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ハイスクール平和提言

**Protecting Human Rights from the Fear of Nuclear Weapons**

核兵器の脅威から人権を守るために

人権グループ

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1945年、広島と長崎に原爆が投下され、21万人もの人々が亡くなりました。原爆投下から72年経った今もなお、1万5000発以上の核弾頭が世界には存在しています。また、世界では核実験が繰り返され、人々の人権を脅かしています。

国際連合によると、「人権とは人間が生来持っている権利」です。人権と核の関係について、創価学会第2代会長戸田城聖は、「核あるいは原子爆弾の実験禁止運動が、今世界に起こっているが、私はその奥に隠されているところの爪をもぎ取りたいと思う。なぜかならば、われわれ世界の民衆は、生存の権利をもっております。」と述べています。戦時中に使用されたプロパガンダは、人々の敵国に対する憎悪や嫌悪を掻き立てるものでした。他国に対する憎悪や嫌悪が核兵器の使用という悲劇につながったのではないかと考えました。

これらの先行研究を踏まえて、今後核による悲劇を2度と繰り返さないために3つの研究課題を考えました

1. 戦時中、人々の人権に何が起こったのか
2. 現代社会では、どのような憎しみ、嫌悪の思想があり、人権にどのような影響を及ぼしているのか
3. 人々の人権を守るため、どのように憎しみや嫌悪を転換することができるのか。

これらの3つの設問を元に4つの機関にインタビューを行いました。インタビューを通して、戦時中、人権という概念が人々の中になかったことを知りました。また、多くの兵士は敵を殺すことに心理的抵抗があったこと、しかし、軽蔑語の使用や身近の人の死が、殺人に対する心理的抵抗感を下げること学びました。核兵器の使用を容認する考えの根本に人権に対する無知、また軽蔑語の使用があるのではないかと考え、現代社会に潜む軽蔑語の使用を改めることが人権擁護、ひいては核廃絶へとつながるのではないかと考えました。また、被爆者の方の、身近な運動が社会的な運動になると青年への期待を受け、若い世代が核廃絶に取り組んでいくことの重要性を学びました。

インタビュー結果を基に、日本の中学・高校で「人権DAY」を設けることを提案します。この日には、保護者の方も学校に招待して、一人でも多くの人の核廃絶に対する意識の向上を目指します。人権DAYでは、人権と核兵器をテーマにしたスピーチコンテストと親子人権セミナーを行います。生徒はスピーチを作成するにあたり、核兵器について研究し、自分の意見をまとめます。発表を通して、友達や親にもメッセージを伝えていけますし、人前で発表することで、自信がつき、核廃絶により一層積極的に関わるきっかけになると考えます。親子人権セミナーでは、身近な軽蔑語や言葉の使い方について親子で話し合うセミナーの開催です。どんな表現が人権を脅かしているのか、どのように話せば、相手への敬意を示していけるのかを話し合います。このような身近な取り組みが、核廃絶につながるとはならないかと考えます。この研究を通して、学生のうちから核廃絶に向けて興味や危機感を持つことが、後に地域や世界を変えていく大きな平和運動となりゆくことを学びました。本論文を通して、核廃絶に興味を持つ人が増え、身近なところから平和への行動を開始してゆく人が増えることを望みます。

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### **Protecting Human Rights from the Fear of Nuclear Weapons**

In 1945, two nuclear bombs were dropped on Hiroshima and Nagasaki, and 210,000 people were killed. Since then, 72 years have passed. However, there are more than 15,000 nuclear warheads in the world. Some countries are still making nuclear missiles and conducting nuclear tests. Even now, the fear of nuclear weapons threatens many people's lives. Josei Toda, the second president of Soka Gakkai, declared that "I want to expose and rip out the claws that lie hidden in the very depths of nuclear weapons. Because we, the citizens of the world, have an inviolable right to live" (Josei Toda Website Committee, n.d.). In this research, we sought ways to achieve nuclear abolition from the viewpoints of human rights.

### **Literature Review**

In order to learn what happened during wartime, we researched the nuclear bombing history of Hiroshima and Nagasaki. We also researched the definition of human rights to understand what kind of human rights violation happened during wartime. We also explored the cause of bombing and attacking others to understand the causes of human rights violation.

