

# HIROSHIMA RESEARCH NEWS

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## The Importance of Disarmament and Nonproliferation Education for High School Students

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The James Martin Center for Nonproliferation Studies (CNS) at the Monterey Institute of International Studies has more than two decades of experience in promoting nonproliferation and disarmament education around the world. During the past 24 years, CNS has been the global leader in nonproliferation and disarmament education at both the secondary and higher education level, and also has pioneered the training of visiting young professors, scientists, journalists, and government officials from the former Soviet Union, China and several developing countries.<sup>2</sup>

One of CNS's flagship education projects, the Critical Issues Forum (CIF) is a unique nonproliferation and disarmament education project for high school teachers and students around the world to promote awareness of the importance of these issues.<sup>3</sup> The project also aims to develop the critical thinking skills of high school students and to develop an appreciation among participants of different national and cultural perspectives on complex but vital international security issues.

In the 2012-2013 academic year CIF marked a significant milestone. For the first time in the sixteen-year history of the project, it engaged Japanese high schools from Hiroshima and Nagasaki, the two cities devastated by atomic weapons in 1945. The 2013 spring conference, the culmination of the semester-long project, was held on April 19th and 20th at one of participating schools in the project, Santa Catalina High School in Monterey, CA. At the conference, students from Hiroshima Jogakuin High School and Yasuda Girls High School in Hiroshima, and Kwassui High school in Nagasaki presented their findings on this year's topic, "Toward a World without Nuclear Weapons: Progress, Prospects and Challenges," along with eight U.S. high schools in California, Connecticut, Hawaii, Massachusetts, and Wisconsin, and one Russian high school from the closed nuclear city of Novouralsk.<sup>4</sup>

At this year's conference each school delivered a final project as a group, ensuring that each presentation was very unique and creative, employing various approaches and methodologies. The Japanese students' presentations were naturally based on their own cities' firsthand experience of nuclear devastation. While each Japanese school comprehensively studied current global proliferation challenges with guidance from each school's CIF teachers, using educational materials developed by CNS, their overarching message was clear: in addition to classroom education, understanding the real effects of the use of nuclear weapons against human beings and their long-lasting effects on both humanity and the environment is the key to making sure nuclear weapons are never used again. This first-time participation of Japanese schools brought fresh perspectives to the CIF project.

The memory of the horror of the use of nuclear weapons in these two cities almost 70 years ago should not be buried in oblivion. Education can be a tool to keep the memory alive. The 2002 United Nations Study on Disarmament and Nonproliferation Education concluded that the proliferation and potential use of weapons of mass destruction (WMD) poses increasingly serious security threats.<sup>5</sup> However, most high school students remain poorly informed on these topics. The UN study endorsed the CNS approach to nonproliferation education: "Teach students *how* to think, not *what* to think." In response to this need, CNS developed the CIF project. Since CNS began the CIF program in 1997 hundreds of high school students around the world have been involved.

Drawing upon the knowledge and experience of experts at CNS and experienced high school educators, the CIF develops curricula, methods, and resources for students to conduct directed research on topics related to nonproliferation and disarmament. Understanding WMD proliferation issues requires integrating knowledge from various perspectives and taking multidisciplinary approaches. CIF applies four crosscutting content domains (scientific, socio-cultural, economic, and geopolitical). These content domains facilitate implementation of the CIF curriculum in a wide range of courses. These domains also engage students with a wide variety of interests and talents and encourage teamwork.

Until this year, CIF mainly engaged U.S. and Russia's closed nuclear cities high schools.<sup>6</sup> Russian schools from closed nuclear cities in the CIF project started in 2001. Since the closed nuclear cities were created in order to support nuclear facilities in the cities and the families of their employees, the cities' activities and people's lives center on the nuclear facilities. Therefore, disarmament and nonproliferation education for the young generations of those cities is an important symbolic and practical step in the broader effort toward a world without nuclear weapons. CNS hopes to continue to engage these Russian high schools in the project along with U.S. and Japanese high schools as long as funding allows.

Like most of challenges facing humanity, one of the major obstacles to implementing action-oriented programs is funding. While our organization is fortunate to receive funding from private foundations to conduct this project, the importance of nonproliferation and disarmament education for high school students is not widely recognized. In order to make this type of project more sustainable it is essential that national governments and the international community understand the benefits of disarmament and nonproliferation education for younger generations.

It is a generally accepted concept that education is a necessary instrument to reduce, solve, or eliminate problems and challenges human beings have created or encountered throughout history. Most of the problems humankind needs to surmount, such as environmental degradation, global warming, ethnic conflicts, and the proliferation of WMDs, as well as the haunting potential for nuclear annihilation, are global in nature—and so too are the solutions.<sup>7</sup> Education entails a profound mandate to solve a variety of problems our global society faces today.

Education is not merely the transmission of knowledge or development of talent and skills, but is a tool to empower people to tackle and solve those problems. As former United Nations Secretary General Kofi Annan states, "education is quite simply, peace building by another name."<sup>8</sup> Nevertheless, education is the most underutilized tool in solving global challenges, including disarmament nonproliferation of WMD and peace building.<sup>9</sup>

In that sense, it is encouraging that all the participating students' presentations at this year's CIF spring conference underlined the importance of education in order to accomplish a world free of nuclear weapons while recognizing the daunting challenges that need to be overcome. Students also have become more aware of the important responsibility that each CIF participant, the future leaders in nonproliferation and disarmament, need to bear. By involving young people, especially high school students, in the debate and discussion regarding nuclear disarmament CNS hopes to foster new and creative solutions and ideas on the road to a world free of nuclear weapons.

CNS would like to continue to engage high school students from Japan and the United States, and is currently planning to hold a 2015 spring students conference in Hiroshima commemorating the 70<sup>th</sup> anniversary of atomic bombings of Hiroshima and Nagasaki.

While the close relationship between the United States and Japan is unrivaled, disarmament and nonproliferation education cooperation between the two countries is surprisingly scarce. The two countries' special ties and significant roles in creating a safer and more secure world through nuclear disarmament and nonproliferation education cannot be overstated. When President Obama visited Japan for the first time as President in November 2009 he highlighted the important role of Japan and the U.S. in nuclear disarmament stating that, "No two nations on Earth know better what these weapons can do, and together we must seek a future without them."<sup>10</sup> It is obvious that in order to meet this goal we have to enhance disarmament and nonproliferation education efforts for the coming generations in these two countries and beyond.

