

## Article

# Case Study for Peace and Reconciliation Education: Japanese and Korean Student Exchanges in Kochi, Japan

Kazuyo YAMANE

Grassroots activities related to peace education and historical reconciliation have rarely been reported in the mass media and schools. As a result, not many people know about them in Japan and abroad. On the contrary, there are quite a few Japanese who consider themselves as victims of World War II because of the contemporary awareness of the casualties of the atomic bombing and U.S. air raids of Japanese cities. Therefore, there tends to be a knowledge gap of historical concepts among people in Japan and other nations. What needs to be done under these circumstances? I think that it is important to exchange much more information and ideas on grassroots activities for peace education and historical reconciliation at the international level.

One of the finest examples of these types of grassroots activities in Kochi shows that even a few school teachers can promote peace education and activities for historical reconciliation by organizing a group of students. Kochi is in the southwestern part of Japan and is about 630 km away from Tokyo. It was a place for exile since the 12<sup>th</sup> century because it was an isolated place. However, it seems that rulers did not even imagine that “rebellious” people or “political prisoners” would cooperate with one another in Kochi in the future. Nonetheless, Kochi became the birthplace of the movement for freedom and human rights in the 19<sup>th</sup> century, and you can see grassroots activities for peace and reconciliation for peace education to this day.

## Promoting History Education for Peace

Masatoshi Yamashita was a high school teacher, and he has been promoting a history education program for peace among high school students by creating a group called “Hata Seminar.” It was founded in 1983 and composed of students at nine high schools in the Hata area, located in the western part of Kochi Prefecture. There were about 40 to 60 students in his group. He expected his students to explore local history by themselves; and, they began to research what happened to Koreans during World War II in 1991.

The students read a children’s book of *Hanako*<sup>1)</sup> which describes friendship between a Korean girl named Ohran Kim (Kim OkLan in Korean) and a Japanese girl named Hanako in a village near a branch of the Shimanto River that occurred in the early twentieth century. The students also interviewed Tokuko Kato who is the writer of the book. They recorded her memory of the exchanges of Korean families and local people at that time and

made a drama called "Watarigawa." (Watarigawa is a big river in the west part of Kochi and the Shimanto, a main branch, is well known as "the last cleanest river in Japan.") The students were so impressed to learn about the warm friendship between the Korean girl and the Japanese girl – this was the reason that they decided to make their drama.

In 1992, this same group of students began to investigate Korean workers who had worked diligently to construct the Tsuga Dam. They found that Koreans were forced to construct the Tsuga Dam during World War II in Kochi. They visited local residents and had interviews with them in order to learn the previously unknown history of Koreans living and working in Kochi.

They found that there were about 200 Koreans who began constructing the dam in 1941 because the local Japanese men had been sent to battlefields – thus creating a shortage of labor. The Koreans had many difficult struggles as they had to carry building stones across a mountain, make a tunnel over 5 km long, and build a dam 96.3 meters high for a hydropower generation plant. Some tried to escape, but they were beaten by whips. Some Koreans were killed by accident when they made a tunnel, and some died by drowning. There were many Korean workers with families too; there was an accident in which a child died by a trolley train.

By learning this sad history, the students began to think that they would like to meet Korean students in Kobe and also in the Republic of Korea. So, the Japanese high school students began to contact, meet, and learn more history from Korean high school students. The Korean and Japanese students exchanged much information and became close friends. These relationships were later written in a book called *Watarigawa*. This book was also made into a documentary film and later became a teaching aid for promoting peace education.

The name of the film is also "Watarigawa" and was produced by Yasuyuki Mori and Kim Deok Chul in 1994. The film began to be produced in 1992, and its production took 20 months. *Watarigawa* shows the students studying local history, their parents working in fields, and grandparents who talked about their war experiences. The students learned that a railway in Nishitosamura village and the Tsuga Dam in Taisho town were built by the labor of hardworking Koreans. They wondered: Why were there so many Koreans in the Hata area? They had an interview with senior citizens and learned that there were Koreans who were forced to go there and work.

