



# SOKA GAKUEN TIMES

Special Edition

FEBRUARY 2017

## Fostering global leaders of the 21st century

Soka Senior High School in Tokyo was designated a Super Global High School (SGH) by the Ministry of Education, Culture, Sports and Technology in 2016.

The Global Leaders Program (GLP) is attended by 16 students at the Keisetsu Library in Soka Senior High School every Tuesday and Friday. The program is based on GLP's theme for 2016, "Our suggestions for the global issues in the viewpoint of nuclear disarmament, human rights and sustainable development."

In one of the main program activities, students did fieldwork in Okinawa and California.

In addition to other activities, GLP members try to acquire language arts, which includes the analysis of texts or pictures and conversation in a Q&A format. Also, they study about theoretical studies of nuclear weapons through many discussions



FUMIE KONNO PHOTO

GLP members stand on the stage of the U Thant International Conference Hall at UNU.

and lectures by experts.

GLP hosted eight lectures by 10 guests. Kevin Clements, the foundation chair of peace and conflict studies and director of the New Zealand National Cen-

tre for Peace and Conflict Studies (NCPACS) at the University of Otago, Dunedin, New Zealand, visited Soka Gakuen in May. In his lecture to GLP students, he talked about the poli-

tics of compassion in a world of ruthless power. Soka University professor Junzo Iida has taught GLP students about international human law three times since May.

GLP students went to United Nations University (UNU), a graduate school located in Tokyo that is contributing to solving global issues via cooperative research and education on May 26. There, Natsuko Imai, who works for the UNU Institute on the Advanced Study of Sustainability gave a lecture regarding Sustainable Development Goals.

## Okinawa fieldwork toward a peaceful world

Eight GLP members visited Okinawa Prefecture for fieldwork from Aug. 10 to 12, 2016.

In this fieldwork, they learned about the Battle of Okinawa and interacted with local high school students to learn the tragedies of the war. The Battle of Okinawa was fought between the U.S. and Japan during the last part of World War II. It was the only ground war in Japan. In the battle, a quarter of Okinawa residents were killed.

### Himeyuri Peace Museum

GLP members visited Himeyuri Peace Museum and Himeyuri Monument in Itoman, Okinawa. They listened to a story told by a war storyteller and a successor of war storytellers and learned about the Himeyuri students. They were a group that

consisted of 222 female students. They engaged in nursing injured soldiers during the battle. They did a variety of dangerous work such as performing first aid for the injured soldiers, helping doctors and digging air-raid shelters. As a result of this dangerous work, about a half of them — 123 students — were killed in the battle.

GLP members looked at the displays showing the photographs of each student's faces and details such as their characters and their school lives. In addition, members read the testimony collections of the students. The collections indicated that the students had been robbed of their opportunity to study because of the war. GLP members realized the pleasure of studying and they were motivated to study from seeing the displays.

### Gamahuya group volunteers excavate soldiers' bones

GLP members visited the excavation site of the battle of Okinawa where the bones of dead soldiers have been buried. This excavation activity is done by the volunteer group Gamahuya. "The bones are the weak who cannot say anything. To defend their human rights, we, as the survivors of the battle, need to return them to their family" said Takamatsu Gushiken who is the representative of Gamahuya. He has undertaken the activity by using his holidays for more than 30 years.

In addition, Gamahuya did a large-scale excavation from October to December 2009, supported by Japanese govern-

List of Experts Who Delivered Lectures

NAME	Position
Kevin Clements	Professor of University of Otago
Junzo Iida	Professor of Soka University
Natsuko Imai	Programme Assistant of United Nations University
Tetsuo Kondo	Director of United Nations Development Programme Representative Office in Japan
Eiji Yamamoto	Ambassador of Japan to Timor-Leste
Yoshinobu Tatewaki	Unit Head, Portfolio Management of Bangladesh Resident Mission of Asian Development Bank

By Yuya Okada, Maia Yamashita and Kazumi Yamamoto

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## JAPAN

# Japanese students lacking in enterprise for global issues

In Soka Senior High School (Kodaira, Tokyo), GLP members are learning global issues, and we surveyed students in Tokyo, Okinawa and California about peace and human rights as a part of our GLP research. We found the Japanese students are on the defensive on global issues. This summer, GLP members went to Okinawa and California for fieldwork. The reason why we conducted this survey whose respondents live in the three areas is that we wanted to know differences of attitudes by area.