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<sup>1</sup> CNS is thankful for the funding support for the CIF project provided by the United States-Japan Foundation.

<sup>2</sup> For more information about CNS, please visit <http://cns.mii.edu>.

<sup>3</sup> For more information about the CIF project, please visit <http://sites.mii.edu/criticalissuesforum>.

<sup>4</sup> For the full report of the CIF spring 2013 conference, please visit: [http://cns.mii.edu/activities/130429\\_cif\\_conference\\_monterey.htm](http://cns.mii.edu/activities/130429_cif_conference_monterey.htm).

<sup>5</sup> "United Nations Study on Disarmament and Non-Proliferation Education; Report of the Secretary General" UN General Assembly 57<sup>th</sup> Session, A/57/124.

<sup>6</sup> The closed cities are restricted areas administered by the Russian Federal Atomic Energy Agency or the Ministry of Defense. During the Cold War the Soviet Union employed as many as 600,000 scientists, engineers, researchers, and technicians in ten secret, highly restricted "nuclear cities" to develop and build nuclear weapons for the Soviet nuclear arsenal.

<sup>7</sup> Magnus Haavelrud, "On the Substance of Disarmament Education," in *Approaching Disarmament Education*, ed. Magnus Haavelrud (Westbury House, Gilford, 1981), 100.

<sup>8</sup> Kofi Annan, "Secretary-General in Address to 'Learning Never Ends' Colloquium, Calls Education Investment Which Yields Highest Profit" UNIS/SG/236, 13 September 1999: <http://www.un.org/News/Press/docs/1999/19990910.sgsm7125.doc.html>.

<sup>9</sup> William C. Potter, "A New Agenda for Disarmament and Non-proliferation Education," *Disarmament Forum* No.3 (2001): <http://www.unidir.org/files/publications/pdfs/education-for-disarmament-en-358.pdf>.

<sup>10</sup> Remarks by President Barack Obama, Tokyo, November 14, 2014: <http://www.whitehouse.gov/the-press-office/remarks-president-barack-obama-sunatory-hall>.

## From Japanese Participants in the CIF Project at the Monterey Institute of International Studies

### Students Present the Fruits of Peace Education in Hiroshima, American and Russian Students Listen in Awe

Chinobu Takami  
Teacher in charge of CIF, Hiroshima Jogakuin High School



#### 1. Outline of the Program

Students and teachers from three high schools in the two Japanese cities devastated by atomic weapons in 1945—Hiroshima Jogakuin High School and Yasuda Girls High School in Hiroshima, and Kwassui High School in Nagasaki—joined their peers from the US and Russia for the first time at a conference for high school students held on April 19-20, in Monterey, California. A total of more than 80 students from 12 high schools, including eight American and one Russian, joined this year's Critical Issues Forum (CIF) program sponsored and managed by the James Martin Center for Nonproliferation Studies (CNS), Monterey Institute of International Studies.

This year's topic for the CIF conference was: "Toward a World without Nuclear Weapons: Progress, Prospects, and Challenges." The program consisted of two parts—two mini-projects and a final presentation. For each mini-project students conducted research along the steps prepared by the CNS to develop their own solutions to global nuclear proliferation, which they put together into a 15-minute presentation. Each presentation was followed by a 10-minute question and answer session.

#### 2. Development of Teachers' Skills and Selection of Students

The program offers teachers from each participating school a training workshop. The CIF teacher's workshop is designed to provide CIF teachers with instruction on how to conduct the CIF program with students. From Hiroshima Jogakuin High School, I—Chinobu Takami—participated in the workshop held November 29-December 1, 2012. Ten lectures, all in English with advanced levels of knowledge, were given in two days. I was often dumbfounded at my ignorance, but it was a great joy to be able to learn something new.

After returning to Hiroshima, I made a presentation at school on what I had learned in Monterey and placed a call for students who would like to participate in the CIF conference to be held the following April. Several students raised their hands and after an in-house screening—a 10-minute presentation by each candidate—Yui Tamitani a third-year student, and Naomi McCauley a second-year student (now transferred to a high school in the US) were selected.

#### 3. Working on Two Mini-Projects

In the Mini-Project 1 students were asked to conduct research and make presentations that demonstrate an understanding of at least two of the following four objectives which dealt with basic facts: 1) To know the number of nuclear weapons in the world and who owns them; 2) To understand how nuclear weapons are designed, how they work, and the effects of their use; 3) To learn the role of nuclear weapons during the Cold War and the dynamics of deterrence theory; and 4) To analyze why some states pursue nuclear weapons and others do not, including those that have given up nuclear weapons and/or the capability to develop them.

I had actually asked each candidate to make a presentation on the objectives of the Mini-Project 1 for our in-house screening for the selection of participants. We combined the presentations of Tamitani and McCauley to make one presentation to submit to the CIF conference as our result of the Mini-Project 1. The theme of their Mini-Project 1 presentation was, "the Problem of Nuclear Proliferation Treaty." In the presentation the two discussed how the NPT had almost fallen apart with the circumstances and latest developments in North Korea and Iran, while it had still played a significant role in the global community. They also talked about the progress made in the regime including the publication of the Final Document of the 2010 NPT Review Conference that referred for the first time to the inhumanity of nuclear weapons. They also proposed that representatives of all the NPT countries visit Hiroshima and Nagasaki to learn from the local people's memory of their first-hand experience of atomic attack. This will help them to be more determined to improve the situation, Tamitani and McCauley said.

The Mini-Project 2 was designed to further understand the issues. The objectives of this phase were: 1) To understand progress made to reduce the number of nuclear weapons in the world from the Cold War to the present; 2) To understand various unilateral, bilateral and multilateral measures to control the proliferation of nuclear weapons; 3) To analyze how US-Russian bilateral arms control treaties, initiatives by other nuclear weapon and non-nuclear states work towards disarmament; 4) To evaluate the role of civil society in the work toward disarmament; 5) To evaluate the challenges to nuclear disarmament.

