the purpose of having people keep watch on each other and for the purposes of conscription.

**The Philippines**, which had been under U.S. rule since 1902, was occupied by Japan in 1942 after Manila was taken over in January of that year, Bataan in April and Corregidor in May. Japanese textbooks only make mention of the Bataan Death March. More attention should be given to what is referred to as the independence Japan brought to the Philippines or to the "establishment of a second republic" by Japan in the Philippines. Filipino textbooks, however, clearly state that this was a "Japan-made republic of the Philippines" and that it was just another form of rule.

Japanese textbooks tend to mention Japan's aggression fragmentarily. It is necessary to

design a way to teach that each country has its own history, and it is important to place an event within the flow of history.

### 4.3 Okinawa as a Battlefield

Okinawa was the site of the only ground battle on Japanese soil during the last stage of the war. It is written about in a textbook as follows:

"In March 1945, American troops landed on Okinawa. With 25,000 Okinawans, including junior high school boys and girls, all posted as defense forces, a fierce battle took place in the prefecture. In addition to the casualties from that battle, many deaths were also caused by Japanese forces who forced Okinawans to commit mass suicide for having hindered their troops or who executed Okinawans suspected of being spies. In the Battle of Okinawa, over 120 thousand people out of a total population of 590 thousand were killed. The battle continued until September 9th" (*History* for junior high school by Kyoiku Shuppan).

The battle continued for one month after Japan was defeated (the August 15th).

### 4.4 Postwar Compensation Issue

The textbook that provides the most detail about the issue of post war compensation is the 1997 version of *History* by Kyoiku Shuppan. It states:

"Now after fifty years since the end of the war, the voices of Asian people requesting compensation for war-related damage have been raised higher than



ever. They include the voices of military comfort women, victims of slaughter, compulsory arrest, forced labor, etc. The Japanese government maintains its position contained in treaties such as the San Francisco Peace Treaty, that is, that the compensation issue has been addressed between countries. However, the way in which Japan takes responsibility for the harm it did to each individual victim is not simply to pay compensation for the past damage; it also serves as a test of whether Japan can move towards the future as a pacifist Asian country."

The textbook also provides further detailed comments in a two-page article and repeats:

"In order to associate with people in Asia, it is vital that the Japanese government against people in Asia, clearly acknowledge its responsibilities, and make suitable apologies. In the meantime, the people of Japan must learn those facts and they should be forever etched in their memory. "

## **5. Atomic Bombings**

### **- Description in History Textbooks**

#### **5.1 Changes in Textbook Descriptions of the Atomic Bombings**

From September 1945 until the signing of the San Francisco Peace Treaty in 1951, speaking about the atomic bombings was prohibited by the Occupation Forces' press code. In the state textbook issued in 1946, there was only one sentence that read, "In August, an atomic bomb was dropped on Hiroshima." That situation did not change much after the

press code was lifted nor even after the Lucky Dragon #5 Incident in 1954 and the First World Conference against Atomic and Hydrogen Bombs. The only difference was that the number of victims was added in a footnote.

The first fundamental change was seen in a textbook published in 1974. A description of damages caused by the bombings was added, which made the contents very close to those found in current textbooks. *History*, published by Tokyo Shoseki in 1974 for junior high schools, reports:

"The atomic bombs took the lives of over 200 thousand people in Hiroshima and 100 thousand in Nagasaki. Victims were not only those who were instantly killed by the high temperature and the blasts but also those who died several weeks later after being exposed to radioactivity. Furthermore, for a period of over twenty years death continued to claim most of those who fell sick. Such suffering from aftereffects has shown people the horror of nuclear weapons. "

In addition, a table showing the destruction in Hiroshima at various distances from the hypocenter, and a part of paintings *"Picture of the Atomic Bombing"* painted by Toshi and Iri Maruki were also printed in full color at the beginning of the textbook.

The second significant change appeared in textbooks published after 1980. In addition to the descriptions of the atomic bombings, the reason for the bombings was also given:

"However, the attitude of the Japanese government was one of denial. **With the intention of advancing its position over the Soviet Union in a highly anticipated postwar**

**confrontation**, the U.S. dropped the world's first atomic bomb on Hiroshima on August 6. On August 8, based on the Yalta Convention, the Soviet Union disregarded the Japan-Russian Neutrality Treaty, declared war on Japan, and came crashing into Manchuria. On August 9, the U.S. dropped another atomic bomb on Nagasaki. " (*History* for junior high school by Tokyo Shoseki).

After 1983, this reason for the atomic bombings started to appear in other textbooks as well and has continued to appear to this day.

In *History* for junior high school published by Kyoiku Shuppan in 1997, a column entitled "Why the Atomic Bomb?" poses the question "Were the atomic bombings truly necessary to force Japan to surrender?"

As mentioned above, the devastation caused by the atomic bombs was never talked about in textbooks until thirty years after the end of the war. The reason for "accelerating the end of the war" given by the American side has almost never been mentioned in textbooks. In this respect, the descriptions in American textbooks are, needless to say, substantially different, where there is no mention about the 'Soviet Union factor'.

## 5.2 Why the Atomic Bomb?

"Why the atomic bomb?" The way Japanese textbooks address the atomic bombings seems to covertly question U.S. responsibility for them. This kind of recounting will likely invite objections from Americans who opposed the Smithsonian Atomic Bomb Exhibition in 1995 and from people in Asia who were forced to suffer at the hands of the Japanese during recent wars.

However, from the perspective of Peace Education, firstly, it is important to generalize the tragic experience of the nuclear bombings and the damage they caused by changing individual tragedy into a movement for the abolition of nuclear weapons and in this way pass on to our children the tragic story of the atomic bomb.

Secondly, it is necessary to question the U.S.' responsibility as victimizer rather than just as victim from a greater perspective so that the responsibility of a victimizer will be generalized, too. It is possible to teach those two points with the current textbooks and if that is accomplished, then education will be carrying out the role of Peace Education.

## 5.3 The Total Abolition of Nuclear Weapons as a Goal

With *the Lucky Dragon #5* (the *Fukuryu Maru #5*) Incident at Bikini Atoll serving as a turning point, activities for abolishing nuclear and hydrogen bombs took place across the country. In 1955, the First World Conference against Atomic and Hydrogen Bombs was convened. This represented the Japanese people's call to the world for a peace movement.

In a 1955 edition of a textbook, the *Lucky Dragon #5* Incident was only insignificantly mentioned in a footnote. Only after 1989 was the incident presented in detail in textbooks as follows:

" In 1954, Japan was involved in an incident with the fishing vessel *Lucky Dragon #5* . The boat was showered by nuclear ash from a nuclear test conducted by the U.S. in the Pacific Ocean and some crew members were killed. With this incident as a turning point, activities for abolishing nuclear weapons originated among the Japanese people

and spread all over the world. Japan, the only country in the world to have experienced an atomic bombing, formulated as a policy of the government *the Three Non-Nuclear Principles* - 'no manufacture, no possession and no introduction'. These principles applied also to Okinawa after its return in 1972."

The textbook also includes a photograph of the hydrogen bomb test on Bikini Atoll in the Pacific Ocean and the photograph of a representative of the bombing victims making an appeal at the General Meeting for Arms Reduction in 1982.

## **6. The Constitution of Japan - Article 9-**

### **6.1 The Enactment of the Constitution of Japan**

*Civics* for junior high school, published by Tokyo Shoseki, states:

" In August 1945, Japan accepted the Potsdam Declaration and the Pacific War ended. The Potsdam Declaration compelled Japan to abolish its military, respect basic human rights, and establish a peace-loving and democratic government. Furthermore, it pointed out the direction for Japan's postwar reform. To achieve that goal, the Meiji Constitution had to be fundamentally changed. On the instructions of the General Head-quarters of the Allied Powers, the Japanese government worked out a bill for a constitutional amendment. "

The Constitution of Japan that was estab-

lished under those circumstances upholds these three principles: the people's sovereignty, basic human rights and pacifism (the renunciation of war), and a definition of the emperor as the symbol of the unity of the nation and people.

### **6.2 Pacifism in the Constitution and Article 9**

Regarding pacifism in the Constitution of Japan, *Politics & Economics* for senior high school, published by Shimizu Shoin, states that pacifism came from Japan's deep reflection on the tragedies it had brought to the Asian people and from Japan's own experience of the unprecedented atomic bombing of Hiroshima and Nagasaki. With the approach of the 21st century, this pacifism should play a significant role in achieving peace in Asia and the world. The textbook states in specific terms that the Constitution is based on Japan's serious reflection on past wars.

