

Teaching Peace Through Art Literature About the Atomic Bombings¹

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Abstract: Since the early 1990s, there have been calls for peace education in English as a foreign language curricula. As the world becomes increasingly globalized and conflicts over scarce resources intensify, the place of peace studies in English as a foreign language classrooms has become increasingly important. This essay introduces the way in which peace education can be incorporated into EFL classrooms through the use of literature. In particular, I describe how students engaged with issues of peace and the atomic bombings of Hiroshima and Nagasaki in two courses taught at Otemae University in Nishinomiya, Japan, and discuss student presentations at the Peace as a Global Language Conference at Kobe Gakuin University on December 7th, 2014.

Keywords: Literature in EFL education, Atomic Bomb literature, collaborative learning

要約

1990年初頭から、外国語としての英語教育の中に平和教育を取り入れようという声が高まっている。世界のグローバル化が進み、乏しい資源をめぐる紛争が高まるなか、平和教育が英語教育の中でますます重要になっている。

本論は、文学を通してどのように平和教育を英語教育に組み込むかについて明らかにする。具体的に、大手前大学で担当した2コマの英語科目を例として挙げ、広島と長崎そして原爆経験を描く文学を取り上げて平和教育をどのように行ったかについて触れる。最後に、2014年12月7日神戸学院大学で行われたPeace as a Global Language Conferenceでの学生の発表も紹介する。

キーワード：日本文学、英語教育における文学、原爆文学、共同学習

Introduction

Since the early 1990s, there have been calls for peace education in English as a foreign language curricula (Fine, 1990; Stempleski, 1993). As the world becomes increasingly globalized and conflicts over increasingly scarce resources intensify, the place of peace studies in English as a foreign language classrooms has become increasingly important. This article introduces the way in which peace education can be incorporated into EFL classrooms through the use of literature and art. In particular, I discuss student engagement with issues of peace and the atomic bombings of Hiroshima and Nagasaki in two courses taught at Otemae University in Nishinomiya, Japan and demonstrate how their studies went beyond the classroom..

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The Place of Peace in an EFL Discussion Course and a Japanese Literature Course

I do not teach a course devoted to peace studies; but I have embraced the idea espoused by McInnis and Wells (1994) that “peace education is an organic component of foreign language teaching” (63). To think about disaster and peace, I introduced artistic and literary representations of the experience of the atomic bombings in two different courses: one, Discussion and Debate, is an advanced course that focuses on debates about contemporary culture. The second course, Reading Canonical Japanese Literature, is a high level content course rather than a traditional EFL class. I teach Japanese literature in English translation to upper-level Japanese students and students from abroad who are studying in Japan. In both courses, however, I generally assign students a reading and a worksheet designed to facilitate discussion. Both classes include students with a variety of English levels, although the majority in both cases are advanced.

I introduced the experience of the atomic bomb as a way to encourage my students to begin to think about the importance of peace. My classroom tactics were loosely based on the framework of three stages developed by McInnis and Wells (1994): awareness, assessment and action. In the first stage, knowledge of the problem is essential as the starting point of empathy and understanding of global interdependency. I chose to use the Atomic Bombings as examples of tremendous violence that altered the course of history not only for Japan but for the world. While of global importance, students could easily relate to the topic because the bombings occurred in Japan, and they brought the memory of what they had learned earlier in school into the course.

In both courses, we began our study with a basic outline of the history of the bomb as it is taught in Japan and America. We explored the different narratives and the reasons for the discrepancy. Students considered what is erased or effaced in each country’s version of the events and why. Students were active and interested in presenting how they had learned about the bombings in the past, even bringing in high school history textbooks and other outside materials. This active engagement broadened our classroom discussion considerably, with students very curious about the multiple narratives.