The question “What kind of human rights issues are you interested in?” (Chart 1) illustrates California students have more concerns than Japanese students do on all of the issues. Japanese are interested in refugees and immigrants’ rights more than other issues such as women’s rights and LGBT’s rights.

The second question “How often do you talk about war (current conflicts, terrorism, etc.) with your family and friends?” shows that the number of people answered either “often” or “sometimes” in California is larger than that of the Japanese. We found Japanese students answered “being interested in refugees and immigrants’ rights,” but they do not exchange their opinions

about conflicts with their family and friends (Chart 2). This result displays that Japanese students have a low problem consciousness and are backward in terms of human rights issues. Meanwhile, we can see that California students are keenly interested in human rights problems and their attitude to exchange opinions with their family and friends.

The third question “Where have you heard about the practical experiences of war before?” (Chart 3) shows a difference in the areas. In Okinawa, the number of respondents who answered “at school” were much more than the other two areas. We can see there are war experiences passed down as school education because Okinawa is the only place a ground battle occurred in Japan.

Responding the same as Okinawa, “at school” is also the top answer in Tokyo, while we can see it followed by “on TV or the internet.” Still, “on TV or the internet” produces much higher numbers in California students, showing that California students are trying to search and get information proactively by themselves when they are studying on practical experiences of war. Japanese students, again, take less action.

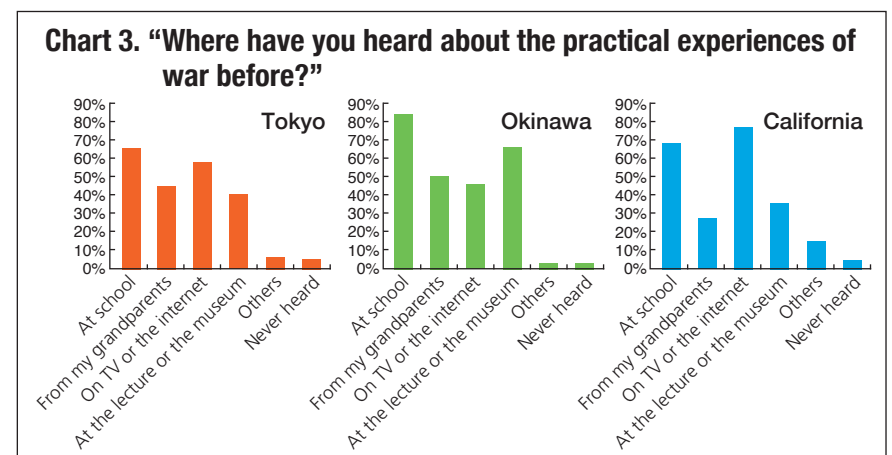
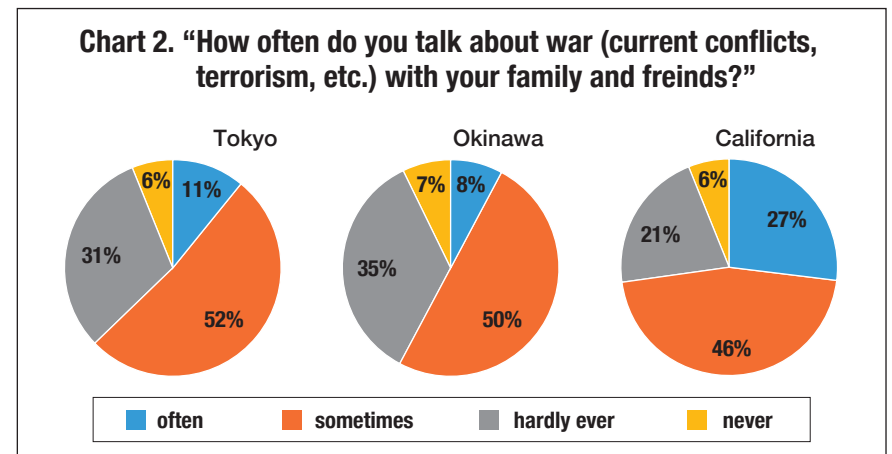
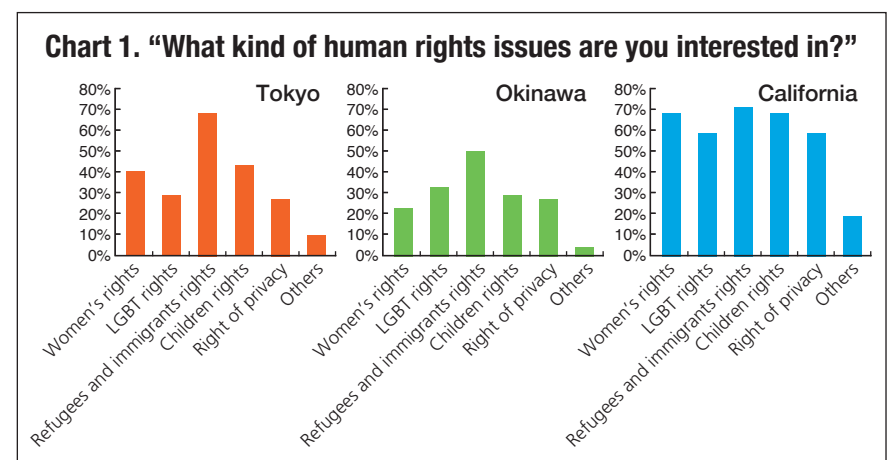
This survey was conducted