"The Preamble to the Constitution is explained in the textbook as follows: The Preamble pronounces that 'we recognize that all peoples of the world have the right to live in peace, free from fear and want', and declares 'the people's right to live in peace'. To express our determination and ideal as stated in the Preamble, the Constitution provides Article 9 ordaining that Japan renounces war and will not maintain war potential and will not recognize the right of belligerency of the nation."

Article 9 appears below:

**Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as**

**a sovereign right of the nation and the threat or use of force as a means of settling international disputes.**

**In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.**

In reference to Article 9, *Politics & Economics* by Tokyo Shoseki comments that this Constitution, which clearly and thoroughly renounces war and military force, has no precedent. A column of the textbook published by Shimizu Shoin further quotes the comments of Kijuro Shidehara, the then Minister of State who drafted Article 9. His comments best express the spirit of Article 9:

"Article 9, the amendment to the Constitution, declares that we renounce war and demonstrates our nations leadership role as head of the most unconditional peace movement in the world. In today's world, these ideals should be the principles that guide international relationships. Our country doesn't have anything to learn more from those who attempt to justify or legalize sanctions in an area by force."

### **6.3 Article 9 and the Self-Defense Forces**

Regarding the question of whether the Self-Defense Forces are a violation of Article 9 of the Constitution, the textbook *Politics & Economics* for high school explains that the argument over the constitutionality or uncon-

stitutionality of the Self-Defense Forces is currently still an ongoing issue, and further more it says as follows:

"The construction of today's government is such that it is not a constitutional violation to have the minimum capability of self defense necessary to exercise our right to self defense. The Self-Defense Forces provide a self-defense capability and do not constitute a war potential as prohibited by our Constitution."

The contents of all the textbooks are the same on this issue although some offer additional arguments including the criticism:

"In the first place, it is extremely subjective and difficult to distinguish a self-defense capability from a war potential when looking at the governments interpretation of self defense. As long as the minimum capability necessary is determined by the government, the limits of self defense are in actuality almost unrestricted."

Moreover, textbooks such as *Politics & Economics*, published by Daiichi Shoseki, cited the opinions of successive Directors of the Cabinet Legislation Bureau and pointed out changes in the governments interpretation:

"At the time the Constitution was enacted, the Japanese government maintained that Article 9 ordained that Japan renounced all types of wars, whether it is a war of self defense or a war of aggression, and that Japan would not possess any war potential. However, that explanation of Article 9 was later changed as the Peace Keeping

Forces and Self-Defense Forces were strengthened."

#### **6.4 Another Review of the Preamble of the Constitution**

As shown above, textbooks clearly describe the governments current interpretation of Article 9 of the Constitution, present the issues being argued about and also provide subjects for discussion. However, what is absent is our strong stance on strictly observing the Constitution, which is unmatched in the world. With our Constitution, we should be able to square our shoulders and explain that even though the budget for Japans Self-Defense Forces is said to be the second highest or fourth highest budget for a military in the world, it is to be used for peacekeeping purposes. We should once again review and digest the bold portion in the Preamble of the Constitution below:

"We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationships, and **we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world.**"

### **7. International Cooperation**

**-Peace Education in Japan as Found in the High School Textbook *Politics and Economics* -**

#### **7.1 Japans Pride in the Peace Constitution: How can the Constitutionality of the Self-Defense Forces be Proven at Home and Abroad ?**

The pacifism of Japans Constitution sets a standard of behavior for Japan in the international community. Regarding security after the Cold War and pacifism, the textbook warns that since the Cold War, Japans enforcement of its pacifism has been questioned and importance has been attached to it in the area of international relations:

" As Japan is becoming an economic power, the Self-Defense Forces have acquired a defense capability that stands out in Asia for its high budget and hi-tech equipment. In East Asia, the importance of strategically located U.S. military bases such as Okinawa has increased and the U.S. military has started to request that Japan provide military technical co-operation and increase its share of the operating expenses. These movements, despite the government of Japans repeated statement that Japan will never become a military power, have caused concerns among neighboring countries who were once invaded and occupied by Japan as to whether Japan will become a military power again. Japans role in international society since the Cold War has been undergoing a rigorous test. Particularly, the Peace Keeping Operations Bill of the United Nations and the central issue of deploying Japans Self- Defense Forces abroad has raised questions as to what Japans contribution to the international community should be."

In this post- Cold War period under the U.S.- Japan Security Treaty, does magnifying Japan-U.S. military cooperation or the participation of the Japanese Self-Defense Forces in peacekeeping operations agree with the pacifist principles and spirit of the Constitution, or

does it lead to the death of pacifism and to the danger of military power? With the way international peace and security should be at issue, the true value of pacifism in Japans Constitution is being questioned as the 21st century approaches.

## **7.2 The Mission of Japan as a Country Which Experienced the Atomic Bomb: Lead the World Opinion Towards the Total Abolition of Nuclear Weapons**

The textbooks brought up the issue of the destruction of nuclear weapons and the reduction of armaments and the issue of race and nationality as subjects related to international peace. The former is regarded as the mission of Japan, a country that experienced the atom bomb and is explained as follows:

" In 1945, for the first time, atomic bombs were dropped on Hiroshima and Nagasaki. The horror from those bombings showed people all over the world the dreadfulness of nuclear weapons. However, even after that, the race for the development of nuclear weapons among nations continued and nuclear tests were repeated. In that situation and with the *Lucky Dragon #5* Incident as a turning point, the Japanese people launched a movement to abolish nuclear and hydrogen bombs. Supported by people of many countries, the First World Conference for Abolishing Nuclear and Hydrogen Bombs was held in Japan in 1955. "

## **7.3 Japan's Diplomatic Role and Pacifism**

When referring to Japans position and role

in the international community, the textbooks give comments on the history and new theme of Japanese diplomacy. It should be noticed that no matter what changes have occurred in todays environment, Japans relations with the rest of the world have always been in keeping with the standards set by its Peace Constitution. The textbooks state:

" It is important that while holding fast to pacifism and maintaining the Three Non-Nuclear Principles , our nation works out a defense plan that suits the international situation after the end of the Cold War, and that the nation presents the policy and position that Japan will not become a military power or threat to Asia. Only by sincerely addressing those issues will our nation earn an honorable position in modern international society where freedom, human rights, the environment, and peace are beginning to have universal value."

## **7.4 International Cooperation, Pollution Control and Environmental Conservation as First Priorities**

In a paragraph entitled "Global Environmental Issues and International Cooperation", the textbooks describe Japans position as a country with few natural resources from the perspective that environmental concerns are borderless and need to be addressed on a global scale:

"Japan, which depends on foreign countries for most of its resources, is closely involved with the issues surrounding the global environment and the conditions of resources. Japan

has been providing developing countries with assistance and co-operation for their environmental conservation efforts. However, there are still some cases when some Japanese companies moved their facilities to developing countries which are not yet fully equipped to prevent pollution. The production activities of those companies have brought harm to peoples health and they are being criticized for exporting pollution. There is also criticism over the destruction of tropical forests in order to export lumber to Japan. Japan is being asked to put to use its years of experience in resolving industrial pollution and its methods and technology for preventing pollution and conserving the environment."

### **7.5 Mission of Japan as an Economic Power: Maintain World Peace, Respect Human Rights and Promote Democracy in the World**

As the Japanese economy attains an increasingly important position in the world, the expectations of other countries towards Japan also rise. The following areas are mentioned in a discussion of how there is interest in the ways in which Japan provides aid which was found in a textbook published by Shimizu Shoin.

**Financial Aid:** The amount of Japanese aid provided for Overseas Development Assistance is the largest in the world. However, the ratio of gratuitous aid is low and most of Japans aid has been for the large scale development of infrastructure projects such as the construction of roads, harbors, power stations, etc. On examination, Japans aid exhibits the weakness of not having been efficiently

utilized and of not having helped raise peoples living standards or improving environmental conservation.

**Human Resources Aid:** Japan has been making strides in the areas of training and technical support such as by accepting students from other countries. Also, many young people have been committed themselves to assisting developing countries through their activities as Youth Overseas Co-operation Team members. Furthermore, NGOs have been very active at the grassroots level with projects that involve, for example, dispatching people and accepting trainees.