We then turned to the science of the bomb, and briefly examined the development of atomic weapons and how they have changed. Some students in the debate course connected the atomic bombings to the use of weapons with depleted uranium in the Middle East. Students in the literature course were interested in connections between Atomic Bomb literature and writing done by survivors of the March 11th earthquake, tsunami, and nuclear disaster. In both classes, then, students connected historical events to more recent nuclear tragedies.

We also spent time on the scientific side of the bombing as a technique to underscore the different ways in which the human and environmental costs of nuclear weapons are effaced depending on how the narrative is told. The scientific narrative of the bomb, couched in objective language and

focused on payloads, shockwaves, and blast energy obscures the utter devastation to humanity and the landscape wrought by the bomb. Similarly, many photographs of the immediate aftermath doscured or censored the bodies of the bombs' victims (Roeder 1996). To recover the human cost of the bomb, I asked students to choose a creative work that was done in response to the bombing and present their thoughts on it to the class.

Poster Project

In the Reading Canonical Japanese Literature course, students were required to choose a literary work, but the students in the Discussion and Debate course were given the freedom to chose anything they liked that told the story of the bomb. Thus, students in the latter group chose songs, photographs, and paper cranes as ways to look at the human costs of the nuclear bomb. I gave the students very broad prompts to help them critically engage with the works they had chosen and think about how works about such tremendous violence could actually teach us about peace. Students did not necessarily answer every question, but as guidelines these prompts were helpful.

- ◆ Give the background of your work—who wrote it? When? Does the author say about the importance of the work?
- ◆ What is the piece about? Give a summary or description.
- ◆ What does the work tell us about Hiroshima or Nagasaki?
- ◆ Does the work say anything about peace?
- ◆ Why is the work important?
- ◆ What does the work teach us about peace?
- ◆ How does the work contribute to a global discussion of the importance of peace?
- ◆ According to your understanding of this work, what is Japan’s role in global peace?

Guided by these questions, students were required to chose the work and present it, together with their analysis of the piece as a PowerPoint Poster to the class. Grading for the project was largely subjective, but I did use the following rubric. Ultimately, I was most interested in the message students took from the work.

	5	4	3	2	1
Summary and Description	Provides thorough and thoughtful details about the material	Provides good detail about the material	Provides details about the material	Provides minimal details about the material	Provides inadequate details about the material
Questions and critical thinking	Answers all questions, raises work-based, thoughtful questions that go beyond the piece	Answers all questions and raises thoughtful questions that engage with the piece	Answers most questions and asks work-based questions	Answers some questions and asks at least one question	Answers minimal questions and asks none.

Conclusion

Students chose a variety of works, but in every case their choices demonstrated a thoughtful engagement with the material. While many students chose work that had English translations, several students chose works that had not been translated into English, such as poetry, songs, and newspaper articles. In those cases, students translated the works into English themselves. Furthermore, out of the nine students who completed the project, five attended the Peace as a Global Language Conference at Kobe Gakuin University on December 7th, 2014 to present their posters and the lessons they had learned. In this way, the posters proved to be a way to effectively engage students in both the second and third stages of McInnis and Wells' peace education platform. Through selecting an artistic representation of the atomic bombing and analyzing it, students not only organized and evaluated the information in the work, but they actively made connections to what the atomic bombings could teach about peace. Finally, by presenting their posters, first in class and then at the Peace as a Global Language Conference, students took a first step toward social action. Ideally, the dialogue that begins in the EFL classroom becomes part of the students' lives and future actions.

Although the students discussed here presented at a conference, similar presentations could be set up between classes on a university-wide scale, giving the the students' work a wider audience and encouraging their presentations as social events. The students' posters are presented below with their permission. The first are from the Five students who presented their work at the Peace as a Global Language Conference. Reflections from the students themselves on their poster and participation in the conference follow their work.