The students were asked to demonstrate a synthesis of knowledge that would meet all five objectives. When we began it seemed to be daunting work for high school students to accomplish this—to research and develop a presentation with an original point of view in just two months.

We planned to organize various workshops and asked the in-house International Education Committee and Peace Education Committee for approval. We held five workshops to study disarmament and peace issues from various perspectives with teachers from different fields—physics, Japanese history, Bible studies (philosophy), and English, involving not only the two CIF participants but also other students who were interested in the issues. We also organized lectures, inviting researchers from the Hiroshima Peace Institute of Hiroshima City University and Mr. Steven Leeper, the former Chairperson of the Hiroshima Peace Cultural Foundation, to talk to us about their perspectives and the latest issues in their field of expertise.

We also went to Shizuoka in February to watch sessions and other events at the 24<sup>th</sup> United Nations Conference on Disarmament Issues listening to government-level policy proposals at the conference and studying the exhibits showing the grass roots project of various citizen activists. We also interviewed Ms. Haruka Katarao, a graduate of our high school, who is now the political affairs officer at the UN Regional Center for Peace and Disarmament in Asia and the Pacific (UNRCPD) who organized the conference, about UNRCPD's efforts in addressing the issue of disarmament.

With all the above-mentioned cooperation the two students completed the Mini-Project 2 at the end of March after hours of tireless research, efforts and discussions. The presentation consisted of 30 PowerPoint slides and a 10-page report in English that encompassed all of the intended objectives.

#### 4. Final Project—Making a Presentation

Through the two mini-projects and various workshops and other opportunities the students realized anew that raising awareness among citizens at the grass-root level is indispensable, and that quality early-stage peace education at schools is urgently needed. I am sure that they had a chance to learn systematically in the six-year peace education program at our school as they have been engaged in various activities aimed at helping them to achieve a complex understanding. They made their learning process an important part of their final presentation.

First they discussed the definition of peace education. In the United States and Russia the concept of peace education has not become widely known, while the term "disarmament education" has been used in the UN disarmament conferences. The students emphasized in their presentation that concepts of peace education should include such practices as learning sound and objective historical understanding, studying the experiences of people who were involved in war, and thinking about what can be done to avoid repeating the tragedy of war as well as offering people opportunities to act effectively against war.

They introduced, as a model of peace education, the curriculum of the six-year peace education program at Hiroshima Jogakuin High

School and some of the volunteer activities by its students. They also proposed to integrate elements of peace education into regular subject classes to make peace education more familiar. The regular subject classes include not only classroom lectures but also practical subjects such as P. E. and art. In order to raise student's awareness and encourage them to act, Tamitani and McCauley said, it is important for the schools to provide students with an opportunity to disseminate what they have learned about peace education through presentations and discussions in settings such as an annual Peace Week.

At the end of their presentation Tamitani and McCauley provided all the participating schools with a copy of two books, *My Hiroshima*, an English language picture book graduates of the school had produced that has been used as teaching material at our English classes, and *Summer Cloud*, an English translation of a collection of memoirs of former students, teachers and their bereaved families on their experiences of atomic bombing. The two said, "Please start peace education at your school from what you can do now. We hope these books will be of any help to you." They concluded their presentation with the slogan, "No peace education, No future."

#### 5. Assessment of the Presentation

The rating for their final presentation was 86%, higher than we expected. The comments they received included praise that their statement of purpose for peace education was very clear, as was their point of view on disarmament. Their presentation style and slides were also commended. Their ability to think beyond the current NPT regime to show how peace education and the role of civil society can change the world was highly valued. Although their presentation skills could still be improved, the students and I felt a profound sense of accomplishment.

#### 6. Disarmament Education and Peace Education, Prospects and Challenges

When we attended sessions at the United Nations Conference on Disarmament Issues in Shizuoka I felt uncomfortable with the word "disarmament education." It was being barely used. Of the seven sessions in the conference only one session discussed disarmament and nonproliferation education, and only for an hour. In Monterey we

faced with the fact that there was no concept of peace education in the United States and Russia.

Among the presentations by American high schools in Monterey all but one solely discussed current issues. They only seized the issues of disarmament and nuclear proliferation in the context of what was going on currently. In the other words, in their eyes no past experience or Cold War experience was relevant. So when students from Hiroshima and Nagasaki talked about what atomic bombs did to their cities and people in their presentations, no American students realized that they should pursue nuclear abolition and not limit their goals to disarmament and nonproliferation. We felt keenly the need to disseminate information on the reality of the effects of atomic bombing to the world.

In the six-year peace education program at Hiroshima Jogakuin High School students learn not only the effects of the atomic bombs in Hiroshima and Nagasaki but also a wide range of issue including the problems of different historical perceptions of the atomic bombing in Japan, other Asian countries, and the US, as well as Japan's atrocities during the war and the Battle of Okinawa. We also have a six-year education program on human rights in which students study the mechanism and status quo of discrimination in society through such problems as bullying, domestic discrimination problems against outcast people and Korean population in Japan, as well as gender biases. The older the students become the more they understand that the issues of peace and human right are interrelated. They come to realize that the two seemingly different issues are indivisible and respecting others' right will serve as an essential step towards peace.

Both peace education and human right education at Hiroshima Jogakuin began around 1950. Education includes certain things that should be passed on to the next generation such as the memories of those who experienced nuclear devastation. More than 330 teachers and students at our school were killed by the atomic bomb, and all the current and former students have shared the determination that such a tragedy should not be repeated. I really learned anew the importance of disseminating our past experiences as we studied the current global issues at the CIF conference in Monterey. Thank you again for this wonderful opportunity.

## From Japanese Participants in the CIF Project at the Monterey Institute of International Studies

### A Student from Hiroshima Sees Potential in the Future of Peace Education Students Share Their Hope for World without Nuclear Weapons

Yui Tamitani  
Senior Student, Hiroshima Jogakuin High School



When I first came to know about the call for applications to participate in the CIF program I had this mixed feeling of eagerness and hesitation. I was eager to participate as the culmination of the peace activities in which I had been involved. I hesitated because I was not sure if I could do it since the program was to be conducted entirely in English. However, I did not want to pass up this opportunity without trying, and so I applied.