It is estimated that 867,643 Koreans were sent abroad to work.<sup>2)</sup> There were 8,619 Koreans who were forced to go to Kochi and work there from 1939 to 1944, according to materials from the former Ministry of Home Affairs.<sup>3)</sup> Eighty-seven per cent of Koreans living in Kochi in 1944 were forced to go there. There were 14,687 Koreans who were forced to go to Shikoku that consists of Kagawa, Tokushima, Ehime and Kochi Prefecture. These numbers also imply that the Imperial headquarters expected that the allied forces would land on Kochi because it faces the Pacific Ocean.

In January, 1992 Japanese students wrote a letter to one Korean student named Kim Yu Mi who was awarded the first prize at a speech contest organized by NHK TV for her speech called "Why Don't We Meet to Build the Future in which We Can Live Together?" They invited Korean students to Kochi, and they stayed at Japanese students' homes. They

started exchanging ideas and singing songs to become good friends. They investigated what happened to Koreans who constructed Tsuga Dam together. They listened to a testimony of Lee Jae Woo who was forced to work to construct the dam and who lived in Osaka later. They found unknown tombs in Kochi and held a memorial service for Koreans who passed away.

In 1993 the Japanese students went to the Republic of Korea: They were composed of 45 people including 18 high school students from Hiroshima, Saitama, and Kochi, 3 graduates, 15 teachers, and a film maker. They listened to a testimony of Sin Heachul who was forced to work to construct Tsuga Dam, Lee Gae-Woon who is a Korean atomic bomb victim, and Kim Hak-Soon who was forced to work as a sexual slave during World War II. The students were shocked to listen to their testimony, especially the horrible experience of Ms. Kim who said, "I am glad to talk with you. Please convey the true history to others." One student wrote her impression as follows:

"I learned how much people have been suffering from what Japan did in the past. I am ashamed of Japan that did horrible things in the past and has been hiding the truth today. I am really angry with the Japanese government. It is important to learn the past. I think that it is also important to think what we should do in the future.

No problem will be solved if the Japanese government does not recognize its responsibility toward Korean women and apologize to them. There is one thing that we can do. We should disseminate what we learned and make efforts to end their suffering."<sup>4)</sup>

Japanese students began to think about what they should do to build the type of society in which all Asian people can live together.

The Japanese high school students also met Korean college students and high school students at Tagol Park, formerly Pagoda Park in Seoul. This area is historically important as the first location for the reading of their Declaration of Independence. At this park, a man criticized the Japanese students saying, "Japanese people should not visit here because the Japanese government has not apologized to Korean people and has not paid compensation." A Korean student told the man that the Japanese high school students went there to learn the history and truth, but he was criticized by the man who said, "Why do you flatter the Japanese though you are Korean?"

One Japanese high school student wrote his impression as "I think that it is natural that the man was angry because Japan committed terrible crimes. But I want him to know that all the Japanese people are not so bad. I think that we should tell Korean people so."

Reflecting on the same trip to the Republic of Korea, another student wrote as follows:

"We could not tell what we really think to Korean students, and I think that the Korean students also thought like this. Even if we could understand one another, it is only a part of high school students and college students. But I think that such a small thing is all right. If we continue to do such a small thing, the friendly relation between

Korea and Japan will be made better in the near future. Adults may think that this is just like play, but I think that there is progress even if it is a small step. I hope to be a person who can change the situation even if it is just a little. If the two countries overcome the past and become friends, this peace trip to Korea would be worth doing for me. <sup>5)</sup> ”

