

# High School Excursions to Kagoshima Prefecture Offer a Global Education

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## Abstract

In this research article on international education I recommend school excursion destinations to peace museums in Kagoshima Prefecture and teaching methodology to inspire report-writing activities related to *kamikaze* poetry. These ideas are expedient for high school classroom teachers of English who are just now coming to grips with teaching about war and peace.

## 概要

国際教育の研究として、どうやったら持続可能な国際社会を実現でき、その中で鹿児島県は、どうやったらより良いポジションを確保できるのか、といった事に指針を示したいと考えている。高校生は平和資料館を見学し、インターネットで調べ学習を行うなど、神風の詩について発表する内容を準備する。英語の先生も鹿児島県への修学旅行から国際教育を学ぶのである。

## 1. Introduction

School excursions are one of many educational activities that teachers must juggle into their schedules. A nuclear crisis in Fukushima, COVID-19 pandemic, and the war in Ukraine roused teachers to reimagine lesson topics and redesign how to deliver lessons outside their classroom walls. Teachers-in-training will also need to come to terms with the lingering fallout from these three global issues. Overseas study destinations from A to Z were canceled—falling by 98 percent year-on-year to 2021, but study trips which avoided the three C's of crowds, close contact, and closed spaces to domestic venues persisted (Kyodo, 2022).

This essay zeroes in on how school trips taken during today's war and pestilence can be reset and refit using the seminal didactics formulated by global peace educators—instructors who impart the values of planetary stewardship, global citizenship, and human relations—in the last century (Cates, 1990). To instill courage in the graduating cohort, the president of International Christian University conveyed his last, “hope that each of you will play your part as a peace-builder in this world” (Shoichiro Iwakiri, 2022 p. 1). In his presidential address Iwakiri girded graduates by stating, “Abnormal things include natural disasters, nuclear accidents, terrorism, viruses, wars...They seem sudden to us, but in fact they may have already been there with their destructive powers, simply invisible to our eyes - only to suddenly and visibly encroach upon our daily lives” (2022 p. 2).

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**keywords:** Kagoshima Prefecture, school excursion, global education, Chiran Peace Memorial Hall, poetry

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## 2. Purpose of School Excursions

Junior and senior high school teachers in Japan conduct school excursions (*shugaku ryoko*) one-year or more prior to commencement. This is because seniors are pressed to focus their efforts on entrance examinations. Second graders at their schools are for the most part happy to embark on these five-day-long sightseeing trips—as an early gift and a chance for rest and relaxation on the road to senior-year graduation. The pandemic, however, cancelled many of these trips and forced travel agents to replace international travels with domestic destinations. While students in Tokyo and Kanto region went to Kyoto and Nara, school buses from Tohoku and Hokkaido headed for Tokyo. Students from Chugoku and Shikoku schools went to Kyushu and vice versa.

### 2.1. Ranking of School Excursion Destinations

Surprisingly, Nagasaki became the most popular destination of all high school trips taken in 2020 according to a survey by Japan School Tours Bureau (Nippon Data, 2021). Hiroshima hopped eight spots to rank third, Kumamoto skipped by nine other prefectures to reach ninth place, and Kagoshima jumped to tenth—they all became top-ten destinations from among Japan's forty-seven prefectures. To avoid coronavirus hotspots and to align with national tourism development policies to promote international peace and Japan's hinterland, a repositioning and redeployment took place. Instead of heading for Tokyo's Disneyland or Osaka's Universal Studios school buses visited Hiroshima and Nagasaki's peace memorial museums (Sharpley, 2020).

### 2.2. Participants

Concomitantly, the purpose of school excursions changed from a travel reward to fieldwork on historical spots at which students were required to write reports. I can substantiate this change in aim because I know many schoolteachers assigned the writing of haiku in English following these fieldtrips. For the past decade, I have been judging haiku in English submitted by students in Japan to the annual *Itoen Ocha Shinhaiku*, *Junior and Senior High School Student English Haiku Contest in Kagoshima*, and *Setouchi-Matsuyama Photo-Haiku* contests. In 2020 and again in 2021, I gleaned winning haiku from approximately 35,000 submissions. In addition to judging haiku about COVID-19, I found many examples of haiku relating to historical persons and places or school trips to peace museums. Prior to the pandemic, however, fewer than 25,000 haiku were received. Few were written about school trips; none overtly referenced historical sites. Soseki Natsume, an accomplished novelist and English teacher in Kumamoto, penned this haiku while he was studying abroad in London:

*kiri ki naru ichi ni ugoku ya kageboshi.*

He had just received news that his colleague Masaoka Shiki (1867–1902) had passed away on September 19. A translation of his haiku by Donald Keene was cited in the posthumously published memoirs of Shigeo Imamura (August 14, 1922–December 24, 1998) in a chapter about studying English at Matsuyama Junior High School (Imamura, 2001, p. 170).

*See how it hovers*

*In these streets of yellow fog  
A human shadow*

### 3. Fieldwork Methods at Peace Museums in Kagoshima Prefecture

Imamura was born in California but returned to Japan with his parents when he was ten. After college, at 21-years of age, he volunteered to train with the Imperial Japanese Naval Air Reserve. Not long thereafter, in February, 1944, he was ordered to reboot and retrain as a fighter pilot for a special attack unit based in Izumi, Kagoshima, located near the departure tarmac for hundreds of final sorties by *kamikaze* pilots. During the Second World War, the term *kamikaze* was used for a Japanese fighter pilot who was sent on a mission to ram his plane into an enemy warship. The pilots were not expected to survive the crash. The name *kamikaze* literally translates as divine wind. The names of the four subunits within the Divine Wind Special Attack Force were: *Unit Yamato*, *Unit Shikishima*, *Unit Asahi*, and *Unit Yamazakura*. These names were adopted from a patriotic death poem, *Shikishima no Yamato-gokoro wo hito towaba, asahi ni niou yamazakura bana* by the Japanese classical scholar, Motoori Norinaga. His poem reads:

*If someone asks about the Yamato spirit [Spirit of Old Japan] of Shikishima [a poetic name for Japan] – it is the flowers of Yamazakura [mountain cherry blossom] that are fragrant in the Asahi [rising sun]*

A less literal translation is:

*Asked about the soul of Japan, I would say, That it is, Like wild cherry blossoms, Glowing in the morning sun*

Paradoxically therefore, Shigeo Imamura was an American *kamikaze* during World War II. The dust jacket of the 221-page book shows him wearing dashing pilot gear standing in front of a Zero fighter in Kagoshima Prefecture (Figure 1). Luckily, he never took off on a final mission. Today, Chiran Peace Museum for Kamikaze Pilots (知覧特攻平和会館 *Chiran Tokko Heiwa Kaikan*), Bansei Tokko Peace Memorial Hall (万世特攻平和祈念館 *Bansei Tokko Heiwa Kaikan*), and Kanoya Air Base Museum (海上自衛隊鹿屋航空基地史料館 *Kaijojieitai kanoyakokukichishiryokan*) are popular memorial sites for school trips (figures 2 and 3).

#### 3.1. Chiran Peace Museum (知覧特攻平和会館 *Chiran Tokko Heiwa Kaikan*)

Chiran is a farming village in Minamikyushu City, encircled by mountains and ocean bay at the southern end of Kyushu Island. The village is renowned for its green tea, sweet potatoes and its connection to the *kamikaze* pilots of World War II. An army airfield was originally set up to train pilots in Chiran. In 1945 when Japan was losing the war, its purpose changed to launching suicide missions against enemy ships. The museum is dedicated to 1,036 pilots who died in the Battle of Okinawa, of those 439 were from Chiran (Figure 1). It was built in 1975 and later 1,036 stone lanterns representing one for each pilot were placed along the streets using national, town and donated funds. Real and replica airplanes are curated and a