Finally, the conclusion of the textbook published by Shimizu Shoin is that the responsibilities Japan has and the role it should play in the world are extremely important. In order to establish an inter-national community which shares universal values such as international peacekeeping, world-wide respect for human rights and the realization of democracy, it is expected that each one of us looks upon the significance of our mission with a broad view of the world and fulfills our role by cooperating with people all over the world to overcome obstacles.

## **8. Human Rights Issues in Textbooks**

### **8.1 Basic Human Rights and Existing Discrimination**

The concept of basic human rights was first introduced into Japan through the Constitution of Japan, which was promulgated in 1946. On this topic, the textbook *Modern Society* for senior high school published by Tokyo Shoseki includes the following statements:

"The Constitution of Japan contains

three key principles, i.e., respect basic human rights, peoples sovereignty and pacifism. Basic human rights are rights intrinsic to human beings. Our life today is guided by these rights. Basic human rights also include the right to equality, which defines everyone as equal. The important meaning of that is that not only laws apply to everyone equally but also any law that would result in discrimination is not allowed.

In reality, however, injustices have occurred for a long period of time and are deeply rooted in our society. Discrimination against Koreans residing in Japan since Japans colonial period, discrimination against the Ainu (native people living in Hokkaido), discrimination against women in the family and the workplace, discrimination against handicapped people, and many other types of discrimination need to be addressed. Discrimination against indigenous people worsened during the Shogunates Edo Period and can still be found in many different areas since the Meiji Restoration. Eliminating discrimination of this kind is the responsibility of the government as well as a national issue which especially needs to be addressed."

As to the question of what are included among human rights, under the title Protect the Right to Freedom, the textbook listed the freedom of thought, the freedom of body, and the freedom of economic activities; under Protect the Right to Equality, equality under the law; under Protect Civil Rights, the right to vote, the right to an education, the basic right to work, the right to suffrage, and the right to make claims. In addition, some other rights that cannot all be covered by just the Constitu-

tion of Japan, such as environmental rights, the right to privacy, the right to knowledge, etc., were listed under New Human Rights.

## 8.2 Peace and Human Rights

### - Address Issues Internationally-

The textbook *Modern Society* by Tokyo Shoseki describes the international protection of human rights as follows:

"In order to achieve world peace after World War II, there was a movement to address the human rights protection issue internationally. In 1948, the International Declaration of Human Rights was adopted by the United Nations. In 1966, the Agreement on International Human Rights, which binds each country just as a treaty does, was adopted by the United Nations. In order to ratify these treaties, it has been necessary for Japan to update its own laws so that they will not conflict with the contents of the treaties. In an international trend that resulted in legislation to abolish discrimination against women, the Equal Opportunity Employment Law was enacted in Japan. In 1989, the United Nations adopted its Declaration on Children's Rights. Japan ratified it in 1994. "

On the internationalization of the protection of human rights, *Modern Society* (Tokyo Shoseki) explains:

"From now on, as international activities increase, people will become increasingly mobile. We must enforce the protection of human rights for people from other countries whether they have a nationality or not. As far as the



international community protecting the human rights of each individual, the United Nations has been continuously working on the text of a pact regarding refugees and exiles."

Speaking on Peace Education in a keynote speech at the 25th General Meeting of the IFUW in 1995, the United Nations High Commissioner for Refugees Sadako Ogata pointed out:

"...in our search for survival and progress, human rights education is an essential element toward peace. Lack thereof will contribute to conflicts and wars in which women and children will be the greatest sufferers, and will wreck any progress toward human development."

We need an education that focuses not only on human rights issues in a peaceful society but also on circumstances which Ogata calls "emergencies for humanity", i.e., circumstances involving the suppression of human rights in troubled areas of the world.

## **9. War and Peace in Japanese and English Language Textbooks**

### **9.1 Japanese Language and Literature Texts**

All articles on war and peace found in textbooks for primary through senior high school were categorized as follows by adopting the way in which subjects were classified in the books *1800 Books about War for Children* (1991) and *Nothing to Do with You? -- Books about War for Children* (1984), both published by Kamogawa Publishing:

Air raids: *Pencil Doll* plus seven others  
Evacuation: *A Postcard without a Word* plus two others  
Life: *When I was Most Beautiful* plus four others  
Atomic bombings: *A Song of Hiroshima* plus twelve others  
Going to the front: *A Postcard from My Brother* plus seven others  
Battlefields: *The Memoir of Leyte Battle* and four others  
Countries Japan Invaded: *When I Wail or Murmur*  
World War II in Europe: *Anne's Diary*  
Post-World War II: *Lessons of Pearl Harbor* and four others  
Thinking about war: *The Spaceman's Homework*

*Pencil Doll*, which is a story about an air raid, appears in a textbook for second grade. Representative A-bomb literature such as *Black Rain* (novel by Masuji Ibuse), and A-bomb poems by Sankichi Toge, Tamiki Hara and others appear in the texts for junior high and senior high school. There are all together twelve articles for primary school, eighteen for junior high school and twenty-five for senior high school. The list of articles is presented in Appendix 2.

### **9.2 English Language Textbooks**

21 Textbooks for junior high school from 7 publishers and 165 textbooks (except for oral communication) for senior high school from more than 20 publishers are currently published. All of those texts for junior high and senior high school were examined.

It was found that the number of articles on war, peace, human rights, and environmental problems came to more than 170 in high school textbooks and 12 in junior high school textbooks. The articles applicable to Peace

Education are listed in Appendix 3.

The theme found to be most common was figures who contributed to human rights and peace such as the Rev Martin Luther King Jr., Mahatma Gandhi, or Mother Teresa so on. This was followed by articles on environmental problems such as *Silent Spring* by Rachel Carson, greenhouse effect, deforestation, or pollution. The articles on the theme of war, including Korea during the colonial period, are quite a few. The story of Chiune Sugihara, a Japanese ambassador of Lithuania, who saved 6,000 Jewish people, and the story of Anne Frank, are taken up by many textbooks. The rest deal with themes such as the atomic bombings, the United Nations, the Youth Overseas Cooperation Team, and international cooperation.

The surprising increase in the number of texts with the aforementioned themes of war and peace for English textbooks appeared in the 1990's. From now on, as emphasis is being placed on oral communication in English language education in Japan, it is hoped that the same kinds of subjects and themes will be used in English conversation education.

Many teachers are of the same opinion that in terms of Peace Education, Japanese language and literature is easier to teach than Social Studies. Articles on war and peace in Japanese and English language textbooks are as cited above. All of the articles are touching pieces and worthy of being read by adults as well. We would really like people of other countries to also know about these contents as well as the fact that textbooks like these are being used in Japan.

## 10. Conclusion

NHK Educational Channel recently report-

ed on textbooks in Germany for three nights. There is a lot for Japan to learn from Germany's efforts to improve its history textbooks. In Germany, shortly after the end of World War II, the present George Eckhart International Textbook Research Center played a leading role in efforts to record the history of Germany's aggression from the perspective of victim countries through bilateral agreement. That was according to the advice on textbooks adopted by UNESCO in 1946.

There has yet to be a true bilateral agreement between Japan and a former victim country, although little by little attempts have been made to form one. From 1990 to 1992, the Japan-Korean History Textbook Research Meeting was held and Japanese and Korean researchers read through textbooks of history for Japanese high schools. Although the joint research project ended with the result of having recognized once again the great gap in the two countries understanding of history, a few contacts for future exchanges have been developed.

Also, on the issue of the crimes of Unit 731 which came to light in the Ienaga textbook trials, a four-year project by researchers from Japan and China has resulted in the publication in August of 1997 of *War and Epidemics: The Consequences of Unit 731*. This project was initiated by the Japanese researchers.

Recently, Japanese textbooks have started to include many historical facts about Japan's aggression in past wars. However, from the perspective of Peace Education, that alone is not enough. What caused the madness associated with war that drove the aggression? What drove 100 million people to war? Unless these questions are answered, the historical facts of Japan's aggression will not become a true historical lesson and each one of us will not have the determination in our hearts to prevent war. The current textbooks are not

sufficient in that respect.