Students Respond to Representations of the Atomic Bomb

Orizuru, the atomic bomb, and Peace

Chihiro Kurokawa

ORIZURU, THE ATOMIC BOMBS, and PEACE by Chihiro Kurokawa	
ABOUT Sadako Sasaki Jan. 7 th . 1943 – OCT. 25 th . 1955 When she was 2 years old, the bomb was dropped on Hiroshima. When she was 12 years old, she became sick from the atomic bomb. It was Leukemia(白血病). She died at 12 years old.	Where does Orizuru go? 1. Today, orizuru arrives at Sadako's memorial in Hiroshima, at the Heiwa Kinen park from around the world. (10t/a year) 2. They are picked up by NPO Orizuru Hiroshima. 3. Factories of workers with disabilities sift the orizuru. And paper company recycle paper cranes into new products, such as business card. 4. They can be shipped around the world. 5. The product donates part of the profits from sales to the preservation of Atomic Bomb Dome. Paper crane reproduction project ▼ http://hiroshima-orizuru.com/project/
Orizuru (Paper cranes) When Sadako became sick she received paper cranes from a high school student who lives in Nagoya. From that day, she made a great number of paper cranes. She believed she could "be healthy if I can folding the 1000 paper cranes" at the hospital. Her story became famous all over Japan and the world.	Peace Sadako was making orizuru and believing she would become well. This is believed today in Japan and the world. So orizuru continues to be sent to Hiroshima from around the world. In fact, orizuru now represents peace. Peace connects many people in the world through the orizuru and Sadako's story.

Sadako Sasaki is a famous person in the world. Why is that? Because she kept fighting despite her sickness.

Sadako was born January 7th in 1943. When she was 2 years old, the atomic bomb was dropped on Hiroshima. And she was 12 years old, she became sick. It was leukemia. She died October 25th, 1955. She lived as much as she could. There is the evidence she lived her best. It is paper cranes. She kept making a great number of paper cranes in her bed. Because she believed in the importance of belief. She first received the paper cranes from a high school student who lived in Nagoya. After that day, she kept making paper cranes. And she carried the conviction that she would “be healthy if she can fold 1000 paper cranes.” It was believed in the hospital in those days. It is believed now.

So even now, a great number of paper cranes are brought to Hiroshima. They are a symbol of a wish for peace. Where do the paper cranes go? Recently, paper cranes are recycled into paper products, specifically business cards. How? First, the paper cranes arrive at Hiroshima Peace Park from around the world. Second, after they are displayed, they are picked up by the NPO Orizuru Hiroshima. Third, a factory of workers with disabilities sort the paper cranes. And a paper company recycles the paper crane into a new product, business cards. These cards can be shipped around the world. Finally, the business card company donates part of the profits from sales to the preservation of the Atomic Bomb Dome.

In this way, Sadako’s orizuru represent a wish to become well and a wish for peace. This symbolism is believed in Japan and the world. So orizuru continue to be sent to Hiroshima from around the world. We can get connected in peace to many people in the world by orizuru symbolism and Sadako.

“Firefly” by Ōta Yoko

Maako Ishitearai

The poet monument of Tamiki Hara

Tamiki Hara

Firefly

By Maako Ishitearai

Atomic Bomb Memorial Dome

Yoko Ota

1. Main Characters

- Yoko Ota: The author, a survivor of the atomic bomb, a professional writer and the protagonist narrator. She was 12 years old when the bomb was dropped on Hiroshima and learned about her lives today.
- Takao Ogura, a survivor of the atomic bomb.
- Mitsuo Kitano, a survivor of the atomic bomb.
- Mitsuo Takano, a survivor of the atomic bomb.

