
SUMMARY

What to Do with the Military?—Article 9 of the Japanese
Constitution and Making Self-Defense Forces Nonviolent—

GALTUNG, Johan / FUJITA, Akifumi

GALTUNG, Johan (Director of TRANSCEND, A Network of Peace, Development and Environment)

FUJITA, Akifumi (Part-time Lecturer of Peace Studies, Ritsumeikan University)

This article is a report of the workshop "What to Do with the Military? Talk with Dr.Johan Galtung" held at Kyoto Museum for World Peace, Ritsumeikan University, on 16 September 2011. There has been a basic contradiction between Article 9 of the Japanese Constitution denying deployment of military forces and existence of Self-Defense Forces all along after the Second World War. And the overall Japanese public opinion has continuously supported both Article 9 and Self-Defense Forces as if there were nothing contradictory between the two. This workshop was intended to investigate this big theme " What to Do with the Military?" anew at this particular time after the catastrophe of 3.11. The workshop was successfully finished with more than 200 participants, mainly eager young students and general citizens.

SUMMARY

The Historical Background of the Fukushima Nuclear Power Plant Accident

ANZAI, Ikuro

Honorary Director, Kyoto Museum for World Peace, Ritsumeikan University

Director, Anzai Science & Peace Office

The author is a specialist in radiological health science who has been criticizing nuclear power policy of Japan since late 1960s. The present paper discusses historical causes behind the curtain of Fukushima nuclear power plant accident on 11 March 2011, fundamentally based on a keynote speech at the international conference of Asia-Pacific Peace Research Association (APPRA) held in October 2011 at Ritsumeikan University. The author pointed out a number of relevant elements such as (1) nuclear power policy of Japanese Government subordinating to the U.S. nuclear power strategy, (2) posture of electric power companies postponing nuclear safety issues to the economic development, (3) irresponsible authorization of nuclear safety by pro-nuclear power specialists, (4) scattering of "nuclear safety myth" by mass media, (5) local governments' policy to invite nuclear power plants in expectation of special subsidy based on "Act on Tax for Promotion of Power-Resources Development", (6) mobilization of residents for inviting nuclear power plant to the local communities concerned.

SUMMARY

Significance of implementing a multicultural education for engendering a collaborative tolerance program in schools
— Educational achievements through organizing collaborative learning initiatives

SOHN, Mihaeng

JSPS Research Fellow, Institute for Research in Humanities, Kyoto University

In this paper, I reflected on the transition in the multicultural education for engendering a tolerance program at the municipal Suzaku Junior High School in Kyoto that is being practiced since the past ten years from 2000. I described how to enhance the system of collaboration and to develop it as a program in the intervening time.

I was a teacher at Suzaku junior high school for four years from 2000. Since retirement, I am participating in the abovementioned practice as a coordinator. At first, students had prejudice against Koreans living in Japan, and they thought that only English speakers were foreigners. After ten years, the students were gradually transformed so that they reflected on their way of life and thought about multicultural society. Moreover, adults who took part in the collaboration had deepened their own learning. However, the change that the adults and students attempted to achieve through independent actions was not seen. How should the program be developed in future so that the adults and students can act independently toward building a multicultural society? I showed the current problems and the facets that could improve the program. I also considered the meaning of performing the collaborative work at the school through the program. It is important to practice the collaborative program at the school, because we can learn the basic principle of accepting others through the program.

SUMMARY

Transmitting the Experiences of War and Peace : Practice of the Volunteer Guides in Kyoto Museum for World Peace,
Ritsumeikan University

FUKUNISHI, Kayoko

Graduate student, Graduate School of Human and Environmental Studies, Kyoto University

The expression of "transmitting and sharing the memory of war from one generation to another" is often heard. What should, however, be transmitted to the younger generation without any war experience? This paper aims to consider the role of volunteer guides in Kyoto Museum for World Peace, Ritsumeikan University (KMWP). They try to tell younger people the past war experiences and the significance of peace. Kyoto where KMWP is located had no air raids during WWII. Thus it had fewer casualties than other cities in Japan. The KMWP guides challenge to telling the significance of peace in the city with little experience of war.