touch-panel media system with headphones displays photos of the young men who participated in the special attacks. Museum-goers that I have observed seemed to be most attracted to viewing the pilots' final letters, poems, and songs. To help students understand archaic kanji terms, the Japanese transcriptions are accompanied by kana to indicate pronunciation. I've read English versions of these archived historical records that were translated by Takeshi Kawatoko, a museum official and retired Japanese Army Colonel. An English guidebook "Mind of the *Kamikaze*," explains the feelings of *kamikaze* pilots and why the Imperial army initiated the strategy of suicide attacks during wartime. English-speaking guides at the museums explain to visitors that the term "*kamikaze*" is not used in Japanese language, rather "*tokko*" is used to describe the special attack force pilots. According to the museum guides, prior to the pandemic Chiran received around 400,000 visitors. In 2020 that number fell to 140,000. In April 2021, an online virtual tour of the museum was created out of consideration for people unable to physically visit during the Golden Week holiday period between late April and early May. 10-minute footage introducing the facility's layout, plus three 5-minute video clips providing three curators' commentaries on display items. The clips show photographs of pilots and their farewell notes, laid in chronological order of their departure on the attack missions. During April each year schools participate in commemorative events held at the war museum in Chiran. On August 15 each year, the anniversary of the date on which Emperor Hirohito announced the Japanese surrender political activists drive through the streets of Chiran in trucks blaring nationalist messages and songs. Over the rest of the year, up to a million visitors come to pay tribute to the fallen. Memorial services for the war dead are held annually at Chiran Special Attack Peace Memorial at a statue of Kannon-do the Buddhist Goddess of Mercy. In April, 2022 about 800 people, including bereaved families from all over the country, participated and prayed for the happiness and permanent peace of their war dead.



**Figure 1**

*Photograph of Chiran City High School Students Cheering a Kamikaze Pilot*

*Note:* On April 12, 1945, the female students of Chiran Municipal High School's Nadeshiko Corps waved cherry blossoms to cheer Ensign Toshio Anasawa boarding a plane on the Chiran Army Airfield.

Established in 1909 as Chiran Municipal High School, its name was changed to Satsunan Technical High School and is located within walking distance to the Chiran Peace Museum. This photo is in the public domain and openly available from Wikimedia Commons (2020, Jan. 27).

### 3.2. Bansei Tokko Peace Memorial Hall (万世特攻平和祈念館 *Bansei Tokko Heiwa Kaikan*)

Bansei Tokko Peace Memorial Hall is located in Minamisatsuma City. It was built in 1993 on the seaside site of the former Bansei Airfield, where special attack crew members took off during the Battle of Okinawa (Figure 2). The city once hosted Manzan airfield, a runway built specifically for use by *tokko* pilots. It was operational for four months and nearly 200 pilot flew to their deaths. The small memorial hall is located on the field located by an estuary and seaside. Also in the area are campgrounds, swimming pools, sport fields, a footbridge, and a cycling terminal to attract tourists. When students reach the age of 18, third-year graders from Kaseda Jyojun High School's Department of Life and Welfare in Minamisatsuma City dedicate a thousand paper cranes at the Special Attack Peace Memorial. Students in their final year at Minamisatsuma Municipal Bonotsu Gakuen located in Bonotsu-cho are encouraged to offer words of prayer at the Bansei Tokko Peace Museum.



**Figure 2**

*Photograph of Bansei Tokko Peace Museum*

*Note:* Opened in 1993, this museum commemorates the 201 airmen from the Bansei Air Base who died in kamikaze attacks during the final months of the Pacific War. It is located nearby Minamisatsuma Shiritsu Bansei Junior High School and Fukiagehama Park, Minamisatsuma, Kagoshima Prefecture.

### 3.3. Kanoya Air Base Museum (海上自衛隊鹿屋航空基地史料館 *Kaijojieitai kanoyakokukichishiryokan*)

The Kanoya Air Base Museum is located in the Osumi Peninsula in southern Kagoshima Prefecture. The museum rises from the grounds cared for by the Maritime Self Defense Forces. Portraits of *kamikaze*

fighters and other rare items curated since the naval Kanoya Flying Corps was created in 1936 are on display. The staff speak English, an explanatory video is shown in English, although most information is in Japanese (Figure 3).