found the cave very dark and muddy. This experience cannot be learned by just reading textbooks. It gave them a deep impression.

They could understand the need for achieving peace after touching the bones. Then, they realized that such a real experience that makes them learn the tragedy of war is very important for young generations to not repeat wars.

## Interaction with Okinawa students

Students from Okinawa Prefectural Naha Kokusai Senior High School, which, like Soka,



on students in three places: Soka Senior High School, Naha Kokusai Senior High School (Okinawa), University

of California, Irvine from August to September 2016.

By Risa Torigai and Ami Hiraoka

is also certified as a Super Global High School. Students from both schools discussed various topics such as their desire for peace.

After cultivating friendships through the discussion, they went to Mabuni Hill where many people had jumped to their deaths during the Battle of Okinawa. They also went to Foundation of Peace, which is composed of stone monuments. The names of all the war dead are carved on each monument without the distinction of nationalities and whether civilian or military. Students shared the time and pledged to build peace.

GLP members deepened understanding of the history of Okinawa and the tragedy of the war through interaction with local people during three days of fieldwork. “I will make efforts to build a peaceful world after this fieldwork experience,” one of the members said passionately.

By Masami Shibata and Yuka Nishiura

## NOTICE TO READERS

The Soka Gakuen Times was created by 16 members of the Global Leaders Program (GLP) of Soka Senior High School in Kodaira, Tokyo. The members illustrate the results of their research on global issues.

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ment, which hired 55 people, the homeless and poor together. This succeeded in collecting 175 people’s bones, and encountering the soldiers’ bones was to become a life education for the participants who might have given up living a happy life.

Now Gushiken is struggling to build systems to return the soldiers to their homes by identifying the bones through DNA examinations.

GLP members entered the cave where people had hidden during the battle. They touched personal items that have remained since those days and

## WORLD

## GLP members visit California

Sixteen students of Soka Senior High School took part in fieldwork in California to learn about war and peace from Aug. 20 to 27.

On the second day, the students visited the Simon Wiesenthal Center Museum of Tolerance and the Japanese American National Museum in Los Angeles. They learned about the Holocaust and Japanese internment. Students also had a chance to learn how important to have generous views.

The students of GLP stayed at the University of California, Irvine (UCI) for six days, from

Aug. 21 to 26. The students attended three lectures on sociology and they presented their papers on peace studies to Tustin High School students and UCI undergraduate students. They had exchange meetings and campus tours with UCI students from Aug. 22 to 25.

They visited Soka University of America (SUA) on Aug. 25, where they took part in a campus tour and attended a lecture by Michael Weiner, an SUA professor.