2. Outlines

- Yoko visited a store that was destroyed as a place to build a monument to the poet Tamiki Hara, also a survivor of the atomic bomb. He had been killed in the year before.
- The stories of the lives of the poet and his family were passed on by the poet's family, looking at the past, as if it were a life of the atomic bomb and non-atomic bomb.
- One day, Yoko met Takao. They talked about Takao's life. Yoko had lost her husband and had a daughter.
- They worked about poor houses that Takao lived. It was a temporary house. Takao and his family worked the same long time. In addition, many people collected there. The shop disappeared for poor lives of the survivors.
- Another day, Yoko and Mitsuo who was injured by the atomic bomb because of the atomic bomb to the body and she also wanted to look at his injured body to help her setting.
- But she couldn't look straight at his naked body... it was too much. His body had many scalded scars of body, back, and hands. The scars represented the damage of the bomb that will never get away.
- After that, Yoko and Mitsuo. Mitsuo was a survivor of a bomb. He wore beautiful clothes, but her face was ugly. All of this was because of the atomic bomb.
- Mitsuo's father wanted her to work. Treatment for the wounds on her face. But he was poor because he couldn't get a job. So, Mitsuo's father was angry.
- A few days later, Yoko and Mitsuo met again. Mitsuo showed his wound to her and she was shocked. She was shocked and talked with Yoko.
- Mitsuo dropped her face. She couldn't see well, because her eye was scalded.
- They went to the place of the poet's well together. Yoko asked Mitsuo to look there sometime.
- Then Yoko saw Mitsuo. She told to him, "I've seen Mitsuo. You are not Mitsuo any more. He is not Mitsuo. Because, his thought and his life were the victim of the atomic bomb."

3. Messages from the story

- The bombing of Hiroshima destroyed innocent people's lives.
- For women, a message from the bomb was that it was a gift from the atomic bomb. It was a message that was given to the women.
- The injured people were not alone, but some people lost from the bomb.
- Through the lives of the bomb, people lost their distance to their family.
- Through the lives of the bomb, people lost their distance to their family.

4. My important points

- The bomb of Hiroshima affected people for a long time. It is a symbol of peace from the other side of the world. There were long-lasting effects from radiation and social discrimination to the survivors.
- Although the war finished, the suffering of people of Hiroshima had continued. Not only the injured survivors, but also for their lost unrequited love.
- At that time, everything was destroyed. Japan's progress of the world changed in that moment. It was a very important lesson for us.
- We must understand the human condition of war from the atomic bomb memorial, and must not look at it only to prevent the war. We must look at it from the perspective of peace.

—A woman injured by the bomb

—An exhibition at the museum of Hiroshima

—“Mushroom cloud”

The town of Hiroshima — after August 6, 1945

I chose the story “Firefly.” At first I had chosen another story, but because another person chose the same story, I changed my choice. I think it was a good change for me. I had the opportunity to meet the story that I had never read.

“Firefly” is a short story and it is easy to read. But making the poster was too hard. I thought it was too hard to look at the pictures of the people of Hiroshima. The pictures showed me serious scenes. And it’s also hard to tell the message of the story in English. It was difficult to find the English words for telling the messages exactly. The most difficult thing was answering questions from many people at the Peace as a Global Language conference. I didn’t have many vocabulary words, so the poster and my presentation became difficult to understand. But the people coming to my poster understood my presentation. I was glad about that, and it was a good experience for me to answer questions in English.

With this presentation, I learned about the importance of peaceful messages. In Japan, in August, many TV stations show us programs about the war. I think it’s important. But I think it’s necessary that the message is told all the year round. I think Japan must be a model of peace. We must read the books of war and advertise them. The conference was a good chance to do that.

***Hiroshima* by John Hersey**

Megan Hansen

About Hiroshima:

This book was written by John Hersey, an American born author. It was originally an article for the *New Yorker*, published in 1946. The book, published later that year, escaped government censorship but was discouraged in Japan. In plain prose, Hersey narrates the horrors and the human cost of the war. On August 6, 1945, the first atomic bomb was dropped from an American plane on the 245,000 residents of Hiroshima, Japan. The city is almost completely obliterated and thousands of people die instantly. For the scarce remaining survivors, they are left with the debilitating effects of burns and radiation sickness. The story is told through the eyes of six survivors- a clerk, seamstress, a physician, a Methodist minister, a surgeon, and a German priest. Each individual recaps their own story of where they were at 8:15 am when the bomb was dropped and how they managed to survive and come together as a community.