**Figure 3**

*Photo of a Pilot's Uniform and Restored Mitsubishi Zero fighter plane at Kanoya Air Base*

### 3.4. Cloud Tombstone and Kozuka Park Memorial Tower Square

In addition to three museums, there are commemorative monuments for the *kamikaze* near the bases in Kyushu from where they flew their missions. In the town of Heiwa, Izumi City, Kagoshima Prefecture, a stone monument referred to as a *Cloud Tombstone* was built April 16, 1960, to honor the 638 war-dead from the former Naval Air Corps base located there. Held for 63 years, the memorial events usually attract more than 200 people, including approximately thirty officers, their bereaved families and high school students who offer white chrysanthemums to the stone monuments. At Kozuka Park Memorial Tower Square in Imasaka-cho, Kanoya City, regular memorial services are held for the souls of 908 war dead of the former Navy's Kamikaze Air Base Special Attack Corps. Every April in Kanoya, third-year students from Takakuma junior high school are encouraged to attend ceremonies and read their personal peace messages.

## 4. Findings Related to Global Education

Thirty years ago global education methodology grew from three global issues reminiscent to those of today: nuclear disaster (the 1986 Chernobyl meltdown), contagion (the 1981 HIV/AIDS pandemic), and a world at war (the 1990–91 Gulf War). In response, language teachers began to incorporate global issues into their classroom content. Cates (1990) called upon English language teachers to rethink and respond

to this question: “Global education, what’s it all for?”

#### 4.1. Risks in Teaching Global Education

Peaty (2004, p. 15) cautioned them, “there are certain risks inherent in global education. These include inadequate teacher knowledge of the subject, tension between the traditional curriculum and the more progressive elements of global education, and the risk of indoctrination.” The modern idea of creating global citizens contrasts with the wartime indoctrination of young Japanese to be soldiers. Practicing teachers can avoid undue criticism and take comfort in the United Nations (2015) agenda for sustainable development aims, “By 2030, [to] ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others... promotion of a culture of peace and non-violence.” To achieve this goal a world program providing education for youth is currently in progress: the final fourth phase of implementation. School excursions are covered by the United Nations’ (2015) Declaration on Human Rights Education and Training adopted in 2011 to define human rights education and training as comprising “all educational, training, informational, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights ...”

#### 4.2. Sustainable Development of Education Related to the *Kamikaze*

Imamura (2001, p. 144) claimed he felt relief but not regret for defending Japan, “In war, we fight for our country, in peace we all work together.” His underlying message was that enduring peace can only come through cross-cultural respect and understanding. After the war he became an English translator and interpreter for occupation officials. He studied linguistics at the University of Michigan and taught in the Michigan State English Department and directed its English Language Center (ELC). He returned to Japan to teach English at Himeji Dokkyo University. Imamura coined the name “The Japan Association for Language Teaching” while serving as JALT president from 1991 to 1993. In a personal conversation he told me that he struggled to write his memoirs, and he hadn’t finished his book by the time of his death. Three years later in 2001, the memoir “Shig: The True Story of an American *Kamikaze*” was launched (Figure 4). Sales didn’t have much time to take off before the September 11 suicidal airplane attacks against the US by militant al-Qaeda Islamist terrorists. Prospective buyers might well have questioned whether the *kamikaze* pilots and those who supported them were dedicated samurai or deluded fanatics little different from modern-day terrorists who flew planes into buildings. The author’s wife Isako generously established the *Shigeo and Isako Imamura Graduate Fellowship in English Language Teaching* to provide graduate assistantship support for teaching English to international students, which the benefactors believe is key to cultural empathy and ultimately to peace.