As soon as I started to prepare my Mini-Project 1 for the in-house screening I realized I had little knowledge about disarmament. I had been involved in such activities as a petition-drive for nuclear abolition, the filming of a-bomb survivors' stories on their experiences, and guiding visitors around the peace park and I thought I knew everything, but I did not. So I started to study hard on the issues of disarmament.

As my research progressed I could not help feeling frustrated. The devastating effects of nuclear weapons are so obviously apparent. Why can't leaders of nuclear countries and those under nuclear umbrellas abolish such awful weapons? They may cite various reasons such as; for security or for the improvement of the country's economic might. Isn't it, after all, because they do not know the real horror of the weapon's effects? I came to believe that it would be important to first change people's awareness to then move their governments. I understood that changes in people's awareness could mobilize public opinion when I was conducting research on the possibilities of civil society. How, then, can we change people's awareness? My answer is an approach of taking following steps—firstly, of introducing peace education, then of promoting nuclear disarmament, and lastly of abolishing nuclear weapons.

In response to our presentation, in which we emphasized the importance and necessity of peace education, many other students at the conference expressed an interest asking various questions such as: "When did Hiroshima Jogakuin start teaching peace education?" and "Do you have specific ideas for peace education for small children?" We felt a tremendous sense of achievement, not only because we were able to express Hiroshima's hope and our own thoughts, but also because we received positive responses from the other participants

about the possibilities of peace education in their own countries.

On the other hand, perhaps because of my limited English skills, I could not fully understand what American or Russian students were saying in their presentations. However, I could still sense their enthusiasms for disarmament through the tone of conversations I had with them, and specifically that I felt this shared hope for a future without nuclear weapons.

After we returned to Japan, I, along with two other students from our school, was given an opportunity to participate in the 8<sup>th</sup> General Conference of Mayors for Peace held Aug. 3-6 in Hiroshima to demonstrate the presentation that we made as the final project at the CIF conference in Monterey. Prior to the day of presentation I was gnawed with anxiety because as high school students we are still immature in our thinking and knowledge, and our audience consisted of disarmament experts—would our presentation get their attention? Will the participants of the conference take our presentation seriously? However, once we started, I felt this strange sense of becoming integrated with the audience. It was as though I was talking with each participant eye-to-eye. It was a totally different experience than the one I had in Monterey.

Think about efforts on nuclear issues in which young people can get involved and disseminate their ideas—I realized this was a step, small but with a potential, to create a larger force to achieve a future without nuclear weapons.

Ours would likely be the last generation who can directly hear the stories of those who experienced the atomic bomb. Ours will also likely be the first generation to hand over the baton of the survivors' hope and memories to the coming generations who will never have first-hand contact with the survivors. I would like to continue to do my best to achieve my mission, and to realize a world without nuclear weapons, always keeping the effort alive.

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# Global Hibakusha Project field research findings

## Europe 2013

Robert Jacobs

### Intro: Overview GHP past work

The Global Hibakusha Project is working to both study and to connect groups of radiation exposed people around the world. This project was described in detail in the July 2011 issue of this newsletter (*Hiroshima Research News* 14:1). Here in Hiroshima and in Nagasaki people were directly attacked with nuclear weapons. In many other places around the world people were exposed to nuclear detonations through ongoing nuclear testing. Dominated by the testing of the United States and the former Soviet Union, there have been over 2,000 nuclear weapon tests in the world and many people have had their lives, their families and their communities disrupted by these tests and subsequent exposures to radioactive fallout. Others have been exposed to radiation through the production of the components of nuclear weapons, and production of components of nuclear power plants, and nuclear power plant accidents.

Every phase of the nuclear fuel cycle, whether it is designed to lead to commercial use of the nuclear fuel, or the enrichment of the fuel for weapons, leads to the exposure of workers and those living near to the work site. From uranium mining and milling to the storage of spent nuclear fuel rods, contamination is a legacy of nuclear technological production. Working with my research colleague Prof. Mick Broderick of Murdoch University in Western Australia, the Global Hibakusha Project works both with people living in sites contaminated by nuclear radiation and with people who have been exposed to radiation while working in these sites. The specific cohorts that we work with are: indigenous communities living near nuclear test sites and production areas, laborers and workers who spent time working in these sites, soldiers and civilians who participated in nuclear weapon testing, workers in nuclear production sites, and those exposed to radiation through accidents involving nuclear weapons and nuclear power generation.

### Goal of this trip

The July 2013 field research trip for the Global Hibakusha Project involved work in Spain, France and the United Kingdom. This work was both direct field research, and follow up oral history research. In Spain we visited a site of plutonium contamination from a nuclear weapon accident in 1966 in the village of Palomares in Andalusia. We visited to the site of the contamination, met with journalists and scholars working on the history of the incident, and then conducted oral history interviews with several of the villagers who were present on the day of the accident, and with their descendants. In France and the United Kingdom we conducted oral history interviews with former military personnel who took part in atmospheric nuclear weapon testing in their colonial territories: Algeria, Polynesia and Christmas Island. Also, in the United Kingdom we attended a history of science and technology conference in Manchester where we presented some of the findings of our research in the Global Hibakusha Project to a gathering of nuclear scholars from around the world. In this article I make no reference to the specific health problems of the hibakusha that we interviewed and have altered their names out of respect for their privacy. Each interviewee told us stories of lax procedures surrounding radiation exposures and of the frequent exposures of many soldiers. For example, typically these soldiers wore short pants and a shirt and were often bare chested as they worked in radioactive areas while the scientists and high military officials present were in much more protective clothing.

As it is a particular focus of the Global Hibakusha Project to study the inheritance of the history of these exposures in families and communities we were fortunate that several of these oral history

interviews were conducted with the children of the interviewee present. We usually ask our interviewees how much of the story of their exposures, or their anxieties related to their exposures they have shared with their families. In this case we could record a spontaneous dialogue between first and second generation hibakusha with several issues discussed for the first time. This occurred during interviews in Palomares, Spain and in Bordeaux, France.

This focus on the inheritance of trauma across generations is also a fundamental topic of the upcoming HPI International Symposium in Hiroshima on December 7 where speakers from several communities that have experienced either nuclear attack or genocide will discuss the work in their communities to help convey the history and lessons of their experiences to subsequent generations.