There were many positive reviews after people watched the documentary film such as: One woman aged 63 in Kochi wrote, “The film made me think deeply of true international understanding and friendship.” One Korean woman living in Kobe wrote, “I was deeply moved by the film. Their natural friendship with our Korean children living in Japan is wonderful.” Another Japanese high school student aged 17 in Tokyo wrote, “I was impressed to know about such high school students. I also need to learn unknown history, reality, and facts more.” One woman in Tokyo wrote that she learned the importance of researching local history and discussing issues to go forward. One male student in Tokyo wrote that he was deeply impressed by a Korean woman who was forced to work as a sexual slave and talked about real history. Another male student in Tokyo wrote that he was much impressed by the power of communication: “They tried to understand one another and communicate’ which is really wonderful, powerful, and moving.” One man aged 73 wrote that he learned much from the high school students and wants politicians in Japan, the Republic of Korea, and the Democratic People’s Republic of Korea (DPRK) to see this film by all means. Another female pupil in Kobe wrote that she hopes that Japan will get along well with the Republic of Korea and the DPRK. One woman aged 27 in San Francisco wrote that the human passion of trying to build a brilliant future is described in this film.

In 1993 the students were awarded the 8<sup>th</sup> Ryoma Award for their activities for peace and reconciliation. Ryoma Sakamoto was a peacemaker who helped overthrow Japan’s feudal government in the 19<sup>th</sup> century. The Ryoma Prize is given to young people who are actively involved in working for a better future like Ryoma Sakamoto. Their study of unknown local history that was not taught at school was highly instrumental in their selection for this prestigious award.

It was learned that there was a branch of the Korean History Education Association in Pusan which is relatively close to Japan. Both Korean and Japanese teachers decided to have exchanges of high school students between Korea and Japan. Japanese students and Korean students in Pusan started to visit one another in 2003. It was not easy, but teachers, the Korea Japan Friendly Association, Kochi Prefectural International Exchange Department, and many other people supported their exchanges. They tried to understand historical facts – though there are differences in ideas and opinions – and to work together for a better future.

### **Exchanges of High School Students between Korea and Japan.**

High school students in Kochi visited Pusan in August, 2003. They found a list of Korean children who went to Onaro elementary school in the Taisho town of Hata-gun in

Kochi. They met a woman named Lee Kyong-Soon who had lived in Kochi when she was a first grader. The students tried to find the names of tombs of unknown Koreans by asking her questions, but she was too little at the time to remember. It was not possible to find the names of the remains, but they wanted to return them to their Korean families.

The Korean and Japanese students exchanged ideas and opinions on school life, the draft system, culture, and history - though it was not easy to communicate with one another. However, they became good friends, and it was decided that Korean students would visit Kochi the next time.

Indeed, 12 high school students and 7 teachers from Pusan visited Kochi in January, 2004. Korean students stayed at Japanese students' homes. All the students went to Sukumo City and interviewed Yukio Yamashita, a survivor of the U.S. hydrogen bomb test on the Bikini Atolls in the Marshall Islands in 1954.

Since 1985 Japanese students have been investigating fishermen who were exposed to radiation. A tuna fishing boat called the 5<sup>th</sup> Lucky Dragon became famous because Aikichi Kuboyama, the captain, passed away due to the effects of radiation. The students learned that there were a total of 992 boats that were exposed to radiation. Many fishermen did not want to talk about their experiences, but they started to talk because they were moved by the high school students' search for truth and for a better future.

It was shocking for the students to find that a man named Setsuya Fujii was exposed to radiation twice: the first time in Nagasaki and the second time in the Marshall Islands. He became sick and was hospitalized, but he suffered so much that he committed suicide in 1960 when he was 27. It was shocking for Korean students to know such a victim of the U.S. hydrogen bomb test in Japan.

Kim Yeongwan, who worked as the secretary general of Grassroots House (peace museum), played an important role as an interpreter for Korean and Japanese students. It was found that Korean tuna fishing boats were also near the Marshall Islands according to a book on the history of Korean fishery, which means that there must have been Korean victims of the U.S. hydrogen bomb tests at that time. One Korean student aged 17 said, "I did not know anything about the U.S. hydrogen bomb test, and I learned it by watching a video just before I came to Japan. I want to know more." <sup>6)</sup>

The students visited Kashiwa Island and paid a visit to the grave of Park Edon who was forced to go to Japan. He was later killed by an accident while constructing a road for military use when he was 27. Though his name was changed into Japanese, his tomb was well taken care of, which was rare at that time. His only daughter and his grandson, Cho Seong Hoon, visited his tomb in March, 2005. His grandson is a part-time lecturer at Tohoku University and contacted Mr. Yamashita in February, 2005, after having contacted a community center in Kashiwajima Island. He was impressed to learn that his grandfather's tomb had been well taken care of by the residents including the high school students; and a memorial monument was built for his grandfather in 1995.