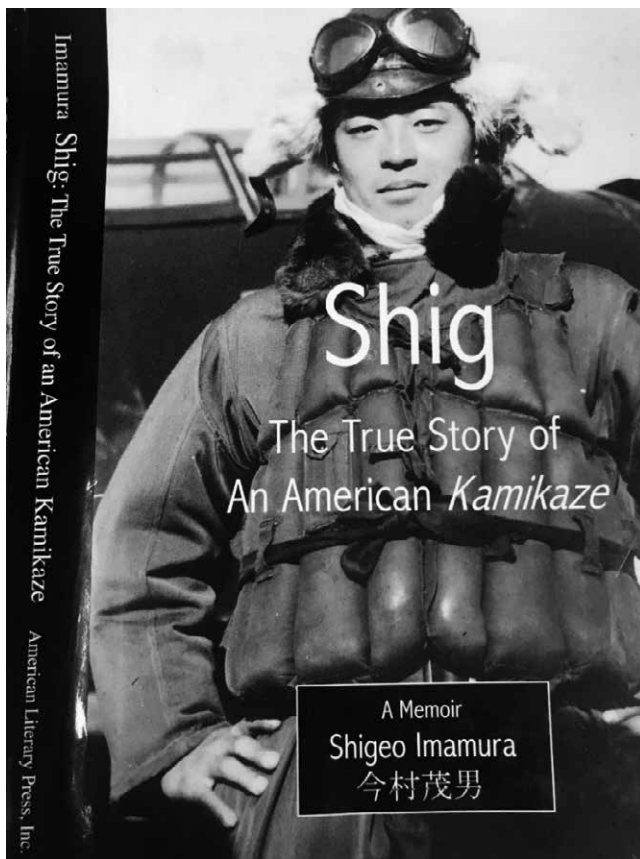


Figure 4

*Photograph of Shigeo Imamura Dressed as a Kamikaze Pilot.*

#### 4.3. International Exhibitions Related to the *Kamikaze*

In 2015, for the first time, *kamikaze* artifacts from both the Chiran Peace Museum for Kamikaze Pilots and Bansei Tokko Peace Memorial Hall were exhibited in English outside of Japan onboard the Battleship Missouri Memorial berthed in Pearl Harbor. The American warship was the site of Japan's formal surrender to the Allied Forces on September 2, 1945 to end World War II. A delegation including the mayor of Minamikyushu, Kagoshima, Teruo Honbo, who is also the chairman of the Bansei Tokko Peace Memorial Support Association, recounted the story of the attack on the battleship and read a farewell letter written by a pilot. The pilot – believed to be 19-year-old Setsuo Ishino – crashed his Zero fighter plane into the starboard side of the USS Missouri during the Battle of Okinawa and was killed instantly, his body was later found among the wreckage on the deck and buried at sea. The mayor stood with the American museum curator on the refurbished deck, reportedly aspiring to look back together upon that past in a spirit of reconciliation and mutual understanding.

#### 4.4. Film and Television Related to the *Kamikaze*

The *kamikaze* pilots have been the subject of dozens of films and television dramas in post-war Japan. The genre blends human dramas of tragic heroes going to their deaths with war action entertainment. From the 1990s, these films triggered additional tourism to the museums; the museums introduced displays or merchandise related to some films; and municipalities started using films or novels about the



kamikaze in their tourism promotion strategies. The kamikaze world has become a form of tourism imagery showing how the narratives, characters, locations, and creative elements of the stories are triggering tourism to a network of sites in southern Japan, and how this represents a gradual shift in kamikaze sites from being sites of commemoration to sites of popular culture pilgrimage (Seaton, 2018).

## 5. Evaluation of the Peace Museums for High School Excursions

Political and economic considerations play important roles in the establishment and maintenance of commemorative sites. Sharpley (2020, p. 1) suggested that “one objective of Japan’s recent tourism development policy is the enhancement of mutual understanding and the promotion of international peace.”

Referring to it as a problematic heritage site, Sharpley’s (2020) research at Chiran Peace Museum for Kamikaze Pilots in Kagoshima Prefecture, concluded that a meaningful opportunity to enhance international understanding had been missed because only a “selective narrative of heroic sacrifice [is] presented within a wider revisionist history of the Pacific War but also no attempt is made to acknowledge the prevailing cultural context that might underpin a more nuanced understanding of the kamikaze.” Public opinion of the kamikaze pilots remains diverse and divided. Continuing controversy surrounding Japan’s confrontation of its twentieth century military heritage in general and its role in the Pacific War in particular, and specifically how the kamikaze phenomenon is commemorated and interpreted for international visitors reveals a significant degree of dissonance (Figure 2). Inazuka (2016, p. 1) found that the militaristic ideas promoted by the Chiran Peace Museum for Kamikaze Pilots “are coupled with ambiguous pacifist discourse, presumably for pragmatic reasons.” This illustrated the importance of understanding the political and business stakeholders in the town of Chiran and prefecture of Kagoshima, the geographical location of the museums and monuments.