By Maia Yamashita, Yuya Okada, Kazumi Yamamoto and Hisami Hojo



MASAYOSHI ISHINO PHOTO

GLP students conduct a survey in the U.S.

## What is international human rights law?

Junzo Iida, a Soka University professor, and David Kaye, a University of California, Irvine, professor, lectured on international human rights law. GLP members watched movies about what human rights are on the United for Human Rights website in Iida's lecture. In Kaye's lecture, the Soka students learned about process in the development of the international human rights law. The following is essential information to understand what international human rights law is.

**Q: What is international human rights law?**

**A: International human rights**

law is one of the international laws, which are made commonly through ratification or accession.

**Q: When did human rights become a big international issue?**

**A: In 1948, the United Nations Human Rights Commission made the Universal Declaration of Human Rights (UDHR) in order to prevent human beings from further massacres like the ones in World War II. UDHR does not have legal validity. UDHR became the source for various international human rights treaties.**

By Naomi Tamagawa and Yoshimi Kondo



MASAYOSHI ISHINO PHOTO

David Kaye lectures California fieldwork members.

## Changing our consciousness on nuclear weapons

Seventy-one years ago, the explosion of nuclear weapons killed more than 200,000 people, and left many suffering from terrible nausea and deformation of their skin. Since chemical weapons and cluster bombs have been banned because of their inhumane slaughtering method, we should prohibit nuclear weapons due to the same cruelty as chemical ones. In addition, their existence makes people vulnerable; the economic damage by radioactivity violates the dignity of life. In an effort to find a way to abolish nuclear weapons, we studied about whether it is appropriate for atomic weapons to exist. In concrete terms, we judged if we can deny the existence of atomic bombs through international law under the notion of security.

First, using nuclear weapons is a violation of international law. The reason is that nuclear

weapons generate radioactive materials that destroy the environment and crops. International law bans the destruction of the environment and crops during wartime. In addition, using nuclear weapons for self-defense is dangerous because the defense can escalate into an annihilating atomic war. The International Court of Justice demands to avoid such cases. Thus self-defense by nuclear weapons is an undesirable way. However, since there are a variety of interpretations of using atomic bombs, the current situation of this problem is very severe.

Second, we protest nuclear weapons from the perspective of security. From the view of national security, the atomic bombing of Hiroshima and Nagasaki enabled the U.S. to profit, increase the United States' presence and speed the end of the war. In addition, it has deterrent

effect to hold nuclear weapons because some terrorists and rogue states exist in the present world. However, since the 21st century, when some researchers have come to insist on human security, the use and possession of nuclear weapons incur a loss from the perspective of human security. That is to say, the conceptual conflict between national security and human security has occurred. Generally speaking, however, they do not regard national security and human security as a confronting concept but a complementary one. Regarding the fact that the usefulness of nuclear weapons is recognized for the sake of national security, states should make a complete paradigm shift. This means we have to change our thinking from national security to human security in order to aim for nuclear abolition.

Like these, it is difficult to

discriminate whether the existence of nuclear weapons is right by current international norms. In addition, each interpretation of criteria like international law differs depending on their thoughts. In other words, this problem is really delicate; the road to nuclear abolition may not be smooth. Actually, when we presented the results of our research work like above to some American high school students, they were embarrassed because they thought that nuclear deterrent maintained peace. This embarrassment shows the difference of thoughts on atomic bombs. When we approach nuclear abolition from international law or security, we are required to change our consciousness on nuclear weapons.

By Yuya Okada, Arashu Onodera and Sakura Mori

## INTERVIEWS

## [SGH×SGU\*] What I learned from GLP

Two GLP students interviewed Taiga Baba, a member of the first GLP class. Currently, he is a freshman in Jurisprudence Department at Soka University. On campus, he is a part of Global Citizenship Program (GCP), a specially designed class to foster global citizens. In GCP, 30 students are selected to study for a foundation in many fields.

**What is your best memory in GLP?**

My best memory in GLP is fieldwork in Hiroshima. I was impressed by the stories told by Hibakusha (atomic bomb survivors). They talked about how they had survived after being bombed and illness caused by radiation. I found that the stories of Hibakusha were not known to the general public through the media, thus it is important to dialogue and hear these stories firsthand.