As mentioned in the section on the atomic bombings, the tragic experience of being hit by atomic bombs was never mentioned in textbooks for a long period of time. A number of reasons can be offered for this. One of them may be that Japanese themselves tacitly traded it off for their responsibility for their past wars of aggression. The experience of the atomic bombings is the starting point of Peace Education in Japan as well as the beginning of the subsequent movements for the total abolition of nuclear weapons, which have universal meaning. Today, for the sake of never again using weapons which must not be used, it is necessary to question from a general perspective the responsibility of the U.S. as a victimizer.

Furthermore, the Japanese people experienced many tragedies in the final stages of the Pacific War as well as after the war. These are either scarcely mentioned or mentioned as insignificant in history text-books. These should be regarded as historical lessons and be used to strengthen each individuals determination to prevent war and maintain peace. War experiences must not be watered down.

From the perspective of Peace Education, there is still a lot of room for improvement in history textbooks.

In contrast to the shortcomings of history textbooks, it should be emphasized that Japanese and English language textbooks are playing a role in Peace Education. In particular, Japanese textbooks for second grade in elementary school and all the grades beyond have excellent literary pieces with themes of war and the atomic-bombed experiences. They powerfully speak out on the value of peace.

Korea, Hong Kong, Malaysia, the Philippines, Singapore, etc., are participants in IFUW as former victims of past wars. We, as members of an NGO, would like to work with members from those countries or areas and deepen our understanding of the history of those countries and areas.

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## Appendix 1. The List of the Publishers of Textbook and Textbooks Examined

(Years indicate the publishing years of textbooks which were examined in this work. )

### 1. The publishers of the textbooks of **social studies**

#### 1) *Social study* for primary school, for sixth grade

- |                   |           |
|-------------------|-----------|
| 1. Tokyo Shoseki  | 1954~1996 |
| 2. Kyoiku Shuppan | 1996      |
| 3. Osaka Shoseki  | 1996      |

#### 2) *History* for junior high school

- |                             |                 |                                 |
|-----------------------------|-----------------|---------------------------------|
| 1. Tokyo Shoseki            | 1953~1996, 1997 |                                 |
| 2. Chukyo Shuppan           | 1953~1993       |                                 |
| 3. Kyoiku Shuppan           | 1996, 1997      |                                 |
| 4. Nihon Shoseki            | 1996, 1997      |                                 |
| 5. Osaka Shoseki            | 1996, 1997      |                                 |
| 6. " <i>Kuni no Ayumi</i> " | 1946            | (Edited by Japanese government) |
| 7. Nihon Kyoto              | 1951            |                                 |

#### 3) *Civics* for junior high school

- |                   |           |
|-------------------|-----------|
| 1. Tokyo Shoseki  | 1955~1996 |
| 2. Shimizu Shoin  | 1996      |
| 3. Kyoiku Shuppan | 1996      |
| 4. Osaka Shoseki  | 1996      |

#### 4) *Japanese history* for senior high school

(Textbooks "A" focus on the early modern and late modern history, and textbooks "B" describe complete history)

- |                     |                           |      |
|---------------------|---------------------------|------|
| 1. Yamakawa Shuppan | <i>Shin Nihonshi A</i>    | 1997 |
| 2. Yamakawa Shuppan | <i>Shin Nihonshi B</i>    | 1996 |
| 3. Shimizu Shoin    | <i>Shin Nihonshi A</i>    | 1997 |
| 4. Tokyo Shoseki    | <i>Nihonshi A</i>         | 1997 |
| 5. Tokyo Shoseki    | <i>Shinsen Nihonshi B</i> | 1996 |
| 6. Sanseido         | <i>Shokai Nihonshi B</i>  | 1996 |

#### 5) *World history* for senior high school

- |                     |                          |            |
|---------------------|--------------------------|------------|
| 1. Yamakawa Shuppan | <i>Shosetsu Sekaishi</i> | 1991, 1997 |
|---------------------|--------------------------|------------|

#### 6) *Politics and Economics* for senior high school

- |                       |                             |      |
|-----------------------|-----------------------------|------|
| 1. Daiichi Gakushusha | <i>Seisen Seiji ·keizai</i> | 1996 |
| 2. Shimizu Shoin      | <i>Gendai Seiji ·keizai</i> | 1996 |
| 3. Tokyo Shoseki      | <i>Seiji ·keizai</i>        | 1996 |

#### 7) *Modern Society* for senior high school

- |                         |                               |      |
|-------------------------|-------------------------------|------|
| 1. Hitotsubashi shuppan | <i>Shin koko Gendaishakai</i> | 1996 |
| 2. Jikkyo Shuppan       | <i>Gendai Shakai</i>          | 1996 |
| 3. Tokyo Shoseki        | <i>Mirai wo mitsumete</i>     | 1996 |

### 2. The publishers of the textbooks of **Japanese Language & Literature**

#### 1) Primary school ( first grade to sixth grade)

- |                    |      |
|--------------------|------|
| 1. Tokyo Shoseki   | 1996 |
| 2. Mitsumura Tosho | 1996 |
| 3. Kyoiku Shuppan  | 1996 |
| 4. Nihon Shoseki   | 1996 |
| 5. Osaka Shoseki   | 1996 |

#### 2) Junior high school ( first year to third year)

- |                    |      |
|--------------------|------|
| 1. Tokyo Shoseki   | 1996 |
| 2. Mitsumura Tosho | 1996 |
| 3. Kyoiku Shuppan  | 1996 |
| 4. Sanseido        | 1996 |

3) Senior high school (first year to third year)

1. Gakko Toshō	1996
2. Kyoiku Shuppan	1996
3. Sanseido	1996
4. Meiji Shoin	1996
5. Daishukan Shoten	1996
6. Chikuma Shobo	1996
7. Daiichi Gakushusha	1996
8. Kadokawa Shoten	1996

3. The publishers and textbooks of English Language

(Italicized portions indicate the titles of textbooks)

1) Junior high school (first year to third year)

1. Tokyo Shoseki	<i>New Horizon</i>	1953~1996
2. Sanseido	<i>New Crown, Total</i>	1953~1996
3. Chukyo Shuppan	<i>Everyday</i>	1996
4. Kairyudo	<i>Jack and Betty, New Prince, Sunshine</i>	1948~1996
5. Kyoiku Shuppan	<i>One World</i>	1996
6. Mitsumura Toshō	<i>Columbus</i>	1996

2) Senior high school (All textbooks listed below were published in 1996)

1. Shinko Shuppan	<i>Ocean, Milestone</i>
2. Daishukan Shoten	<i>Genius</i>
3. Kyoiku Shuppan	<i>One World, Lingua-Land</i>
4. Sanseido	<i>Vista, Dream Waker, The Crown</i>
5. Kairyudo	<i>Phoenix</i>
6. Chukyo Shuppan	<i>Aurora</i>
7. Kirihara Shoten	<i>Spectrum, English Pal</i>
8. Tokyō Shoseki	<i>Go, English, New Horizon, Read On!</i>
9. Shogaku Toshō	<i>Progressive, Quest</i>
10. Daiichi Gakushusha	<i>Creative, Evergreen</i>
11. Obunsha	<i>Royal</i>
12. Zoshindo	<i>New Stream, Mainstream</i>
13. Sanyusha	<i>New Atlas, New Cosmos, New World</i>
14. Shubun	<i>New S. Total</i>
15. Kaitakusha	<i>Legend</i>
16. Bun-Eido	<i>Unicorn</i>
17. Dainihon-Insatsu	<i>Progressive</i>

3) The English textbooks used in the past at senior high schools (for first grade)

1. Kyoikusha		1951~1962
2. Tachikawa Toshō		1951~1953
3. Sanseido	<i>Crown</i>	1963~1979
4. Tokyo Shoseki	<i>New Horizon</i>	1972~1978
5. Kairyudo	<i>Step by Step</i>	1949~1978

4) The English textbooks used in the past at senior high schools (for second grade)

1. Kyoiku Shuppan	<i>Better English</i>	1978~1985
2. Sanseido	<i>Crown English Course</i>	1973~1988

4. **Foreign textbooks of History** examined

1) Series "Japan in World Textbooks", translated and edited by International Education Information Center.