He said, "I am sure that there have been peaceful exchanges between Japan and Korea at the grassroots level in Kashiwajima Island in Otsuki town because his tomb was built and taken care of by local people. Visiting my grandfather's tomb, I feel that I have an important role in the exchanges between Japan and Korea. I think that it is important to

learn lessons from the dark history.”

Perhaps the main reason why his grandfather's grave was well taken care of is that it was natural for people in Kashiwajima to help one another: They lived on an island which was very far from the central government, and they were so poor that they needed to help one another in order to survive. Also, the people were oppressed by the government for they were ordered to construct roads for military purposes. Masatoshi Yamashita analyzed that there was a kind of solidarity between the Koreans and the ordinary Japanese citizenry who were oppressed by the Japanese government. Tadashi Kuroda who was a good friend of Mr. Park said, “We used to make raw sake and drank it and talked together. Our life was not rich, but we pounded rice cake for the New Year and sang songs together.”<sup>7)</sup>

One Korean student said, “I would like to thank the Japanese people who took good care of Mr. Park's grave for a long time. There are various obstacles at the national level, but it is wonderful to be able to understand one another as friends. I would like to promote more exchanges.”<sup>8)</sup>

The students also paid a visit to a grave of unknown Koreans near Tsuga Dam. Mrs. Nakahira has been taking care of the tombs and a Korean student said, “I thank her very much because she took good care of the tombs of people who are not Japanese nor are their family.” Such a fact seems to have changed Korean students' images of the Japanese people.

On the other hand, one Japanese student wrote her impression as follows:

“I enjoyed talking with a Korean student who stayed at my house. I thought that I am one of the people who will build the future in Japan. I thought that it was necessary to think from global viewpoints. I learned so much from her, and I am very happy that I could learn what I would not be able to learn in textbooks and from teachers. I want to study the Korean language and speak it in the future.”<sup>9)</sup>

Both Korean and Japanese students started investigating Korean boats and victims of the U.S. nuclear test in Pusan in August, 2004. They found an old boat, but it was not possible to find where it was built.

The background of such research is that there were Korean names of fishermen who went to the Marshall Islands with Japanese fishermen in Japanese tuna boats when students were researching Japanese tuna boats in Muroto, Kochi in 1985. They heard that Japanese boats were sold to the Republic of Korea because Japanese fishermen had to buy bigger boats to go fishing in the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea - they did not want to go to the Marshall Islands because of the U.S. nuclear tests. It was learned in 1993 that Japanese fishing boats were imported through Taiwan because it was forbidden for Koreans to buy Japanese used boats. There were old Japanese boats that would be taken apart and repaired in Pusan. A Korean man told a Japanese teacher not to check the old boats and they had to leave there; it was found that the boat was contaminated with radiation according to a portable Geiger counter that the teacher brought to the Korea.<sup>10)</sup>

They researched the history of Korean fishery with publications by the Korean

Association of Deep-Sea Fishery in 1990. Kim Yeonghwan, who was working at Grassroots House, helped Mr. Yamashita to learn about Korean deep-sea fishing. It was learned that Korean fishermen started fishing near Saomoa to fish and sold tuna to an American company that was in Samoa in 1958. Saomoa is located in the southeastern position of the Bikini Atoll, which means that Korean fishermen had to pass the Bikini Atoll – that was contaminated with radiation. The United States had not only conducted nuclear tests in the Bikini Atolls but also on Johnston Island and in the Enewetok Atoll for at least 34 times. Japanese fishermen did not fish in these areas because a Japanese fisherman died after the U.S. nuclear test in 1954.