Building Peace Today:

- Hersey’s book awakened Americans to the true power nuclear weapons possessed. He vividly described human suffering, describing survivors whose “faces were wholly burned, their eye sockets were hollow, the fluid from their melted eyes had run down their cheeks.” In this way, the imagery Hersey uses evokes a sense of how gruesome the bombing really was at a time when many Americans saw the bombing as a necessary act and believed it was the only way to finally end the war. Hersey states, “The crux of the matter is whether total war in its present form is justifiable, even when it serves a just purpose. Does it not have material and spiritual evil as its consequences which far exceed whatever good might result? When will our moralists give us an answer to this question?” The war did end, but many were scarred for life and others lost their life all for the sake of a pointless power struggle. -Hersey never expressed his own true opinion about the bomb, instead he revealed the harsh reality of the bomb through the experiences of the bomb survivors and how they suffered. “The hurt ones were quiet; no one wept, much less screamed in pain; no one complained; none of the many who died did so noisily; not even the children cried; very few people even spoke.” -Peace should not have to be obtained through the use of nuclear warfare, other alternatives through non-aggressive tactics should be applied. -Japan nowadays plays a strong role in the abolishment of nuclear weapons world wide and preaches peace building efforts all over the world.








Hiroshima Megan Hansen

After presenting my Hiroshima poster at the Kansai peace meeting, I was able to develop a new prospective about the Atomic Bomb. As an American, I become more aware of how Japan was affected by the bomb. When I was young, I was taught the bombing was necessary and I grew up

believing that. Once I began college and meeting people from all over the world, I began to open up to my surroundings more and began questioning a lot of ideals, or thoughts I grew up believing. The bomb, unfortunately, remained a second thought to be until it came to Japan. Doing this project and presentation really helped to open my eyes to Japan's side of the story and I became more in tune to the true impact of the bomb. In the end, my thoughts on war have changed drastically and I now believe there are better ways to solve disputes, aside from complete annihilation. I want to continue researching such topics and maybe in the future, help aid in further prevention of this type of disaster.

Barefoot Gen by Nakazawa Keiji

Shigeru Fukuya

Barefoot Gen Shigeru Fukuya		
<p>About Barefoot Gen</p> <p>Writer: Keiji Nakazawa First publication: May, 1975 (the story takes place in 1945) Place of Story: Hiroshima Type: Manga Main Character: Gen Nakaoka About Gen: He is a male. He is a six-year-old second year student in elementary school.</p> 	<p>Education of children during the war</p> <p>Elementary school was a public school. In 1945, students had to do ceremonial events and group training. Also, working was counted the same as studying so they had to do agricultural work and civil engineering work during the war.</p> 	<p>Bomb and Hiroshima</p> <p>This story is about Gen's experience of war and the atomic Bomb. These two pictures were taken right after the bomb destroyed everything in Hiroshima.</p> 
<p>Story of Barefoot Gen</p> <p>This story starts in a barley field. When Gen is going to school at 8:15 AM, a bomb is dropped by a B-29 from sky. In that moment, he is in flame cover the whole of there. And he lost his father, sister and brother by that bomb on 8.6.1945. But he make a strong for a better life. And it described in scene that moment.</p>	<p>Children and war</p> <p>In the postwar era, there were a lot of minors orphaned by the bomb or the vagrancy of war. They lost parents because of the war. Therefore, they live on their own hook. Gen was lucky he had his mother but he still had to do underground activities to support them.</p> 	<p>What does it need to do for peace?</p> <p>I read this book. At the end, I thought, Never war, Never bomb. The message is important because if you want to do something, you should do something for children. You should never hurt them.</p> 

I learned what children thought and what they did during that time through the book's story. I don't know why such things as war happen, or why America thought it was really necessary to drop the bomb. *Barefoot Gen* taught me many things. This story is about war and children at that time. This book teaches you what war really is, what peace really means, and how terrible the atomic bomb was.