(Japanese translation of each page is shown on each facing page),

Volume of China (1993) *China History* for junior high school Volume 3  
(1990)

102. *China History* for junior high school Volume 4

(1991)(written in Chinese)

Volume of Korea (1993) *National History* for high school (1990)

(written in Korean)

Volume of Philippine (1994)      *Ang Pilipinas sa Iba't Ibang Panahon* (written in Tagalog)  
 (Various periods of Philippine )for primary school (1987)  
*Pagtatag ng Bansang Pilipino* (written in Tagalog)  
 (The Foundation of the Nation of Philippine )for junior high school (1989)  
 Volume of the United States (1996)  
*World History: Patterns of Civilizations*, B. F. Beers Prentice Hall (1993)  
*History of the United States vol.2 Civil War to Present*, T. V. DiBacco, L. C. Mason, and C. G. Appy, McDougal Littell Inc (1995)  
*American Voices-A History of the United States*, C.Berkin, et al., Scott & Foresman (1995)

## 2) Textbooks of other countries examined

Textbooks of Singapore, Malaysia, and Indonesia partly translated in Japanese were obtained in "Japanese Wars in Asian Textbooks", edited by Ryo Koshida, Nashinokisha (1990)

Singapore (written in English)	<i>Social and Economic History of Modern Singapore 2</i> (1985)
Malaysia	<i>Malaysia Dalam Sejarah 2</i> ( 1988) (written in Malay)
Indonesia	<i>Bidang Studi: Sejarah 3A</i> (1988) ( written in Indonesian)

In addition to the textbooks of these three countries, partly translated textbooks of Mongolia, North Korea, Taiwan, Hong Kong, Brunei, Myanmar, Thailand, Vietnam, Laos, Cambodia, Philippines were available in Koshida's book.

## Appendix 2. The List of Articles related with War and Peace in the Textbooks for **Japanese Language and Literature** 1996 and 1997

The titles in Japanese were translated in English with the permission of the Association of Textbooks only for this report. (Italicized portion indicate publishers)

### The articles in the textbooks for primary school

(Some of contents are shown in parentheses)

#### 1. Air-raid

1. "Pencil Doll" by Gen-nosuke Nagasaki, *Nihon Shoseki* (Story)
2. "A Bell Hanging from the Eaves of a Shop, Suzuya" by Yuji Kojima, *Osaka Shoseki* (Story: A boy's memoir of the bell and the old lady of a stationary shop which evacuated for air-raid)
3. "A Bride of Glass" by Gen-nosuke Nagasaki, *ibid* (Story: A memoir of a girl in bride dress printed on a glass photo plate who disappeared in the air-raid)

#### 2. Atomic bombing

4. "A Song of Hiroshima" by Sukeyuki Imanishi, *Tokyo Shoseki* (Story)
5. "A Song of Stone Mill" by Sakae Tsuboi, *Mitumura Tosho* (Story)
6. "River and Norio" by Tomiko Inui, *Kyoiku Shuppan*, *Nihon Shoseki*, and *Osaka shoseki* (Story: A boy's memoir of his mother on the day, August 6th, when she never came back)
7. "The Angry Jizo" by Yuko Yamaguchi, *Nihon Shoseki* (Story: One of famous A-bomb stories for children)

#### 3. Battlefields, soldiers going to battle

8. "One Flower" by Sukeyuki Imanishi, *Kyoiku Shuppan* and *Nihon Shoseki* (Story: A memoir of father when he was going to the front)
9. "A Mother's Trees" by Sukeyuki Imanishi, *ibid*
10. "A Letter" by Tern Miyamoto, *Osaka Shoseki* (Story: A letter from the front)

#### 4. Thinking about war

11. "The Spaceman's Homework" by Sakyo Komatsu, *Mitumura Tosho* (Story)

### The articles in the textbooks for junior high school

(Some of contents are shown in parentheses)

#### 1. Air-raid

1. "A Funeral Procession in the Summer" by Masao Yamakawa, *Kyoiku Shuppan* (Novel)
2. "Xylophone" by Choku Kanai, *Mitumura Tosho* (Poem: The memoir of the sister who died in air-raid)
3. "A Mother turning to a kite" by Akiyoshi Nosaka, *Sanseido* (One of his war stories for children: The story of a mother who tried to save her child in incendiary bombing)

#### 2. Evacuation

4. "Postcards Without a Word" by Kuniko Mukoda, *Mitumura Tosho* (Story: Forced evacuation of school children)
5. "To Brothers Who Couldn't Grow...." by Sakane Yonekura, *Mitumura Tosho* (Story: The memoir of evacuation and young brother dying of malnutrition)

#### 3. Life during war time

6. "When I Was Most Beautiful" by Noriko Ibaragi, *Tokyo Shoseki* (Poem)

#### 4. Atomic bombing

7. "Monument" directed by Zenzo Matsuyama and produced by Hiroshima Telecasting Co., *Tokyo Shoseki* (Documentary scenario: The records of fatal process of all 322 students and four teachers of a junior high school who were exposed to A-bomb close to the hypocenter. All of them died in one week after the bombing.)

8. " Hiroshima Myths" by Nobuyuki Saga, *Mitsumura Toshio* (Poem)
9. " Give Me Water " and " Green Forever" by Tamiki Hara, *Kyoiku Shuppan* (Representative A-bomb poem: From his " Small scenery of A-bomb" )
10. " At the Makeshift Aid Station" by Sankichi Toge, *Sanseido* (Representative A-bomb poem: From his " A-bomb Poetry")

## 5. Battlefields, Going to the front

11. " My air-raid shelter" by Akiyoshi Nosaka, *TokyoShoseki* (Story: The boy always remembers his father in his shelter not used anymore after the war, who was killed in battle.)
12. " Returning alive of A First Baseman" by Hayato Akasegawa, *Mitsumura Toshio and Kyoiku Shuppan* (Story: Memoir of the brother who survived from the front and died of tuberculosis)
13. "Postcard from My Brother" by Shuichi Sae, *Sanseido* (Story: The sadness of each member of the family when they received the word of brother's death in battle is described)

## 6. Post-War

14. " Corpses" by W. Owen, translated by Munechika Takahashi, *Mitsumura Toshio*
15. " I'm sorry" by Kei Yoshiya, *Kyoiku Shuppan* (Story: The conversation between a Japanese girl and a Dutch woman who survived from the cruel rule of Japanese military in Indonesia)

## 7. Thinking of Peace

16. " The Lesson of Pearl Harbor" by Kuniko Inoguchi, *Mitsumura Toshio* (Memoir: the experience of the class lesson about the attack of Pearl Harbor in American school the author went )
17. " We and the World" by Kiyoko Takeda, *Sanseido* (Critics)

## The articles in the textbooks for senior high school

(Some contents are shown in parentheses)

### 1. Air-raid

1. " Firefly Grave" by Akiyoshi Nosaka, *Kyoiku Shuppan* ( One of his war stories for children: A boy saw many fireflies flying around the cave when he cremated the corpse of young sister who starved to death after tragic air -raid)

### 2. Life during war time

2. " August 15 in My Household Account Book" by Mikiyo Kano, *Kyoiku Shuppan* (Essay)
3. " The Summer of That day" by Kazuko Saegusa, *Sanseido* (Novel: The memoir of August 15, the day of the end of War)
4. " The Day Daily Life Disappeared" by Hisae Sawachi, *Chikuma Shobo* ( Essay )
5. " When I was Most Beautiful" by Noriko Ibaragi , *Chikuma Shobo*, and *Daiichi Gakushusha* (Poem: See 6. in the list of junior high )

### 3. Atomic bombing

6. " This is Man" by Tamiki Hara, *Gawku Toshio* (Representative A-bomb poem)
7. " The Empty Can" by Kyoko Hayashi, *Kyoiku Shuppan* (Novel)
8. " Black Rain " by Masuji Ibuse, *Shogaku Toshio*, *Chikuma Shobo*, *Daiichi Gakushusha* ( Novel: Famous A-bomb literature)
9. " Words ' Hiroshima' has us speak" by Hiroko Takenishi, *Daiichi Gakushusha* (Essay about the poems of Tamiki Hara, one of the A-bomb poet)

### 4. Going to battle

10. " The Trip of Hand-Sewing" by Namiko Mori, *Chikuma Shobo* ( Essay about thousand-red-thread-knot-belt, white cotton made stitch by stitch by a thousand women wishing a soldier good luck in war)

### 5. Battlefields

11. " Going to the Front" by Shohei Ooka, *Chikuma Shobo* (Novel)