It was a coincidence that a Korean teacher whose father used to work as a fisherman in Samoa met Yukio Yamashita, a former Japanese fisherman who was fishing at the Bikini Atoll. This happened when Korean students and teachers visited Kochi in January, 2004 and had an interview with him. Mr. Yamashita said that he saw Korean tuna boats in Samoa, but he had never met Korean fishermen. Both Korean and Japanese students met in Pusan in August, 2004 and met Korean fishermen who said that they had heard about nuclear tests but had never heard of any damage. A Korean student was surprised to know that there might be nuclear test victims in Korea according to a Kochi Newspaper dated August 23, 2004.

When Korean students visited Kochi in January, 2005, they met a Japanese fisherman who saw the U.S. hydrogen bomb test near Christmas Island while he was fishing for tuna in 1962. Korean students learned that it was possible that Korean fishermen who were fishing near Christmas Island had been exposed to radiation. One Korean student asked whether the tuna that was canned had been contaminated.

It seems that it is necessary to investigate the history and find what happened to Korean and Japanese fishermen in the 1950s and 1960s and what to do for victims of the nuclear tests. There are Japanese fishermen who have been suffering for many years because of radiation sickness. The United States compensated the Japanese government \$2,000,000 for the tuna that was contaminated with radiation and that was thrown away. This also means: There has been and there will be no compensation for the fishermen who had suffered from illness.

It seems reasonable to conclude that Korean fisherman are also victims of U.S. nuclear tests and have suffered from the effects of radiation - though they may not know why they have been sick. It is impressive that such joint research of the history by Korean and Japanese high school students may change the content of history textbooks.

Exchange visits between Korean and Japanese students continue to this day. Korean students visited Kochi in January, 2005. They made monuments for Mr. Edon Park using stones. Mr. Hironobu Ikuno, a sculptor, helped them engrave words such as “love” and “friend” into the stones. They put them around Mr. Edon Park’s grave.

It was not easy to discuss the past. One Korean student asked the Japanese students if they knew what Japan did in the past, especially about Korean women who were forced to work as sex slaves. Japanese students did not know what to say, but one Korean said, “Korea was ruled by Japan. But we should also know that former sex slaves have been oppressed and discriminated against in Korea after the war.”<sup>11)</sup>

Even if there are differences in historical concepts, the honest exchange of opinions between Korean and Japanese students have led to building trust with each other. They enjoyed sports, cooking together, making Japanese traditional rice cake, and other activities. One Japanese student wrote, "I want to know about Korea more and want Korean students to get interested in Japan more. It is much better to meet and talk with one another than knowing about Korea on TV and through the Internet."<sup>12)</sup> Another Japanese student wrote, "We would be able to overcome differences by thinking together and doing something together such as making a monument for Mr. Park together."<sup>13)</sup> One Korean student wrote, "I could learn some differences between Korea and Japan. Though there are some differences, there are many similar things between Korea and Japan. I think that reconciliation and peace is possible if we learn the differences and overcome them."<sup>14)</sup> It may also be interesting that one Korean male student started to study at Nakamura High school in Hata, Kochi in 2005. He attended the exchange program twice, and then later he became interested in studying in Japan.

Furthermore, Japanese students visited Pusan in August, 2005. They visited Hibakusha Hall where 80 year-old Korean atomic bombed survivors lived. The students learned about their hard life in Japan and were impressed to know their thoughtfulness: One elderly Korean said, "I had a hard life in Japan and I don't want to remember the war. The Japanese government should be blamed. But I still like the Japanese people."<sup>15)</sup>

Korean students put on a play and both Korean and Japanese students discussed historical issues such as the Dokdo/Takeshima territorial issue and forced labor of Koreans in Japan. They learned that there are differences of historical concepts, which is very important. The Japanese students investigated Korean men who were forced to construct Tsuga Dam in Kochi at Pusan Municipal Office. They found two men and had an interview. Such exchanges have continued between Korean and Japanese students.

### **A Peace Monument in Kochi**

A peace monument for Korean workers was constructed on a hill in August, 2009. This monument is composed of stones that were taken after the construction of the tunnel to make Tsuga Dam. There is one stone that was sculptured into a magpie, the Korean National bird, that sits atop the monument. There are small stone statues made by Korean and Japanese high school students located in front of the monument.