## 6. Discussion on Pedagogic Writing Assignments Related to the *Kamikaze*

War memorials have peacetime goals of “lest we forget” and “never again,” meaning the atrocities of war should be remembered so that they will not be repeated. These are phrases associated with war that schoolteachers can assign as topics for the writing of reports, manifestos, and even haiku in English following fieldtrips to peace museums. Such writing assignments can be as simple as a few notations with sketches in a daily journal. Or, they can entail planning, and participating in a project culminating with a presentation in the home classroom after the school trip is over. An effective pedagogic approach involves students in the 3-Ps (preparing, participating, and presenting) of a fieldtrip to a peace museum.

### 6.1. Preparing for the Field Excursion

Tour organizers can include students in the preparation phase of a field trip by showing online videos of virtual museum tours. For example, the Chiran Museum has made its own ten-minute video in Japanese with English subtitles. Museum curators have posted three-minute videos. Foreign visitors have posted travel vlogs and YouTube videos in English, notably the Pacific Stars and Stripes reporter Matthew Burke (2011).

The *in situ* actual participation on a face-to-face tour will take an hour or more. With the help of a tour guide they can view key artifacts. For example, Chiran Museum curates a recovered-from-the-sea and

restored Mitsubishi Zero attack plane, a replica of a suicide attack boat, and a spartan bunkhouse where the young men spent their final nights. Paraphernalia include: Imperial Rising Sun flags and *hachimaki* headbands. During the tour, teachers or tour guides can ask students to choose one area of the museum they will concentrate their study efforts. After the guided tour, students can be directed to select and read or listen to an original letter containing a poem penned in Japanese by a young pilot. Students can also closely look at a pilot's photograph; look him in the eyes to see his soul, so to speak. These letters were traditionally written the very night before their final mission. Many of the original letters penned in Japanese with a poem have English translations which the students should also read. At this stage notes should be taken. Photographs are not allowed in the museum. Some students might want to discuss what they discovered with a classmate. Other students might prefer keep silent and reflect on the profound words they've read.

### 6.2. Seven Paragraph Essay-Writing Tips

The report-writing and presentation stage can take place back at the hotel that night, or back at the classroom after the field trip is over. This will allow students to further reflect on their understanding of what the peace museum and memorials represent. Students can respond by first writing a draft report, opinion-piece, or a poem. Setting a deadline of two weeks or so. Students who are asked to submit a final draft of an essay of seven paragraphs can follow these writing tips to guide them toward understanding the significance of a particular pilot's letter that they read and jotted down in their notebooks during the museum tour.

The first paragraph can begin with a brief overview of the poem;

The second paragraph can go on to mention themes, form, structure, rhythm and words;

A third paragraph can compare the poem to another one;

The fourth paragraph should mention a range of views or perspectives;

The fifth paragraph can pinpoint relevant details about the context of the poem;

Conclude with a firm judgement about the poem, and;

The final section can include references or footnotes with details or quotes from the poem.

### 6.3. Poems Related to the *Kamikaze* Composed from a Western Point of View

Beatrice Garland wrote the poem *Kamikaze* which was selected by the Ministry of Education in the UK for the GCSE syllabus. GCSE stands for General Certificate of Secondary Education is the part of the National Curriculum taught to pupils aged 14 to 16 in years 10 and 11. In her narrative poem, Beatrice Garland explores the testimony of the daughter of a *kamikaze* pilot. Unlike many of his comrades, this pilot turns back from his target and returns home. Her poem vividly explores the moment that the pilot's decision is made and sketches out the consequences for him over the rest of his life. Not only is he shunned by his neighbors but his wife refuses to speak to him or look him in the eye. His children, too, gradually learn that he is not to be spoken to and begin to isolate and reject him.

### 6.4. *Kamikaze* by Beatrice Garland

The GCSE includes regulated examinations on English literature. For the 2022 cohort, the department of education provided a choice of topics and selected poems and books to study to lessen the impact of

the pandemic on students. The results of the exams have a significant bearing on access to universities and future careers. Here is an example of a required GCSE examination question related to the *Kamikaze* poem of a multiple-choice question with three alternative answers of which exactly one is correct.

6.4.1 Which description best fits the rhythm of the poem?

(a) A strict four-beat rhythm; (b) Six beats to every line; (c) No regular rhythmic pattern

6.4.2 Here is an example of a recommended vocabulary exercise.

Which word best fits the blank no. \_\_\_\_1.\_\_\_\_?