12. " The Memoir of Leyte Battle" by Shohei Ooka, *Sanseido* ( Novel: The tragic results of the battle for Japanese soldiers are described)
13. " The Inn of Soldiers" by Hiroko Takenishi, *ibid* ( Novel)
14. " Memoir of a Prisoner of War" by Shohei Ooka, *Gakko Tosho, Meiji Shoin, Shogaku Tosho* (Novel)
15. " On the Death Not Confirmed- The Death of a Man in the Concentration Camp-" by Yoshio Ishihara, *Kyoiku Shuppan* (Novel based on the own experience at the concentration camp at Siberia )

#### 6. Countries Japan invaded

16. " When I Murrur 'Aigoh'" by Hiroyuki Ituki, *Kadokawa Shoten* (Memoir: ' Aigou' is the Korean word to express the feeling of wailing )

#### 7. World War II of Europe

17. " Anne's Diary " by Anne Frank, translated by Mario Fukamachi, *Daishukan Shoten*

#### 8. Post-World War II

18. " The Lesson of Pearl Harbor" by Kuniko Inoguchi, *GakkoTosho* (Memoir: Thinking of the origin of the War : See 16) for junior high school )
19. " May 8, 1945- 40 years after that" by Richard von Weizsacker, translated by Kiyohiko Nagai, *Chikuma Shobo* ( Address: The then President of Germany gave speech at the diet about the responsibility of German people for the Holocaust.)
20. " My August 15" by Minako Oba, *Daiichi Gakushusha* (Essay: The day of the end of the War)

### Appendix 3      The List of Articles applicable for Peace Education in **English Language** Textbooks 1996 and 1997 ( The names of textbooks are italicized)

#### The articles in the textbooks for junior high school

(Some contents are shown in parentheses)

##### 1. War

1. " A Vulture and a Child " (Civil War in Sudan), in *New Crown* , Sanseido
2. " Here Comes the Elephant Train " ( Elephants in Nagoya Zoo during and after the World War II), in *Everyday*, Chukyo Shuppan
3. " Visas That Saved Human Lives " ( Chiune Sugihara, a Japanese ambassador in Lithuania who saved the lives of thousands Jews), *ibid*
4. " Maria Talks about Her Life " ( Maria in the Trapp Family), in *Sunshine*, Kairyud
5. " The Sound of Music " ( Maria and children of Trapp Family ), in *One World*, Kyoiku Shuppan
6. " Yuki, a Japanese-American Girl " ( Concentration camp and a Japanese-American girl ), *ibid*
7. " A Horseman in the Sky " ( Civil War in the United States ), in *Columbus*, Mitsumura Toshio
8. " The Diary of Anne Frank" (A Diary written in hiding place), in *Total*, Shubun Shuppan

##### 2. A-bomb, H-bomb

9. " A Mother's Lullaby " ( An old tree looked over a young sisters going to dye at the night the atomic bomb dropped in Hiroshima ), in *New Horizon* , Tokyo Shoseki
10. " A School Trip to Hiroshima " ( Atomic bombing ), in *New Crown* , Sanseido

##### 3. Peace , Human Rights

11. " I have a Dream " (Rosa Parks case: Reverend Martin Luther King Jr. ), in *New Crown*, Sanseido

12. " Sharing for Self-Help" ( Dr. Kawahara :organizer of AHI-Asian Health Institute ), in *Sunshine Kairyudo*

### The articles in the textbooks for senior high schools

(Some contents are shown in parentheses)

#### 1. War

1. " Korean Marathon Runner " ( The story of Sun, the gold medalist of Olympic game, in the colonial period ), *Ocean*, Keirinkan
2. " Korea - A Journey into History " (History of Korea in Japan), in *New Atlas*, Sanyusha
3. " Lost Names - Scene from a Korean Boyhood" in *Racoon*, Chikuma Shobo
4. " Harp of Burma " ( Novel: a Japanese soldier in Burma ), in *The Crown*, Sanseido
5. " Iwo Jima - Two Generation Later " ( Pacific War ), in *One World*, Kyoiku Shuppan
6. " An Island of Peace" ( Iwo Jima), in *New Horizon*, Tokyo Shoseki
7. " The Girl with the White Flag " ( The battle of Okinawa ), in *New Cosmos*, Sanyusha
8. " The Sound of Music " ( the Trapp Family ), in *New Atlas*, Sanyusha
9. " Visas That Saved 6,000 Lives " ( Chiune Sugihara, Japanese ambassador of Lithuania ), in *New Cosmos*, Sanyusha
10. " A Courageous Diplomat" (Chiune Sugihara, ), in *Go English*, Tokyo Shoseki
11. " Visas for Six Thousand Lives" (Chiune Sugihara ),in *New Horizon*, Tokyo Shoseki
12. " Japanese Visas Saved Many Lives" ( Chiune Sugihara ), in *Step English*, Obunsha
13. " Chiune Sugihara" (Chiune Sugihara, ), in *New Senior Total*, Shubun Shuppan
14. " A Voice from Germany-Who was Responsible-" ( The day of the surrender of Germany ), in *Legend*, Kaitakusha
15. " Sakura Peace Message" ( An episode about a prisoner of war), in *English Now*, Kaitakusha
16. " From the Diary of Anne Frank" in *Go English*, Tokyo Shoseki
17. " Behind Closed Windows " ( Anne Frank ), in *Unicorn*, Bun-Eido
18. " Anne Frank " ( Keeping a dairy under Nazism)), in *English Pal*, Kiriara Shoten
19. " Anne Frank Remembered" (People supported Anne Frank Family), in *Main stream*, Zoshindo
20. " Dairy" ( Anne Frank), in *Phoenix*, Kairyudo
21. " Amazing Walk" (A Veteran-in Vietnam War), in *English Street*, Daiichi Gakushusha
22. " A New Life in Japan " ( Vietnam War and a Vietnamese, Ran, in Japan), Keirindo Shuppan
23. " Letters Home from Vietnam " ( Vietnam War ),Obunsha
24. " Tricolor, Flutter in the Wind " ( Paris against German forces ), in *Unicorn*, Bun-Eido
25. " Pablo Casals " ( the Civil War in Spain ), in *Read On!*, Tokyo Shoseki
26. " The Song of Birds " ( the Civil War in Spain ), in *Progressive*, Dainihon Insatsu
27. " The Letter from America " ( World War I ), in *Evergreen*, Daiichi Gakushusha
28. " Struggle for Survival " ( Under the occupation by Nazi ), in *New Cosmos*, Sanyusha
29. " Farewell to Arms" ( by Ernest Hemingway ), in *Mainstream*, Zoshindo
30. " The Bracelet" ( A Japanese-American girl at internment camp ), in *Evergreen*, Kiriara Shoten
31. " The Bracelet" ( dittos ), in *New Harmony*, Kaitakusha
32. " The Bracelet" ( dittos ), in *The New Age*, Kenkyusha
33. " Picaso's Guernica" ( Pablo Picaso), in *Cosmos*, Sanyusha
34. " Sally" ( Love between a man and an elephant), in *New Horizon*, Tokyo Shoseki
35. " The Little Riders" ( Johanna and German soldier), *ibid*
36. " Coventry Cathedral and War Requiem",in *One World*, Kyoiku Shuppan
37. " Gulf War " , in *One World*, Kyoiku Shuppan

#### 2. A-bomb, H-bomb

1. " Blowing in the Wind " ( The story of A- bomb orphan, Rumi ), in *Genius*, Daishukan
2. " Bikini " (Hydrogen bomb test at Bikini Atoll), in *Phoenix*, Kairyudo
3. " Black Rain " ( Novel: Atomic bombing ), in *Phoenix*, Kairyudo
4. " Look, Read and Think " ( A- bomb Dome ), in *Go,English*, Tokyo shoseki
5. " A Thousand Cranes " ( Children Peace Monument and paper cranes ), in *Milestone*, Keirinkan
6. " A Girl and Thousand Cranes " ( Hiroshima Peace Memorial Park and paper cranes ), in *Mainstream*, Zoshindo
7. " Sadako " (A girl victim of A-bomb: Hiroshima Peace Memorial Park and paper cranes ), in