It might be interesting that there are some local people who started to take care of the Korean tombs after Japanese students took Korean students to Kochi. It appears that the local people were moved by the students' activities for peace and reconciliation. When there was an unveiling ceremony on August 9<sup>th</sup>, 2009, there was a typhoon with very heavy rain. Yet about 120 people including 40 Koreans were in attendance. Ironically, Nationalists were planning to disturb the ceremony, but they quit because of the bad weather. It is shameful that there are still such groups who try to disturb activities for peace and reconciliation in Japan.

Masatoshi Yamashita has been working with other teachers to help high school students learn the unknown local history that could further promote peace and

reconciliation. You have just read a small case study, and it should be shared with other peace educators because it is very inspiring and encouraging to know. Such student exchanges between Japan and Korea are supported by many groups such as the Japan Friendship Association, Association for Exchanges of Traditional Culture between Korea and Japan, International Research Association for Peace Education, the International Exchange Section of Kochi Prefecture, Grassroots House (peace museum), Board of Education in Pusan, History Education Association in Korea, Democracy Park in Pusan, the mass media in Korea and Japan, and citizens in both countries.

It should be noted that all these activities for peace and reconciliation were recorded for posterity as books and booklets. Two booklets were published by a subsidy of the Kochi Newspaper Company and Kochi Prefectural Education Center for Human Rights. Besides the book called *Watarigawa* and a book called *The Sea in Bikini Atoll Will Never Forget*<sup>16)</sup> were published in 1988. This latter book is about the high school students' investigations of what really happened to fishermen who had been exposed to radiation at the U.S. hydrogen bomb tests in 1954. This tragedy led to the foundation of the Association of Fishermen, and it became possible for fishermen to have their health monitored and checked.

Via recent technological developments, it is now possible to exchange this vital information and ideas through the Internet. It is important to have all forms of exchanges of students to promote peace education for historical reconciliation in the future. Unknown efforts for peace and reconciliation should be researched more and shared not only in Asia but also throughout the entire world.

### **Exchanges of Students after 3.11 Event**

What is special about 2011 is that students of Kochi and Fukushima met during November 3-6 in Kochi and enjoyed exchanging their ideas, fishing, and paddling a canoe in the beautiful Shimanto River. The students from Fukushima read a poem about the big earthquake and the resultant nuclear accident at a meeting on education on November 5, 2011. A part of the poem is as follows: "I want to know the truth of the effects of radiation after the nuclear accident in Fukushima. The truth may not be reported because many people might panic, but the truth should be reported and measures should be taken ... I've heard that people exposed to radiation tend to suffer from leukemia and cancer. What should be protected most is the future of children." One participant wrote that he was very moved to listen to the students from Fukushima and wanted Japanese governmental officials to respond to their anxiety of living in Fukushima.<sup>17)</sup>

Another student wrote, "It is said that there would be a huge earthquake in Kochi in the future. I could imagine their suffering from losing their houses and the lack of food and I could feel their sorrow." On the other hand, a student from Fukushima wrote, "I thought that someone would solve the nuclear issue. But my trip to Kochi changed my mind: I think that I should do something for peace." It seems that both students of Fukushima and Kochi learned much from one another.

The Hata Seminar was awarded the Yaizu Peace Award in June, 2011. This Peace Award was founded in 2009 and any individual or group can be awarded for efforts for the

abolition of nuclear weapons and eternal peace. Ironically Yaizu is the home port of the 5<sup>th</sup> Lucky Dragon boat which was exposed to radiation by the US hydrogen bomb test near Bikini Atoll of the Marshall Islands in 1954. High school students of the Hata Seminar went to Yaizu City of Shizuoka Prefecture to attend the symposium on “Young Generation and Peace” held by Yaizu City in December, 2011. And, they met high school students in Shizuoka.