From attending the conference, I learned that being able to tell you what I have learned from this story for myself is an important way to talk about war and spread the message of peace.

“Summer Flowers” by Hara Tamiki

Journey Edgell

Summer Flowers and its Contribution to Global Peace

By Journey Edgell

Hara Tamiki published *Summer Flowers* in Mita Bungaku in June of 1947. He selected this literary journal to avoid pre-publication censorship. Tamiki said "Miraculously unhurt, it must be heaven's will that I survive and report what happened."



Hara Tamiki

Summer Flowers is the story of Tamiki's eyewitness account in the moments before, during and immediately after the bombing of Hiroshima on August 6th, 1945. Haunting descriptions of human conditions after the explosion make this story chilling yet real, and Tamiki truly captures the suffering and surrealism caused by an act of war. A stanza of Tamiki's impressions states "Was this all real? Could it be real? The universe henseforth, stripped in a flash of everything."



Aftermath of the bombing



Burns resulting from the bomb

Why Do We Read Genbaku Bunsaku?
The descriptions of the people and conditions after the bombing may sound like they're from an apocalyptic fantasy novel, but it's important to make the connection of this tragedy with real life. Though it may be difficult to relate to an event that happened nearly 70 years ago, it is important for us gain understanding of these events and awaken readers to the reality and suffering that is caused by nuclear weapons, and hopefully discourage people from advocating the use of them.

Summer Flowers' Contribution to the Global Peace Discussion
The haunting images in this story make us more hesitant to proliferate or encourage the use of nuclear weapons. Tamiki said himself, "the atomic bomb moved him to what might be called a new compassion for and interest in humankind." By illustrating the devastation caused in Hiroshima, *Summer Flowers* sets a strong example for other nations to not use nuclear weapons, by creating empathy towards those who may suffer as a consequence.

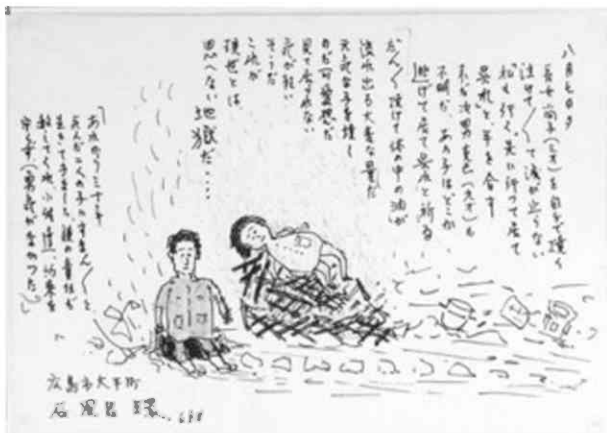
What is Japan's Role in Global Peace?
As the only country to suffer a nuclear attack, Japan is a truly justified advocate against nuclear weapons. With the tragedies of Hiroshima and Nagasaki to look back on, other countries are reluctant to take the risk of creating the same circumstances. It's also notable that Japan was eventually able to mend their relationship with the United States, creating and maintaining peace between nations that were once at war. Though they suffered the unimaginable, Japan sets a high example of forgiveness and tolerance that other countries should follow in order to overcome conflicts and maintain world peace.

The following posters are by students who were unable to attend the conference but still presented their work to the class.

Thinking about the Atomic Bombing from Images¹

Kumiko Sugimoto

There are pictures that were drawn by people who had experienced the atomic bombing 30 years after the experience, and some pictures were drawn with explanations.



Drawn by Tamaki Ishiburo.

At the time of the bomb: 35 years old

Age when drawn: 65 years

¹ The images are available on multiple websites, including the “Floating Lantern: Hiroshima Speaks Out.” (<http://h-s-o.net/ryuto/en/drawings/>)

Translation of the text: I burn my daughter. My tears do not stop. “I’ll go, too. Go ahead,” and I pray.