(a) kamikaze; (b) samurai; (c) haikuist

6.4.3 Here is an example of a recommended reading comprehension exercise.

What does the author suggest the daughter thought was *the better way to die* ?

(a) old age; (b) suicide mission; (c) never return

*Her father embarked at sunrise  
with a flask of water, a \_\_\_\_1.\_\_\_\_ sword  
in the cockpit, a shaven head  
full of powerful incantations  
and enough fuel for a one-way  
journey into history  
but half way there, she thought,  
recounting it later to her children,  
he must have looked far down  
at the little fishing boats  
strung out like bunting  
on a green-blue translucent sea  
and beneath them, arcing in swathes  
like a huge flag waved first one way  
then the other in a figure of eight,  
the dark shoals of fishes  
flashing silver as their bellies  
swivelled towards the sun  
and remembered how he  
and his brothers waiting on the shore  
built cairns of pearl-grey pebbles  
to see whose withstood longest  
the turbulent inrush of breakers  
bringing their father's boat safe  
- yes, grandfather's boat - safe  
to the shore, salt-sodden, awash  
with cloud-marked mackerel,  
black crabs, feathery prawns,  
the loose silver of whitebait and once*

*a tuna, the dark prince, muscular, dangerous.  
And though he came back  
my mother never spoke again  
in his presence, nor did she meet his eyes  
and the neighbours too, they treated him  
as though he no longer existed,  
only we children still chattered and laughed  
till gradually we too learned  
to be silent, to live as though  
he had never returned, that this  
was no longer the father we loved.  
And sometimes, she said, he must have wondered  
which had been the better way to die.*

## **7. Future Studies on Russia’s “Special Military Operation” in Ukraine**

During World War II, Japan’s euphemistic term “special attack mission” is similar to the coinage of the current “special military operation” that Russian newspaper editors are calling the invasion of Ukraine today. After attending a wartime commemorative event in Kagoshima in April, 2022, ninety-one-year old Shigeru Yonemitsu from Aira City, who lost his older brother in the war, was recorded by Minami Nippon (2022) as saying, “Reflecting on the fact that the absurd idea of a kamikaze corps has pervaded, we must not repeat it. Russia’s invasion of Ukraine is a foreign story. I want you to know that the same thing happened in our past.”

Teachers in European schools are currently on the front line in their classrooms, explaining about war and answering questions from children bewildered by it. Answering questions after a lesson is tough too, like this one by an eleven-year old “Would you like to stay and fight for your country?” Bubola (2022) observed a teacher pause to think of what to respond to such a hard question and then replied to her primary school debating class in Horsham, a town in the south of England: “My instinct would be to protect you,” confirming, “Yes, I think I would fight for my country.” When Russian-speaking children who live in Ireland and other countries across Europe as well as Australia and New Zealand recess to schoolyards after such classes they have “found themselves paying for Russia’s aggression in humiliation, harassment and bullying—another perverse effect of a war that is overwhelmingly affecting the innocent” according to an investigation by Bubola and Safronova (2022).

## **8. Conclusion**

In this article, it was noted that students and teachers three decades ago, as well as now, struggled to come to terms with three global issues: nuclear disaster, pandemic, and war. Global education pedagogy designed in the previous century can still guide tomorrow’s teachers. It is time for educators to revive the teaching of global issues. Values diverge in peacetime and war. Teachers can frown upon discriminating against people based on characteristics like race, sex, sexual orientation, and gender identity but can allow other global issues to be debated openly.

Universities can offer fertile ground to restudy and rebuke positions during debate. When readying

themselves for the job market, tomorrow's teachers might be tempted to align with popular opinion to avoid criticism. Some of the most interesting and inspiring conversations, however, can flourish from disagreement. High-school-age students who are shielded from these exchanges miss vital opportunities to refine their critical thinking skills and better understand the world we live in. Well-planned student excursions to destinations that foster balanced inquiry into global issues can help tomorrow's teachers become peace-builders in this world. This haiku was penned by Satoru Kanematsu, a veteran high school teacher in Nagoya (McMurray, 2022).

*Sprouting grass—  
asking why and why  
little girl*

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