### **Bombing in Hiroshima and Nagasaki**

In 1945, two atomic bombs caused terrible damage on August 6<sup>th</sup> in Hiroshima and on August 9<sup>th</sup> in Nagasaki. When the bombs were dropped, 210,000 people were killed in Hiroshima, and 140,000 people died in Nagasaki (National Archives and Records Administration, n.d.). The heat rays from the atomic bombs burned people's skin and many buildings. The temperature of heat rays was about 2,000 degrees Celsius, which was as high as the temperature of the surface of sun. Furthermore, about 10 tons pressure of shock wave and a windstorm with a velocity of 160 meters destroyed the buildings in Hiroshima and Nagasaki into

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pieces (The Japan Council against Atomic and Hydrogen Bombs, n.d.). 96.5 % of the people who were within 500 meters from the ground zero were killed in an instant. It was impossible to survive around ground zero (National Archives and Records Administration, n.d.).

Recognizing the indescribable damage and pain that people of Hiroshima and Nagasaki received, various activists and organizations have claimed the inhumanity of nuclear weapons. In the declaration calling for the abolition of nuclear weapons, Josei Toda, a Buddhist peace activist, said;

“I want to expose and rip out the claws that lie hidden in the very depths of nuclear weapons. I wish to declare that anyone who ventures to use nuclear weapons, irrespective of their nationality or whether their country is victorious or defeated, should be sentenced to death without exception. Why do I say this? Because we, the citizens of the world, have an inviolable right to live” (Josei Toda Website Committee, n.d.).

International human rights NGO, Human Rights Now also points out that “any use of nuclear weapons is a grave and unacceptable violation of human rights” (Human Rights Now, n.d.). In addition, a former president of the United States, Barack Obama, stated;

“Just as we stood for freedom in the 20th century, we must stand together for the right of people everywhere to live free from fear in the 21st century. As the only nuclear power to have used a nuclear weapon, the United States has a moral responsibility to act. We cannot succeed in this endeavor alone, but we can lead it, we can start it”

in a speech in Prague, (Koehler, 2016). Like this, many people recognize the inhumane nature of nuclear weapons and the need to abolish the nuclear weapons to protect human rights.

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### **Human Rights in War Time**

According to the Office of the United Nations High Commissioner to Human Rights, human rights are defined as “rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible” (Office of the United Nations High Commissioner for Human Rights, n.d.). Thus, concept of Human Rights was not clear in wartime.

When the atomic bombs were dropped on Hiroshima and Nagasaki, human rights of the ordinary citizens were violated in many ways. For example, many hibakusha, those who were affected by nuclear fallout, were not able to eat food safely. Ms. Ayako Kozuka was 16 years old when the a-bomb was dropped on Hiroshima. Soon after the bomb was dropped, black rain fell over a wide area. Reflecting that time, she said,

“I had hated tomatoes before. After the bombing, my mother brought and fed a tomato which had been polluted by black rain. I felt it tasted delicious for the first time. Next day, however, my mother and I suffered from high fever, nausea and diarrhea. This shows how radioactive contamination violated people’s rights to eat.” (Hibakusha Testimony Library, n.d.).

Like this, the use of nuclear weapons causes food contamination and violates people’s right to eat food safely.

Historically, human rights violation occurred in many incidents during wartime. During World War II in Germany, the Jewish people did not have any fundamental human rights. They were abused, tortured, and forced to work, and two thirds of the Jewish were killed in the

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Holocaust. During the Holocaust, the Jewish women, children, old people, and people with disabilities were segregated (Taylor, 2014). Another historical incident is Japan's attack on Nanjing, China. Japan conducted aerial attacks over Nanjing. Japanese soldiers killed Chinese farmers to obtain food. Moreover, they sexually assaulted many Chinese women (The Rape of Nanking Massacre, n.d.).

### **The Causes of Bombing**

There seem to have been several objectives for the United States to drop nuclear bombs on Hiroshima and Nagasaki. One reason was to end the war with Japan and save the lives of Americans because thousands of American troops would be lost otherwise (A&E Networks, 2009). Another theory is that the U.S. wanted show the power of new mass destruction weapons to the Soviet Union to be superior after the war. Also, the U.S. thought that the enormous expenses used for the atomic bombs should be justified. According to the conference at Hyde Park, it was announced that the U.S. would keep using nuclear weapons until Japan would surrender (National Archives and Records Administration, n.d.).

### **Psychological Reasons for Attacking Others**

When people attack others, there are some psychological reasons. One reason is to raise their social status. Our identity is developed through comparing ourselves with others. If we can place ourselves higher in terms of status, we can find ourselves more important and have a greater sense of control (Straker, 2008). Another reason is to defend ourselves. When we are under attack, we may attack others as a method to defend ourselves (Straker, 2008).

Explaining the relationship between fear and act of attacking others, Shakyamuni said, "All human being did not take up arms in fear of the opponents, but rather were filled with fear

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the moment they took up arms” (Ikeda, 2017). This suggests that if there is no weapon in the world, the fear which leads people to attack others would not be created.