- Evergreen*, Daiichi Gakushusha
8. " A Visit to Hiroshima " ( Atomic bombing ), in *Creative*, Daiichi Gakushusha
  9. " A Peace Bridge across the World " ( A visit to Hiroshima ), in *New Atlas*, Sanyusha
  10. " A Shadow on the Wall " ( The atomic bombing on Nagasaki ), in *Quest*, Shogaku Tosho
  11. " The Postman of Nagasaki " ( A postman became 'Hibakusha', A-bomb survivor, in Nagasaki ), in *Legend*, Kairyudo
  12. " Broken Promise " ( A promise Broken by the atomic bombing on Hiroshima ), in *Progressive*, Shogaku Tosho
  13. " Newborn Baby in Hiroshima " , in *Orbit*, Sanseido

### 3. Peace , Human Rights

1. " Martin Luther King Jr. " ( Rev. M. L. King Jr. ), in *Vista*, Sanseido
2. " An Unforgettable Day for M. L. King Jr. " ( Rev. M. L. King Jr. ), in *Phoenix*, Kairyudo
3. " I have a Dream " ( Rev. M. L. King Jr. ), in *Spectrum*, Kiri-hara Shoten
4. " I have a Dream " ( Rev. M. L. King Jr. ), in *Daily English*, Ikeda Shoten
5. " I have a Dream " ( Rev. M. L. King Jr. ), in *New Cosmos*, Sanyusha
6. " I have a Dream " ( Rev. M. L. King Jr. ), in *Cosmos*, Sanyusha
7. " It Started on a Bus " (Rev. M. L. King Jr.), in *Creative*, Daiichi Gakushusha
8. " The Back of the Bus " ( Rev. M. L. King Jr. ), in *Evergreen*, Daiichi Gakushusha
9. " A Man with a Dream " ( Rev. M. L. King Jr.), in *New Harmony*, Kaitakusha
10. " The March to Freedom " ( Rev. M. L. King Jr.), in *Unicorn*, Bun-Eido
11. " The Promise of 1863 " ( Rev. M. L. King Jr. and Civil Rights Movement ), Keirindo
12. " Dr. Martin Luther King " ( He was influenced by M. Gandhi ), in *Main stream*, Zoshindo
13. " Septima Poinsette Clark " ( Civil right movement ), in *Dream Maker*, Sanseido
14. " Mahatma Gandhi " ( Mahatoma Gandhi ), in *Royal*, Obunsha
15. " Mahatma Gandhi " ( A simple man with a great Soul ), in *Powwow*, Bun-Eido
16. " Gandhi - A Great Soul " ( Peaceful resistance ), in *New Atlas*, Sanyusha
17. " Non-Violence " ( M. Gandhi and his non-violent resistance ), in *Lingua-Land*, Kyoiku Shuppan
18. " Pinch of Salt " ( Mahatoma Gandhi ), in *Cosmos*, Sanyusha
19. " Mother Teresa " , in *Evergreen*, Daiichi Gakushusha
20. " Being a Volunteer " ( The heart of Mother Teresa ), in *Main Stream*, Zoshindo
21. " Being a Volunteer " ( The heart of Mother Teresa ), in *Spectrum*, Kiri-hara Shoten
22. " Helping Hands " ( Mother Teresa: Trevor Ferrel ), in *Progressive*, Shogaku Tosho
23. " Love is going until it hurts " ( Mother Teresa: ), in *Unicorn*, Bun-Eido
24. " The Poorest of the Poor " ( Mother Teresa in Calcutta ), in *Royal English*, Obunsha
25. " A Man and His Dream " ( Nelson Mandela ), in *New S. Total*, Shubun
26. " Freedom is coming Tomorrow " ( Zulu and N. Mandela ), in *Unicorn*, Bun-Eido
27. " Unforgettable Person in South Africa " ( Apartheid ), in *Phoenix*, Kairyudo
28. " Two Ambassadors " ( Mr. and Mrs. Edwin O. Reischauer ), in *New S. Total*, Shubun
29. " On Being a World Citizen " ( Edwin Reischauer ), in *Creative*, Daiichi Gakushusha
30. " Japanese Virtue " ( Dr. Reischauer ), in *Interface*, Nichieisha
31. " My Dear Camera " ( Arthur Ash wrote about racism ), in *Read On!*, Tokyo Shoseki
32. " Biko Speaks about Black Consciousness " ( Steve Biko was a leader of the black consciousness ), in *Racoon*, Chikuma Shobo
33. " Trip on the Soul Train " ( Black people 's consciousness ), in *Main stream*, Zoshindo
34. " Why I Kept My Mouth Shut " ( Discrimination in American 1930's ), in *English Street*, Daiichi Gakushusha
35. " John Brown's Body " ( Movement against slavery ), in *Racoon*, Chikuma Shobo
36. " The Passway to Freedom " ( A slave, Frederick Douglass to be free ), in *New Cosmos*, Sanyusha
37. " My Struggle for an Education " ( Tuskegee Institute for black people ), in *Royal*, Obunsha
38. " Little Things are Big " ( An episode of a Puerto Rican ), in *Progressive*, Shogaku Tosho
39. " Imagine " ( John Lennon ), in *Aurora*, Chukyo Shuppan
40. " John Lennon, the Dreamer " , in *Go English*, Tokyo Shoseki
41. " Freedom from Fear " ( Aung Sun Suu Kyi, struggling for democracy ), in *The Crown*, Sanseido
42. " Suu Kyi and Her Struggle for Democracy " in *Phoenix*, Kairyudo
43. " Heroes-Spokesman for Their Generation " , in *Dream Walker*, Sanseido
44. " Chaplin Fight for Freedom " ( A film: Great Dictator ), in *New Cosmos*, Sanyusha
45. " For Peace and Freedom " ( Chaplin's film: Great Dictator ), in *Active English*, Hitotsubashi

#### Shuppan

46. " Shadow land of Dreams" ( Alex Haley: Roots), in *Creative* , Daiichi Gakushusha
47. " My Search for Roots", ( by Alex Hayley ) in *Main stream*, Zoshindo
48. " A Promised Land" (Many people came to America for their dreams, Los Angeles riots), in *Apricot*, Bun-eido
49. " USA-A Country of Immigrants" (Immigrants from other countries), *ibid*
50. " Immigrants in Britain" ( Racism in Britain), in *Vista-Step II*, Sanseido
51. " Jesse Owens, The Neglected Olympic Hero" ( Hitler refused to congratulate the black athlete) , in *Sunshine*, Kairyudo
52. " The Lesson of History " ( Letters from Nehru to his daughter ), Sanseido
53. " Chihiro Iwasaki " ( A Japanese painter and pacifism ), in *Aurora* , Chukyo Shuppan
54. " The Dove " ( A dove and a gun ), in *N. Horizon*, Tokyo Shoseki
55. " When the Wall Fell " ( The Berlin Wall fell), in *English Now* , Kairudo
56. " The Berlin Wall " , in *Dream Walker*, Sanseido
57. " We are the world" ( Musicians met and recorded the song of 'We are the world'), *ibid*
58. " Bob Geldot and Live Aid " ( Recording to help people in Africa), in *Polestar*, Suken Shuppan
59. " Marian Anderson" (Songs for black people), in *Powwow*, Bun-Eido
60. " Women as Peacemakers " in *New Step English*, Hitotsubashi Shuppan
61. " How American Women Have Changed" ( The women's movement), ,in *New Cosmos*, Sanyusha
62. " Lesser Life" ( Women claim to privilege), in *New Atlas*, Sanyusha
63. " Straight in My Mind" ( Edith Hanson in Amnesty International), in *Sunshine*, Kairyudo
64. " The Meaning of Internationalization" in *Milestone* , Keirinkan

#### 4. The United Nations, Overseas Cooperation

1. " Sailing for Friendship " ( The Ship of Youth ), in *Progressive*, Shogaku Tosho
2. " Mikurajima and the Viking " ( The residents of a Japanese small island and a stranded ship in *New Atlas*, Sanyusha
3. " Song for Nadim " ( Unicef encouraged Nadim ), in *New World* , Sanyusha
4. " JOCV" ( Japan Overseas Cooperation Volunteer ), in *Ocean* , Keirinkan Shuppan
5. " School of the Wind " ( Overseas cooperation of technology ), Keirinkan Shuppan
6. " The United Nations " , in *New Stream* , Zoshindo
7. " Die if You Must, but Never Kill" ( Concido Rondon started the Indian Protection Service in Amazon), in *Powwow*, Bun-Eido
8. " In the Heart of Africa" (Mr. Hagiwara, JOCV in Zambia)) in *Unicorn*, Bun-Eido
9. " Thank You Very Much for the Judo Clothes", in *Vista*, Sanseido
10. " Orfam " ( A group in Oxford began to go securing all over the world), *ibid*
11. " Building School in Zimbabwe" ( Operation Raleigh in London), *Mainstream*, Zoshinsha
12. " Japan's Role" ( Far peace after the World War II), in *New Atlas*, Sanyusha
13. " Trees across the Pacific" ( Cherry trees to America), in *Progressive*, Shogaku Tosho
14. " How Do You Use Water?" ( A Japanese group build a well), in *Spectrum*, Kirihara Shoten
15. " The Sikha Valley Lifeline" ( A Japanese group in Nepal), in *Genius*, Taishukan