### Trip Report:

#### Palomares

During the Cold War, both the United States and the former Soviet Union kept large portions of their nuclear bombers in the air at all times. The purpose of this was to have jets close to their targets and in the air so that they were not vulnerable to attack. This was considered an essential part of a maintaining a viable retaliatory strike force. To accomplish this, both nations would routinely refuel their nuclear bombers in mid-air rather than having them land at airbases for refueling.

In 1966 a United States Air Force nuclear bomber was attempting to refuel in midair as it flew over Southern Europe. This was a routine procedure done daily over Spain and other parts of the world. On this day, January 17th, something went wrong and both the nuclear bomber and the tanker plane exploded in midair in a giant fireball. The wreckage of the two airplanes, and the cargo of four hydrogen bombs fell on the small seaside village of Palomares. One of the bombs landed in the Mediterranean Sea and the other three landed in the village. None detonated with a nuclear explosion, but two of the H-bombs split open and contaminated a significant area with plutonium, tritium and other radioactive materials.

In Palomares we met with journalist and documentary



A simple fence separates land contaminated with plutonium from homes and schools in Palomares, Spain

filmmaker José Herrera Plaza who has been working on the Palomares story for decades. José showed us around the area, where the bombs landed, where the plutonium spread, and the areas currently fenced off from the public because of ongoing plutonium contamination. He also introduced us to numerous community members and we recorded oral histories of their experiences of the disaster. What was most alarming about the visit to Palomares (as shown in the picture below) was that we could see that the areas still contaminated with plutonium were separated from the community with only a simple fence, although they were bordering homes and schools. It was clear that the wind coming off of the nearby sea could easily carry particles a few meters to further contaminate the community and residents.

#### France

In France we conducted oral history interviews with veterans of French nuclear weapon testing in Algeria and French Polynesia, and also with some of their family members. We met with vets in Lyons and then in Bordeaux. Our work in France and specifically in this region of France was greatly facilitated by the regional organization of AVEN the French Association for Veterans of Nuclear Tests.

We met with "Catherine," the spouse of a French military victim of radiation exposure. Her husband was made to clean out a tank that was highly radioactive, and subsequently suffered from acute radiation sickness and died within 2-3 years of his exposure in Algeria. After her husband's death she became an early and very vocal activist in France for the cause of the nuclear veterans. She became so well known in France that the story of her and her husband's struggle became the topic of a popular manga in France in 2010, *Le Nom de la Bombe*.

We also met with "Pierre," a veteran of 13 nuclear tests in French Polynesia and "Claude," a veteran of 4 nuclear tests in Algeria. Both told stories of the secret nature of the nuclear tests and of the repeated exposure of soldiers to radiation, and their later neglect by the French government. Claude told us the story of the arrival in Algeria of the first two French nuclear weapons in 1960. The two weapons were flown on two different aircraft for security purposes. However, when the plane landed at the French military airfield in Algeria, the troops waiting to transport the weapons to the test site did not know what the cargo was, so when it arrived they concluded that they could put both "boxes" onto one truck rather than two separate trucks. They also concluded that the boxes were heavy enough that the soldiers concluded that they did not need to tie them down to the truck bed. When the single truck arrived at the test site the personnel there asked where the second truck was. They were told that there was only one truck. The test site personnel asked where the second weapon was? Apparently one box had fallen off of the truck somewhere on the journey from the airport to the test site. It took them several days to find the lost nuclear weapon in the sands of the Sahara alongside the road.



Global Hibakusha Project researchers Jacobs and Broderick with AVEN members and translator in Bordeaux

#### UK

The trip to the United Kingdom was split between oral history interviews with veterans of British nuclear weapon testing and participation in an academic conference in Manchester. The conference was the largest history of science and technology conference in British history and included a day of invitation only papers by scholars of nuclear issues.

We met in Manchester with "Jim," a British nuclear test veteran and member of BNTVA (British Association of Nuclear Test Veterans). Jim had taken part in British thermonuclear testing at Christmas Island in the late 1950s. He recounted to us the story of his experience when the weapon was detonated. He had his hands over his eyes, as was typical, to block the bright flash. As many veterans have reported when the weapon exploded Jim was able to see the bones of his hands through his closed eyes. When he opened his eyes the expanding mushroom cloud filled his entire field of vision, he was unable to see the edges of it, or around it, for several seconds.

In 2012 the UK Supreme Court ruled that British nuclear test veterans are not entitled to any compensation for illnesses caused by their exposures to radiation from nuclear weapon testing. The court ruled in favor of the UK Ministry of Defense, who opposed any compensation to the people it ordered into close contact with nuclear weapons.

At the end of our trip we attended the 24th International Congress of History of Science, Technology and Medicine in Manchester to participate in a special daylong presentation of work by many prominent international nuclear historians. We presented a paper detailing many of our research findings from our fieldwork on the Global Hibakusha Project and were met with great enthusiasm for our work by our colleagues. Several younger scholars spoke with us after the sessions to express their interest to join the project and contribute to our studies.



British nuclear test veteran "Jim"

### Where to from here

With supplementary funding from a collaboration with the Australian Nuclear Futures Project, we will be staging a workshop for 3rd generation hibakusha youth from four countries next year on March 1, 2014 in the Marshall Islands. This will be during the commemoration of the 60th anniversary of the infamous Bravo Test in 1954 which is a national holiday in the Republic of the Marshall Islands. The date recognizes the American nuclear test that exposed the crew of the *Lucky Dragon* Japanese tuna trawler to high levels of fallout, sickening the entire crew and killing one. During this training camp youth from Japan, Australia, Kazakhstan and the Marshall Islands will meet to share community and family nuclear histories, and undertake training in recording oral histories with smartphones, cheap cameras, and other low cost technological tools. Additionally, we will work on establishing an online youth network for the distribution of inter-generational aspects of hibakusha experiences.

Associate Professor at HPI

# Human Rights and Peace in Japan

The Hiroshima Peace Institute (HPI) held a public lecture series entitled, "Human Rights and Peace in Japan," consisting of five lectures from May 24 to June 21, 2013 at the Hiroshima City Plaza for Town Development through Citizen Exchange. It examined the issue of the relationship between human rights and state power in Japan, particularly issues of peace, education, welfare, and the principle of the separation of government and religion, and political rights.