### **Research Questions**

Based on the literature review, three research questions were made:

1. In wartime, what happens to human rights?
2. What hateful thought pervade our current society?
3. How can we transform hateful thoughts and protect people's human rights?

Regarding the first question, we wondered why people cannot control their hateful thoughts and attack others. There were many incidents like Holocaust which violated human rights, so we planned to find out what happened to the human rights and what made people violate human rights and attack others. As for the second question, we researched whether there is any hateful thought in our lives and why we have such thoughts. Lastly, we sought ways to transform hateful thoughts to protect human rights. If we can find a way to transform hateful thoughts, it will help nuclear power countries dispose nuclear weapons and protect people’s human rights.

### **Methodology**

In fall 2017, interviews were conducted in order to find the answers of the three research questions.

First, an oral interview was conducted in November 2017 to Ms. Noriko Nakatani and to Ms. Reiko Sumii, whose mother experienced nuclear bombing in Hiroshima. They are the members of the committee to promote peace and human rights in Katano city, Osaka. They were selected as interviewees as they shared their wartime experiences in the booklets published by

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Katano city. The interviewees were asked how they overcame their emotional struggles during and after the wartime. The interview questions were made based on their war time experiences.

Second, in order to understand the effect of war time experiences on the notion of human rights and to know that what is important not to repeat such a wholesale slaughter, an email interview was conducted to Sophia University Professor Shigeko Inoue, who specializes in Western History especially Holocaust.

Third, an oral interview was conducted to Mr. Yoshifumi Nakatani, who is a head of a hibakusha group in Sakai, Osaka, and three members of the group. They were asked about their understanding of human rights concept during war and their emotional struggles during and after the bombing.

Fourth, in order to learn more about the war-time psychology, an email interview was conducted to Dr. Yoshihisa Hamamura, psychologist and professor at the Defense Academy.

These interviews were conducted in Japanese, and the interview questions are listed in the Appendix.

### **Results**

To find the answers for research questions, interviews were conducted to a military psychologist, a professor majoring in the history of Holocaust, hibakusha and some members working in hibakusha NGO.

#### **Human Rights in War Time**

In the interview with an NGO called Sakai Genbaku Higaisha no Kai, Ms. Takubo, one of the members of the NGO, shared her experience and said, “We were desperate to live during the wartime, so we couldn’t think about human rights. In war time, there was nothing we can call

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human rights.” Another member, Mr. Ando stated that “It was proud for people to fight and die for Japan as a part of weapons in war time, and the government controlled a lot of information about war, so we could not understand whether the situation of war is good or not. The concept of human rights was created after the constitution of Japan had been determined in the first place.” Considering the wartime situation from the current view point, we can clearly say that human rights were ignored during the wartime.

### **Psychological Conditions in War Time**

Mr. Hamamura answered, “According to some research, the only two percent of wartime soldiers had low resistance towards murdering. Soldiers are also human beings, so they cannot unconditionally kill their opponents. However, their resistance towards killing is lowered when they experience anger due to the death of their friends and senior officers.” Mr. Hamamura also shared that the psychological resistance towards killing is also lowered by the use of derogatory words, which encourage people to regard others inferior to them.

### **Overcoming Hateful Thoughts**

Mr. Nakatani, president of the NGO Sakai Hibakusha no Kai said “We did not really hate enemies during wartime and even now.” Ms. Takahashi, member of the NGO, said, “We have a sense of mission never to repeat the war.” According to Ms. Inoue, it is important to have the belief that everybody is equal and the consideration to other groups in order to prevent massacre. The hibakusha interviewees also shared that “We need youth who can stand up. One youth can talk to family. And the movement further extends from family to community. This is important because it will lead to a big movement for peace.”

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### **Discussion**

Through the interview with the members of Sakai Genbaku Higaisha no Kai, we learned that human rights were ignored during wartime and realized that the war itself is the violation of human rights. Therefore, the use of nuclear weapons, which can lead to war, is the violation of human rights. We believe that if people can really understand the real concept of human rights and realize the importance of dignity of life, we can prevent wars. In other words, realization of the dignity of life is important to prevent the use of nuclear weapons. Therefore, we believe people should deepen their understanding of human rights. We need to protect our human rights by saying “no” to war and the use of nuclear weapons.

We also learned from the interviews that Japanese people did not have hatred towards the enemies during wartime. Before interviewing them, we thought hibakusha must have had hatred towards people of their enemy countries. However, the interview revealed that people were too desperate to live in wartime and did not have room in their heart to have grudge towards the enemy.