#### 5. Environmental Problems

1. " Save the Earth" in *Lighthouse*, Kenkyusha
2. " Save out Environment" (Japan has long led the world in recycling), in *Genius*, Taishukan
3. " Rachel Carson " ( A writer of 'Silent Spring') ,in *Vista*, Sanseido
4. " A Love for All Life" ( Rachel Carson: Silent Spring), in *New Cosmos* , Sanyusha
5. " A Battle of Save Our Environment" ( Rachel Carson), in *Creatives*, Daiichi Gakushusha
6. " Silent Spring" ( Rachel Carson ) in *Powwow*, Bun-Eido
7. " Silent Spring" ( Rachel Carson), in *The Crown*, Sanseido
8. " Disappearing Species " ( Many species are extincting in rain forests), in *Milestone*, Keirinkan
9. " The Dodo, the Auk and Oryx" ( Extinction of species), in *Dream Maker*, Sanseido
10. " Marth, the Loneliest Bird" ( The last bird of passenger pigeon), in *The Crown*, Sanseido
11. " How to Save the Mother Earth" ( Acid rain,and excessive logging ), in *Polestar*, Suken Shuppan
12. " Intelligent Humans" ( Greenhouse effect, Deforestation), in *New Encounter English*, Shubun Shuppan
13. " Acid Rain" in *Access to English*, Kaitakusha

14. " Dangerous Rain" (Acid rain, desert, etc.),in *Go English*, Tokyo Shoseki
15. " The Growing Deserts" ( Rain forest), in *New Horizon*, Tokyo Shoseki
16. " The Earth Spreading Deserts ", in *Creatives*, Daiichi Gakushusha
17. " The Man Who Planted Trees" ( Novel), in *Cosmos* ,Sanyusha
18. " Dying Forests " ( Rain forests), in *New Stage*, Ikeda Shoten
19. " Greenhouse Effect" (Carbon dioxide, methane, cars),in *New Harmony*, Kaitakusha
20. " Greenhouse Effect" , in *Milestone*, Keirinkan
21. " The Republic of Malddnes" ( Threating by global warming), in *Mainstream*, Zoshindo
22. " The Sacred Land" ( Native Americans), in *Windmill*, Chikuma Shobo
23. " Can You Buy the Sky ?" ( Native American's Belief), in *New World* ,Sanyusha
24. " The Land is Our Mother " ( An American tribes claimed that land can't be sold or bought),  
in *Ocean*, Keirinkan
25. " The Web of Life" ( Native American , chief Seattle's speech), in *Lighthouse*, Kenkyusha
26. " Chief Joseph's Appeal" ( Native American 's appeal), in *Milestone*, Keirinkan
27. " Saltwater, What About Me? " in *Lingua-Land*, Kyoiku Shuppan
28. " Chernobyl " ( A nuclear power plant exploded in Chernobyl), in *Vista*, Sanseido
29. " Livable Plant" ( Chernobyl), in *New Atlas*, Sanyusha
30. " Nuclear Power" (Three Mile Island, Chernobyl), in *New Encounter English*, Shubun  
Shuppan
31. " Future Energy Resources" , in *Polestar*, Suken Shuppan
32. " What You Can Do To Help" ( Try not to waste energy), in *New Stage*, Ikeda Shoten
33. " The Year 2001" (Think about environment for 2001), in *New Stream*, Zoshindo
34. " Challenge for 21 Century" in *Polestar*, Suken Shuppan
35. " Problems, Problems, Problems,...." , in *New Encounter English*, Shubun Shuppan
36. " Time Running Out for the Environment", in *Creatives*, Daiichi Gakushusha
37. " Is it Progress? " (Planes scattering pesticides), in *Evergreen*, Daiichi Gakushusha
38. " Blessing of the Sun" ( Solar energy), in *New Cosmos* ,Sanyusha
39. " Solar Power" (Electricity), in *Why English*, Gakko Tosho
40. " Light and It's Effect on Human Health" , in *Sunshine*, Kairyudo
41. " Ecology Begins at Home" ( Recycling to stop pollution), in *New Sunrise*, Obunsha
42. " PLASTICS" ( Not an easy problem to solve), *Interface*, Nichieisha
43. " The Ecological Paradox" , in *Spectrum*, Kirihara Shoten
44. " How We Harm Nature" , in *Why English*, Gakko Tosho
45. " Fighting Water Pollution" , in *Daily English*, Ikeda Shoten

Corrigenda: please correct as underlined.

35 page:

## 2. Evacuation

5. " To Brothers Who Couldn't Grow...." by Masakane Yonekura, Mitumura Toshio (Story:.....)

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## 2. A-bomb, H-bomb

9. " A Mother's Lullaby " ( An old tree watched a young sister and a brother going to die at.....)

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## 1. War

1. " Korean Marathon Runner " ( The story of Son Gi Jong, the gold medalist of .....)
19. " Anne Frank Remembered" (People supported Anne Frank Family), in Mainstream, Zoshindo
26. " The Song of Birds " ( the Civil War in Spain ), in *Progressive* , Shogaku Toshio

## 2. A-bomb, H-bomb

1. " Blowing in the Wind " ( The story of A- bomb orphan, Rumi ), in *Genius* ,Taishukan

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11. " The Postman of Nagasaki" ( A postman became 'Hibakusha', A-bomb survivor in Nagasaki ), in *Legend*, Kairyudo

## 3. Peace , Human Rights

13. " Septima Poinsette Clark" ( Civil right movement), in *Dream Maker*, Sanseido
14. " Mahatma Gandhi " (Mahatma Gandhi ), in *Royal*, Obunsha
15. " Mahatma Gandhi " (A simple man with a great soul), in *Powwow*, Bun-Eido
16. " Gandhi - A Great Soul" (Peaceful resistance), in *New Atlas*, Sanyusha
18. " Pinch of Salt" ( Mahatma Gandhi), in *Cosmos*, Sanyusha
25. " A Man and His Dream " ( Nelson Mandela ), in *New S. Total*, Shubun
30. " Japanese Virtues"( Dr. Reischauer), in *Interface* , Nichieisha
34. " Why I Kept My Mouth Shut" ( Discrimination in America 1930's), in *English Street*, Daiichi Gakushusha
36. " The Pathway to Freedom" ( A slave, Frederick Douglass to be free), in *New Cosmos*, Sanyusha
41. " Freedom from Fear" (Aung San Suu Kyi, struggling for democracy), in *The Crown*, Sanseido

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47. " My Search for Roots", ( by Alex Haley ) in *Main stream*, Zoshindo
56. " The Berlin Wall " , in *Dream Maker*, Sanseido

## 4. The United Nations, Overseas Cooperation

3. " Song for Nadim " ( UNICEF encouraged Nadim ), in *New World* , Sanyusha
10. " Oxfam " ( A group in Oxford began to go securing all over the world), *ibid*
11. " Building School in Zimbabwe" ( Operation Raleigh in London), *Mainstream*, Zoshinsha
12. " Japan's Role" ( For peace after the World War II), in *New Atlas*, Sanyusha
14. " How Do You Use Water? " ( A Japanese group built a well), in *Spectrum*, Kiriara Shoten

## 5. Environmental Problems

2. " Save our Environment" (Japan has long led the world in recycling), in *Genius*, Taishukan

41 page:

10. " Martha, the Loneliest Bird" ( The last bird of passenger pigeon), in *The Crown*, Sanseido
21. " The Republic of Maldives" ( Threatening by global warming), in *Mainstream*, Zoshindo
24. " The Land is Our Mother " ( An American tribe claimed that.....)