A peace trip to Korea was organized on August 5-8 in 2012, and students of Kochi suggested that those in Fukushima and Shizuoka should go to Pusan City of the Republic of Korea together. Their trip was successful thanks to the cooperation of many people. Both Japanese and Korean students learned much from their trip. For example, they visited Korean atomic bomb victims on August 6. One Japanese student was surprised to learn that there were effects of radiation on the second and third generation of atomic bomb victims in Korea and wondered if there were also such effects among Japanese atomic bomb survivors.

The students also learned much about nuclear issues. They were surprised to know that there were 54 nuclear power plants in Japan (the third most in the world) and 23 nuclear power plants in the Republic of Korea (the 5<sup>th</sup> most in the world). Both the Japanese and Korean students were afraid that radiation would move to the Republic of Korea and Japan if there was a nuclear accident in China due to wind currents. One student wrote, “All the nuclear power plants should be abolished in Japan, the Republic of Korea, and China because it would take a long time once people are affected by radiation of a nuclear accident.”

The content of peace education has noticeably changed after the nuclear accident in Fukushima in 2011. Not only nuclear weapons but also nuclear power plants have begun to be dealt with since March 11, 2011. Because both nuclear issues tend to significantly affect all human beings on the planet, they should be dealt with not only in Japan but throughout the entire world.

## Conclusion

Grassroots activities related to peace education and historical reconciliation have not been reported much in the mass media nor taught in schools. As a result, not many people know about them in Japan and abroad. It is important to exchange information and ideas on grassroots activities for peace and reconciliation among peace educators.

The case study that you’ve just read of grassroots activities in Kochi shows that even a small number of school teachers can greatly promote peace education and activities for historical reconciliation. Masatoshi Yamashita was a high school teacher and has been promoting history education for peace among high school students. He hoped that students would explore local history; they began to research what happened to Koreans during World War II in 1992. They found that Koreans were forced to work to construct a dam called Tsuga Dam during the war in Kochi. The students began to meet Korean students in Kobe and also in the Republic of Korea. Their special experiences were written in a book called *Watarigawa* and also made into a popular film.

Mr. Yamashita also organized exchanges of students between Fukushima and Kochi after the 3.11 event. High school students from Fukushima were encouraged to meet students in Kochi and vice-versa.

Although you've read just a small case study, in my humble opinion, it should be enthusiastically shared with other peace educators throughout the world.

Last but not least I would like to express my deep gratitude to Professor Mark Singer who edited this article.

## NOTES

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(YAMANE, Kazuyo, Associate Professor, College of International Relations,  
Ritsumeikan University)

## 平和と和解のための教育 —— 高知における日韓高校生交流について ——

草の根レベルで行われている平和教育や歴史的和解の活動は、あまりマスコミで報道されないし、学校でも取り上げられない傾向がある。従って日本や海外でほとんど知られていないのが現状であろう。平和教育を推進する人々の間で、もっと草の根レベルの平和教育活動について情報交換や交流が必要である。

ひとつの事例として、高知県の幡多ゼミの活動を挙げることができる。1983年に始められ、高校生が地域の問題に取り組んでいく中で大きく成長し、また地域の人々も変わっていった。高校生が1954年のアメリカ水爆実験による被害者を高知で調査する中で、第五福竜丸だけでなく多くの船員が被爆したことが判明した。その聞き取り調査をする中で、被爆した船員が健診を受ける状況が出てきた。また高知でダム建設のため強制労働をさせられた朝鮮人の歴史を研究する中で、神戸の朝鮮人高校生や韓国の高校生と交流をするようになった。その交流は2003年から今日まで続いている。その中で韓国の漁師も水爆実験で被爆したことが明らかになっていった。

2011年3月11日の東日本大地震後、福島と高知の高校生の交流が始まり、また第五福竜丸の母港である焼津の高校生との交流も始まった。そしてこれらの高校生と釜山の高校生の交流が始まり、核兵器だけでなく原発問題の学習・研究も開始された。今後もっと草の根レベルの平和教育について交流が必要である。

(山根 和代, 立命館大学国際関係学部准教授)