**Do you find similarities between GLP and GCP?**

GLP provides basic skills for GCP activities. Both programs conduct a poster-making workshop, interviews and fieldwork. Through these activities in GLP, I gained presentation skills, logical and critical thinking skills, research skills and communication skills that are all useful in GCP. Next February, I'm going to the Philippines for fieldwork

and, with the skills I developed in GLP, I hope my fieldwork will be better than it would have been able without my GLP skills. Also, taking an online English conversation lesson from Filipino teachers regularly and talking with Indian high school students helps me a lot.

Compared with other GCP students, I feel I can communicate with English native speakers more. Above all, I'm not afraid of people from different backgrounds.

**Please give some advice to current GLP students.**

I believe that in SGH, GLP is the only program that combines the opinions of SGH and the philosophy of Soka. How fortunate the students are, to experience these activities at their age! With further learning opportunities as SGH, I hope the students lead Soka schools through their efforts. Moreover, I hope the students create a new tradition as pioneers with a wide perspective. It is also important to remember that GLP has the mission to bring fruit to the effort of the school.

By Shunji Fueki and Tsugumi Minami

\*The Ministry of Education, Culture, Sports, Science and Technology designated Soka Senior High School and Soka University as a Super Global High School (SGH) and Super Global University (SGU), respectively.



Taiga Baba, a GCP student at Soka University

SOKA GAKUEN PHOTO

## Alumni recommend peace museums

In June 2015, students of inaugural GLP class visited peace museums in Tokyo, comparing the perspectives of exhibits. Masayuki Oyama and Nene Inoue — members of that first GLP class — introduce peace museums in Tokyo.

Oyama recommended the Korea Museum, “You will develop your interest in Korea and deepen your understanding of Korea,” he said. “In addition to the comprehensive history of the relationship between Japan and Korea, this museum displays Korean culture and drama. The display is created from a Korean perspective, which is a rare case in the museums we researched.” Inoue visited the Memorial

Museum for Soldiers, Detainees in Siberia and Postwar Repatriates.

In this museum, the displays are designed to tell the suffering of Japan's World War II soldiers, detainees in Siberia, and postwar repatriates. “You can find precious historical antiques. Wearing a diorama coat of Japanese laborers at Siberia was very moving” Inoue said. This museum is looked after by the Ministry of Internal Affairs and Communications.

Like this research on museums, GLP conducts programs to learn about a wide range of perspectives.

By Shunji Fueki and Tsugumi Minami

## What are language arts?

When someone asks Japanese “Do you like cats,” some respond only “Yes” or “No.” On the contrary, Westerners reply like “Yes I do. I like cats because I can breed them easily. So I am fond of cats” to this question. They learn language



GLP members learning language arts in a group with teachers.

FUMIE KONNO PHOTO

arts since their entrance into elementary schools. According to Tsukuba Language Arts Institute, language arts is a subject, in which students think logically and express to make their counterparts understand through smooth communication.

Soka Senior High School has adopted language arts this year to train students so that they will play an active role in the world. In this class, for example, students play a question and answer game in which they repeat answering logically to simple questions such as the

one mentioned above. They also learn how to analyze pictures and sentences critically. All of these activities are supposed to be done in mother tongue.

Now, imagine playing the Q&A game. There are two things that require attention. Firstly, specify both subject and object in speaking. Secondly, describe in the order of conclusion, reason, and conclusion again. Based on these points, answer this question, “Do you like English?”

By Shinsaku Takikawa and Kanon Goto

## SOKA GAKUEN TIMES

Published by Soka Senior High School in Kodaira, Tokyo, in cooperation with the not-for-profit Global Education Information Center (GEIC) and The Japan Times, Ltd.

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**Project Supervisor:** Masayoshi Ishino, Tsubasa Togawa, Fumie Konno and Kenichiro Ochiai (Soka Gakuen)  
**Project Coordinator:** Junji Sakurai (GEIC)  
**Editor:** Shunji Fueki  
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**Contributing Editors:** Minoru Matsutani, James Souilliere (The Japan Times) and Miki Tanaka  
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