In regards to the nature of massacre, we learned that the death of close people lowers the resistance towards murdering someone, and there is no brake in killing others when massacre occurs. We also learned that most soldiers initially feel resistant towards killing others, but anger and the use of derogatory words encourage them to attack other people. In today’s world, there are derogatory words to disrespect others. We thought these disrespectful words might encourage the violation of human rights and lead to further tragedy. We believe that if we people can truly recognize the importance of life and learn how to transform their anger, we can nurture a heart that would not allow the use of nuclear weapons.

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### **Proposals**

Based on the results and our discussion, we would like to propose that junior high school and high school especially in Japan hold a “Human Rights Day” and invite parents to the school in order to raise students and their parents’ awareness about human rights. As the hibakusha group shared their expectation on the young people, we thought raising the awareness of junior high and high school students is important. At the same time, we also hope to include parents as they are the generation that is directly raising the future members of the society. On that day, school holds two main events: speech contest and seminar.

Firstly, students write an essay on human rights and nuclear abolition and present it to their parents. In the preparation process, students can research and refine their ideas about human rights and the history of nuclear bombing. Some students who made a good speech will make a speech on Human Rights Day. In addition, when students give a speech, they need to put their emotion into their words, which allows them to convey their messages effectively to their parents and other students. By giving a speech in front of many people, students can gain more confidence and become more passionate towards the issue. The presentation of essay will increase students’ motivation towards nuclear abolition. If the speech contest is in English, students can share their ideas with even more people. Considering the difficulty of making a speech in a second language, we would like to suggest that junior high school students make speech in Japanese and high school students make speech in English. Students can also share their speech at open campus and they can raise more people’s awareness about nuclear abolition and human rights.

Secondly, we suggest holding a seminar in order to raise the awareness of human rights. As the use derogatory of words could might lead to human rights violation, we want to prevent

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this by changing our language. In this seminar, students and parents discuss the derogatory words in their society and ways to change their language to speak respectfully. The use of respectful language will lead to human rights protection, which will be the starting point of nuclear abolition movement. This dialogue may be a small step, but we believe this is an important step towards nuclear abolition.

### **Limitations**

There are some limitations in our proposal. First, this proposal is not applicable once a war breaks out. Our proposal is to prevent human rights violation. According to hibakusha's experience, they could not think about human rights during wartime. Therefore, we are not sure if people can think about human rights once a war breaks out. Second, we are not sure whether this proposal is effective or not in other countries since we interviewed only Japanese people. We need more opinions and research about derogatory words in today's society to produce a proposal that is more applicable in other contexts.

### **Conclusion**

When we think about the issues of nuclear weapons, we often lose our confidence because what we can do as high school students seems to be limited. However, through our research, we realized the importance of learning about human rights. By learning about human rights deeply in literature and through interviews, we were able to deepen our understanding of the dignity of life and learn that possessing nuclear weapons is the violation of human rights. We also learned that nuclear issues are close to us. We believe that more people need to raise their

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awareness about human rights. We hope our proposal can be a certain step forward to nuclear abolition.

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## Appendix

### A. Interview questions to Ms. Sumii and Mr. Nakatani

1. In current wars, how human rights (what kind of human rights) are violated?  
How did people view enemy countries in the war time and current society ?
2. How did you overcome your sadness, anger?
3. How do you think about nuclear deterrence theory?
4. What do high school students need now?
5. Do you think that having nuclear weapons is violation of human rights even it is not used?

### B. Interview questions to Ms. Inoue

1. How were Jewish people's human rights violated psychologically and physically?
2. What are the similarities of the nature of the event Holocaust and Hiroshima and Nagasaki in similar is the relationships and differences between holocaust and bombing on Hiroshima and Nagasaki?
3. What was the psychological state of the victims of Holocaust and the Nazis? How did they view human rights? What is important for us, ordinary people, to know/understand if we do not want to cause any further wholesale slaughter?

### C. Interview questions to Ms. Sumii and Mr. Nakatani

1. In current wars, how human rights (what kind of human rights) are violated?  
How did people view enemy countries in the war time and current society ?
2. How did you overcome your sadness, anger?

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3. How do you think about nuclear deterrence theory?
4. What do high school students need now?
5. Do you think that having nuclear weapons is violation of human rights even it is not used?

### D. Interview questions to Ms. Inoue

1. How were Jewish people's human rights violated psychologically and physically?
2. What are the similarities of the nature of the event Holocaust and Hiroshima and Nagasaki in similar is the relationships and differences between holocaust and bombing on Hiroshima and Nagasaki?
3. What was the psychological state of the victims of Holocaust and the Nazis? How did they view human rights? What is important for us, ordinary people, to know/understand if we do not want to cause any further wholesale slaughter?