Each of the five lectures of this latest HPI Lecture Series attracted a large (100+) audience who raised various interesting questions. It is hoped that the five lectures together provided the audience with opportunities to deepen their understanding of issues relating to human rights and peace.

## Lecture 1 (May 24)

### An Examination of the Principle of Separation of Government and Religion and the Controversies surrounding Yasukuni Shrine

Akihiro Kawakami, Assistant Professor at HPI

Kawakami pointed out that: (1) Yasukuni Shrine is not an installation for commemorating and mourning war dead but rather, an installation for the Posthumous Honors which deifies the war dead as Eirei (the spirits of the heroic dead); (2) In recent years, there have been the enshrinement of "class-A war criminals" in Yasukuni Shrine and worship there by the Prime Minister, and it has caused strong criticism from foreign countries (especially China and South Korea). But the most important problem about Yasukuni Shrine is a state giving "the meaning of dying" to a person killed in war. For a person, "the meaning of death" is the "meaning of life" itself, and thus cannot be given by the state; (3) Even if a state infringes the principle of the separation of politics and religion, for the state to perform a religious activity promotes a specific religion (organization), an outcome that is realized far more than the specific political purpose of using religion.



the election system (for example, proportional representational) which reflects public opinion most fairly and correctly should be adopted.

## Lecture 4 (June 14)

### The Right to Live in Peace as defined in the Article 9 and 25 of the Constitution

Atsumi Ninomiya, Professor Emeritus at Kobe University

Lecture 4 discussed the relationship between Article 9 (peace clause) and Article 25 (welfare clause) supporting the right to live in peace. As everyone knows there has been an argument about the selection of "butter or guns" (welfare state or garrison state) since ancient times. If the expense of "guns" is expanded, it becomes impossible to be able to use money for "butter." If the expense of "guns" is held down, it becomes possible to use for "butter" in national budgets. If defense expenditures are not held down, money and human resources utilizable for welfare also become less sufficient (if Article 9 collapses, Article 25 will collapse).



And, on the contrary, it was noted that increases in poverty result in an increased likelihood of war (if Article 25 collapses, Article 9 will collapse). If people fall into poverty and privation—a "hand-to-mouth life"—many of them will have little interest in revolution, social reform, and welfare. And if people become preoccupied by their poverty they will lose their ability to focus on social and political problems. Or rather, in such a situation, a mentality characterized by dependence on the state, the praise of war, and an attack on the weak is produced, and will result in the collapse of peace.

Based on the above, Ninomiya pointed out how to proceed towards a politics that aims at realizing peace (Article 9) and achieving social welfare (Article 25) rather than the present politics that promotes the expansion of military activity, neo-liberal economic policies and trends towards social Darwinist policies in Japan.

## Lecture 2 (May 31)

### The Right to Live in Peace and the Constitution of Japan

Takeshi Kobayashi, Visiting Professor at Okinawa University

The Nagoya High Court clearly accepted the right to live in peace as a norm and ruled the dispatch of Self-Defense Forces to Iraq unconstitutional on April 17, 2008. Kobayashi presented at this trial testimony that drew on the legal theory of the right to live in peace, which was reflected in this judgment. He lives in Okinawa (since 2011) where there remain serious problems related to the presence of American military bases. He gave a lecture about the meaning of the "right to live in peace" in the Preamble of the Constitution of Japan, discussing the contents of this right, its constitutional basis, the subject of the right, and the requirements for its enactment.



In the lecture, he pointed out the importance of the courts having admitted that in Japan there was a right to a claim for damages, and the claim of a prohibition on an act of the State when it infringing on the right, or when it was certain that it may be infringed. He also pointed out how this principle of law should be applied in relationship to the problems of American military bases in Okinawa.

## Lecture 3 (June 7)

### The Principle of Popular Sovereignty and Civil Rights in Japan

Hiroshi Kamiwaki, Professor at Kobegakuin University

Kamiwaki pointed out that the Diet is an organ of representation of the people with whom resides sovereign power, and that the Constitution of Japan aims at the realization of a parliamentary democracy through this organ. But the single-seat constituency system that the House of Representatives has adopted results in a large unrepresented constituency, and has reduced the ability of public opinion to be reflected in the Diet. Or rather, it distorts public opinion resulting in forcing policies reflecting the opposite of public opinion. So, an election system should be implemented that reflects the fact that the people are sovereigns, in which they can use the suffrage appropriately. It was noted that from the viewpoint of a popular sovereignty theory or sociological representation theories ("the miniature of public opinion" should be realized in the seat percentage in the Diet),



## Lecture 5 (June 21)

### The Theory of Education as a Human Right

Teruhisa Horio, Professor Emeritus at University of Tokyo

In the final lecture, Horio argued that the basis of educational policy in Japan should be changed, articulating the following points.

In the educational policy of Japan, both in the prewar and postwar period, to make people into more compliant subjects from the viewpoint of national governance, there has been a tendency for the state to intervene into the contents of an educational curriculum.

He pointed out the need for an education aimed at guaranteeing the right to learn, the right to intellectual development, and the right to achieve one's human potential and learn how to exercise the political rights of a future sovereign citizen, and that these should be understood as encoded in Article 13 (principle of respect of the individual, the right to the pursuit of happiness), Article 19 (freedom of thought and conscience), Article 23 (academic freedom), and Article 26 (right to education) of the Constitution of Japan.

For those purposes the establishment of a so-called "ein neutraler Staat" (principle of value-neutral) nonintervention into the domain of civil liberties (academic freedom, freedom of thought, conscience, and religion etc.), and an enshrinement of the freedom of educational curricula and the autonomy of educational practices, self-governance in schools and school management based on the principle of participation and cooperation must be established and supported. Finally, he also emphasized that many present educational reforms enacted under the banner of the liberalization of education have fallen prey to the "commercialization of education" in Japan.



Akihiro Kawakami, Assistant Professor at HPI

# HPI Launches a New Project on Nuclear Issues and Disarmament A Collaborative Research for Focused on Tangible Results

Kazumi Mizumoto

The Hiroshima Peace Institute has launched a new project on nuclear issues and disarmament, the first meeting of which was held on June 27 and the second on September 26, both at the institute's meeting room.