My son has not yet been lost. I pray that he could escape to a safe area.

The oil of her body flows out with as she burns, little by little; a great deal of oil. I’m burning a healthy girl. I cannot see. I seem to go mad. I cannot believe that this is reality. It’s hell...

“For thirty years I have lived with apologizing to my children who died. It’s the responsibility of a mother. Forgive me for breaking the promise, children. (I could not have courage.)



Drawn by Shunsuke Makino

At the time of the bomb: 29 years

Age when drawn: 86 years

Translation of text: In the train that was blown off, there were many dead bodies that had been left hanging on the strap.



Drawn by Akira Onogi.

At the time of the bomb: 15 years

Age when drawn: 45 years

Translation of text: There was a crowd of people who wanted the water around the tank. When they drank water, they just died. A dead body of a young pregnant woman was floating in the tank. My heart aches as I paint with red paint.

Mr. Onogi’s last sentence, “paint with red paint” is important. There are many pictures with red paint.

Other examples:



We can know that people were in a very miserable situation from these pictures. Burning, the death of a daughter, the death of many people in a moment, as if time stopped, or many people dying in the water tank are things that we cannot understand now. However, these horrible spectacles were the reality in Hiroshima and Nagasaki seventy years ago. It was caused by war and the atomic bomb. Although we cannot experience what atomic bomb survivors did, we can and must study about the war and think about the peace.

Photographing Hiroshima

Kentaro Kimura

Photographing Hiroshima by Kentaro Kimura

In August 1945, America dropped atomic bombs on the Hiroshima and Nagasaki.

The two bombings, which killed at least 129,000 people.

Why chose these photos?


These photos are taken by professional photographers. In the first photo, there are no people, but the second photo has few people and we can see them.

Photo #1 is often used in American newspapers and magazines. There are just broken buildings. However, Photo #2 is not used in newspapers in America.


Why is it not used in America?

I think, America dropped atomic bombs, and America do not want too much publicity because America tried to minimize the human cost of the bombs.

1 ↓



2 ↓



(Images from *Hibakusha: Survivors of Hiroshima and Nagasaki*)

“The Blue Sky” by Kyoko Komori

Shiho Fukuoka

A Peace Song “The blue sky”
by Shiho Fukuoka

The song

1. We want to pass the blue sky on just like this to the children.
On the burning morning in August
Burned to shadows
Father, mother and brothers
Borne on our shoulders
Held to our backs
The weight of their lives

2. We want to pass the blue sky on just like this to the children.
On that night the stars quietly took
Father, mother and brothers
The weight of their lives
Together with the light of the lanterns
now shining

3. We want to pass the blue sky on just like this to the children.
From every country put out the fires of war
Peace and love and friendship's
Glow of life
Together with singing voices and this
firm handshake

Background

It was written by Komori Kyoko and Ohnishi Susumu in 1971. Ms Komori was invited to write it by a contest for a new song from a pacifist organization. She was at a loss about whether to write or not because she thought that the atomic bomb is different from other war damages. She believed we couldn't know the truth about the experience if we weren't atomic bomb victims. But when she remembered the experience of staying in a foreign country, she decided to write the song.
http://www.hiroshimapeacemedia.jp/hiroshima-koiku/handingdown/index_20100524.html

“passing”

The author said that the importance of the song is “passing”. The first verse tells the world of the misery of atomic bomb. The second verse tells the world that we must not forget the damage of atomic bomb. The third verse tells the world to eliminate wars. This song is often sung by school children as chorus song. By singing this song, children get the opportunity to think about the atomic bombs. Thinking about it connects to passing the blue sky on to just like that children.

PEACE

Japan is the only country damaged by atomic bombs. So it is important to pass the memory and feelings from generation to generation not only to Japanese but also to foreigners. The young Japanese generation thinks about the present time of peace and the war in the past. They can work to make a better, peaceful world.

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