There are many works on representations of war and peace from the analysis of the museum exhibits. In this paper, however, the paper analyzes interactions between visitors and guides in the exhibition spaces. The author attended a volunteer guide lecture, acted as a guide in KMWP from January 2010 to September 2011, and interviewed some volunteer guides. KMWP has about 50 volunteer guides in 2011. Each day about 10 guides attend the group of visitors and explain some of the major exhibits.

SUMMARY

Brief Report about Group Discussion — Through Views from High School Students —

NOJIMA, Daisuke

Teacher, Senri International Schools of Kwansei Gakuin

This article reports about the group session, which was held after Dr. Galtung's lecture. My participation with high school students was quite meaningful in realizing communication between young people and experts, and in enriching the content of the lecture, which tried to stimulate Japanese people's imagination of peace and non-violent intervention toward conflicts by Self Defending Force.

According to the students' reflection of the group session, mainly two topics seemed to be discussed. One was about the possibility of unarmed intervention at the armed conflicts in general context. The other one touched the relation between Japanese Constitution articles No.9, which writes abstention of military, and SDF. Some students said they were worried about indecisive attitude of Japanese government in security issue, and lack of people's presence in political decision-making on peace process.

Both subjects were argued seriously in each small group, and I deeply believed importance of young people's devotion to the peace movement. On the other hand, I strongly felt the urgent task of re-establishment of peace education in Japan, which overcomes superficial understanding of SDF's reality and the true reasons of "terrorism." I would like to express my deep thankfulness toward Dr. Galtung, interpreter Ms.Nishimura, and staff members, for welcoming our young participants in this premium learning opportunity.

SUMMARY

Collections Management and Cataloguing at Kyoto Museum for World Peace, Ritsumeikan University

KANEKIYO, Junko

Curator, Kyoto Museum for World Peace, Ritsumeikan University

This article reports the improvement of collections management and cataloguing at Kyoto Museum for World Peace, started in 2007.

The most important progress was creating artifact cards for each object. Through this process, artifacts are photographed with identification number, their conditions are recorded, and basic information is gathered in one card. Then, everything is entered into a database using a ECCELL document.

Each year since 2007, modifications are made for this process. For example, some objects represent various aspects of history and can fall under several categories.

However, under the classification system, an artifact can only belong to one group and some contexts are lost in categorization. As a solution to this problem, the category is changed into keywords. In this way, artifacts can still be located within its rich context.

SUMMARY

Special lectures “ Primo Levi, The Writer Who Thought through Auschwitz”

KAKUNI, Takashi

Vice Director, Kyoto Museum for World Peace, Ritsumeikan University

Kyoto Museum for World Peace, Ritsumeikan University held the exposition “ Primo Levi, The Writer Who Thought through Auschwitz” in autumn of 2011.

Primo Levi, a jewish italian born in Torino, was sent to a concentration camp of Auschwitz. He returned from the camp as a hell and devoted his life to write his experiences as a witness of the cruelty committed there. His life was nothing but a struggle to protect the humanity against the genocide.

This exposition was supervised by Professor Takeyama Hirohide (University of Ritsumeikan) who translated many works of Primo Levi into japanese. It consisted with his articles, manuscripts, and interviews to show his warm and complicated personality.

We organized the special lecture series for the exposition. The lectures are : “ Primo Levi - Thinking through Auschwitz” by Takeyama Hirohide, “Primo Levi, Testimony of Discontinuity” by So Kyonshiku (Professor of Tokyo Keizai University) and “ Shame in Being Human - From Experiences of the Year 2011” by Satoshi Ukai (Professor of Hitotsubashi University). Three speakers referred to the importance of Primo Levi’s works which give us a hope and a courage for living in the situation such as a disaster brought by a grand earthquake. His works put us a question , i.e, how to testify what on can not testify.

This paradoxal and difficult question is very important to a museum such as Kyoto Museum for World Peace, Ritsumeikan University, because the mission of a peace museum is to expose what is unable to be exposed, that means, to be exposed what one can not easily imagine or represent in an ordinary peaceful life.