It marks the second such project following the Project on Nuclear Disarmament in the 21st Century that took place from April 2000 to March 2002. The project team on Nuclear Disarmament in the 21st Century released a comprehensive report "Nuclear Disarmament in the 21st Century: A Message from Hiroshima" (Japanese version) by Horitsubunkasha in September 2002, and "Nuclear Disarmament in the Twenty-first Century" (English version) in 2004, after almost 20 monthly meetings. The new project on global nuclear issues and disarmament also aims to publish its results after a series of meetings to be held on a monthly basis.

## First meeting June 27

Two researchers from HPI made presentations.

### Presentation 1:

**Presenter:** Kazumi Mizumoto, HPI Vice President

**Subject:** Recent Developments in Nuclear Disarmament

In the 2010 Review Conference of the Parties to the Treaty on the Nonproliferation of Nuclear Weapons (NPT), three major issues were left unresolved—1) conclusion of a nuclear weapons convention; 2) creation of a weapons of mass destruction-free zone (WMDFZ) in the Middle East; 3) further reductions by nuclear states of their nuclear arsenals.

As for the nuclear weapons convention, efforts have been made to accelerate the momentum to outlaw nuclear weapons by emphasizing their inhuman nature since the 2010 conference. In May 2012, sixteen countries issued a joint statement on the humanitarian dimensions of nuclear disarmament, which is supported by 74 countries as of April 2013. The Japanese government refused to endorse the joint statement.

As for the WMDFZ in the Middle East, a much-anticipated gathering on its establishment scheduled in 2012 as agreed in the 2010 NPT conference was called off, and this postponement has provoked frustration among Middle Eastern countries. The third issue was to a certain degree addressed in 2011 when both the United States and Russia ratified the new START (Strategic Arms Reduction Treaty), which limits the number of deployed warheads to 1,550. Yet, there are calls for a further reduction. President Barack Obama pledged in his speech in Berlin in June 2013 to cut America's deployed nuclear weapons by one third if Russia does the same. The earliest action towards this goal is hoped for, and the Japanese government should encourage both the US and Russian governments to act as soon as possible.

### Presentation 2:

**Presenter:** Robert Jacobs, HPI Associate Professor

**Subject:** Understanding the Bomb in the US, 1945-46: Nuclear Weapons Create a New World

After the nuclear attacks on Hiroshima and Nagasaki the whole world wondered what these new revolutionary weapons might mean for the future of human civilization. In his speech announcing the bombing of Hiroshima, US President Harry Truman used specifically religious terminology, describing the bomb as using the "basic power of the universe" and the power of the "sun" and thanking God for "giving" this weapon

As its direction, the project on global nuclear issues and disarmament will explore conditions that facilitate nuclear disarmament by identifying the international relationships and international mechanisms that lay behind the possession and development of nuclear weapons by governments, which was described in Hiroshi Yamada & Gen Kikkawa (eds.), *Why are Nuclear Weapons not Abolished?: Nuclear Weapons and International Relations* published in 2000 also from Horitsubunkasha primarily by researchers based in Hiroshima. Kikkawa, one of the coeditors of the book, is now the HPI President.

About 30 researchers and journalists in Hiroshima and the Kansai region participated in the first and second meetings, in which presentations followed by a Q & A session took place. Followings are summaries of each of the presentations.

to the United States. This religious patina would characterize much of nuclear discourse throughout the Cold War. Most post-Hiroshima commentators in the US would describe human civilization at a crossroads in which it would choose either a future without war, or instead, the end of the world.

In his presentation, Dr. Jacobs, whose *The Dragon's Tail: Americans Face the Atomic Age* (Amherst, MA: University of Massachusetts Press, 2010) was recently published in Japanese, argued that this description of the bomb as a signifier of impending social transformation—either utopian or dystopian—had a powerful influence on social and cultural narratives of nuclear weapons in the US during the Cold War era. After examining this "transformative" rhetoric from commentators representing government, science, religion, the military, academia and social sciences, he explored the influence of this discourse on later nuclear iconography such as radiation, fallout, nuclear warfare, and the notion of a "nuclear taboo."

## Second meeting September 26

Hiroshima prefectural government released in March 2013 the "Hiroshima Report: Evaluation of Achievement in Nuclear Disarmament, Non-Proliferation, and Nuclear Security, 2010-2012" as the result of a research project, which was a part of its efforts to substantiate the "Building an International Peace Hub in Hiroshima" action plan announced in 2011, and was commissioned to the Center for the Promotion of Disarmament and Non-Proliferation of the Tokyo-based Japan Institute of International Affairs (JIIA) in 2012.

In the second meeting, Yuki Boda, staff member of the Peace Promotion Project Team, Regional Policy Bureau of the Hiroshima Prefectural Government, talked about the history and goals of its efforts in the "Building an International Peace Hub in Hiroshima" action plan and the "Hiroshima Report."

Then, Hirofumi Tosaki, senior research fellow at the Center for the Promotion of Disarmament and Non-Proliferation, JIIA, presented a discussion of the report, of which he was one of the principal authors. After summarizing its outline, Dr. Tosaki discussed the major points at issue, including developments in 2010-2012 in the nuclear arsenals, and problems in nuclear disarmament, nuclear non-proliferation and nuclear security, of each major nuclear weapon state.

Vice President of HPI

- ◆ **Jul. 2** Mizumoto gives lecture “From the Development of the Atomic Bomb to Its Use on Hiroshima” at the training course for recounters of atomic bomb experiences, organized by Hiroshima City, held at the Hiroshima Peace Memorial Museum.
- ◆ **Jul. 4** Mizumoto gives lecture “The Current World Situation of Nuclear Weapons” at the training course for recounters of atomic bomb experiences, organized by Hiroshima City, held at the Hiroshima Peace Memorial Museum.
- ◆ **Jul. 11** Mizumoto gives lecture “Peace Culture Dispatched from Hiroshima & Nagasaki” at the Peace Education Course of Hiroshima International University, held at the university.
- ◆ **Jul. 18** Mizumoto gives lecture “The Global Situation Surrounding Nuclear Power” at the Peace Education Course of Hiroshima International University, held at the university.
- ◆ **Jul. 19** Mizumoto gives lecture “Contribution to International Peace” at a training program for Level III Certified Nursing Administrators organized by the Hiroshima Nursing Association.
- ◆ **Jul. 22** Mizumoto attends the exhibit explanatory note drafting meeting of Hiroshima Peace Memorial Museum, held at the museum.
- ◆ **Jul. 27** Mizumoto attends, as commentator, the international symposium for peace “The Road to Nuclear Weapons Abolition” organized by Hiroshima City, the Asahi Shimbun and others, held in Hiroshima.
- ◆ **Jul. 28** Mizumoto gives lecture “Hiroshima and Peace” at a training course for journalists organized by Hiroshima City, held at the International Conference Center Hiroshima.
- ◆ **Jul. 29** Research project funded by the peace-related grants of Hiroshima City University “Peace museum studies on relationship of the idea of ‘peace’ and presentation of the information of radiation disaster in local governments” (Peace museum research group, Takemoto, Kawakami, Kiriya and Takahashi) organizes a research meeting at the Hiroshima City Plaza for Town Development through Citizen Exchange.
- ◆ **Jul. 29-30** Mizumoto participates in meeting of “Hiroshima for Global Peace” Plan Promotion Committee and “Hiroshima Round Table,” a meeting by nuclear disarmament specialists, organized by Hiroshima Prefecture, held at the Grand Prince Hotel Hiroshima.
- ◆ **Jul. 31** Mizumoto participates as coordinator in the panel discussion III “Roles expected of the world economy in building international peace – Peace Building through business” during the World Business Council for World Peace, organized by the Executive Committee of Peace Arch Hiroshima, held at the International Conference Center Hiroshima.
- ◆ **Aug. 4** Mizumoto gives special lecture “the Atomic Bomb Experience and the Danger of Nuclear Weapon” at the Hiroshima Peace Forum 2013 organized by the Federation of Information and Communication Technology Service Workers of Japan, held in Hiroshima. ▽ Mizumoto participates as coordinator in the Dialogue Session with citizens and atomic bomb survivors during the 8<sup>th</sup> General Conference of Mayors for Peace, organized by Hiroshima City and others, held at International Conference Center Hiroshima.
- ◆ **Aug. 4-5** Kikkawa attends as advisor the drafting committee of the Hiroshima Appeal of the 8<sup>th</sup> General Conference of Mayors for Peace, held in Hiroshima.
- ◆ **Aug. 22-23** Kim presents a paper, “Tracing Memories of Tauchi Chizuko: Japanese Mother of Korean War Orphans,” and organizes three panels on Japan’s Korean War for the World Congress for Korean Politics and Society 2013 held in Seoul, Korea.
- ◆ **Aug. 25** Takemoto serves as advisor in the “Peace forum of, by and for the high school students,” held at Hiroshima International Youth House.
- ◆ **Aug. 29** Kim presents a paper, “North Korean Human Rights Practices: An Analysis of Risk Causes,” at the international conference on Domestic Consensus, Inter-Korean Trust and Risk Management organized by the Yonsei Institute of North Korean Studies held in Seoul, Korea.
- ◆ **Aug. 30-Sep. 2** Kim attends the annual business meeting of Association of Korean Political Studies, inaugurated as its Vice President, and participates in the annual convention of the Association meetings, held in Chicago, USA.
- ◆ **Aug. 31-Sep. 1** Ganesan serves as part of a team that provides training on public policy, human rights and rule of law to 9 political parties and the Mandalay bar association in Myanmar.
- ◆ **Aug. 11** Mizumoto gives lecture “Hiroshima & Peace: the Danger of Nuclear Weapon” at the International Youth Conference for Peace in the Future, Hiroshima 2013, organized by Hiroshima City, held at Aster Plaza in Hiroshima.
- ◆ **Sep. 2-4** Ganesan serves as part of an international training team that trains the Myanmar civil service in Naypyidaw.
- ◆ **Sep. 5** Takemoto gives a lecture “Hiroshima and the concept of peace in Japan: Memory of War and the Consequences of the Atomic Bomb” at the University of Southern Denmark in Odense.
- ◆ **Sep. 9** Kikkawa attends the 19th meeting of the Hiroshima Local Liaison Council (HLLC) of the Radiation Effects Research Foundation (RERF), held at the Hiroshima RERF Auditorium.
- ◆ **Sep. 13** Peace museum research group held a research meeting at the Hiroshima City Plaza for Town Development through Citizen Exchange.
- ◆ **Sep. 15** Kim gives a lecture to a group of Japanese and American students from the California University Program of Meiji Gakuin University on “Hiroshima Memory and Japanese Pacifist Debates” at Aster Plaza, Hiroshima.
- ◆ **Sep. 29** Kim, Mizumoto, Kawakami & Kiriya serve as coordinator at the symposium “Hiroshima – Korea Peace and Coexistence ‘Live Together: Multicultural Coexistence and Korean Residents in Japan’” organized by the Consulate-General of the Republic of Korea in Hiroshima and HPI, held in Hiroshima.
- ◆ **Oct. 18** Takemoto presents a paper on “No Euroshima! The influence of the German protest movement on the Japanese anti-nuclear movement” at the annual meeting of the Working Group for Historical Peace Research, held at Research Centre for Contemporary History in Hamburg, Germany.
- ◆ **Oct. 24-26** Ganesan attends the Annual Congress of the Asian Political and International Studies Association (APISA) and presents a paper on Myanmar and attends the Executive Committee meeting of APISA in Ankara, Turkey.
- ◆ **Oct. 28-29** Kim presents a paper, “A Multivariate Analysis of Japanese Perception of Territorial Disputes” at the 45th anniversary international conference on Towards the Northeast Asian Community Building organized by the Institute of Korean Studies held in Seoul, Korea.

## — Visitors —

- ◆ **Sep. 25** Professor Jun Byung Dug and three students from Nagasaki University, Faculty of Education
- ◆ **Sep. 26** Research Fellow Dr. Myeongchul Lee, Research Fellow Dr. Young Chul Yu, and Researcher Hye-jin Jang from Korea Institute for Defense Analyses

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