

RENKEI PAX SCHOOL 2016 Group 3: The game of truth

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Introduction:

As young researchers, engaged and committed to the process that is the expansion of human knowledge, the access and circulation of facts and information within an educational context becomes a very endearing topic. It is in regard to that matter, that group 3 found most appealing the choice of working about a censored textbook and developing a game that would allow its players to reflect on the complex issues that arise from censorship.

Therefore, the first part of this paper consists of an exposition of the contents featured in the exhibition panels developed by the group, brushing on concepts of memory and censorship, offering different examples of censorship across the globe and providing a case study of education and militarism in Japan. On the other hand, the second part introduces the game concept that was developed to operationalize these subjects.

PART 1- PANEL

What part of your history has been blacked out?

MEMORY

Historical events happened and cannot be changed. However, how the event is understood and represented changes over time. This is true of how it is taught in classrooms, represented on television and can even influence our own thoughts to an event. Censorship can be legally enforced but also unofficial. This is true across the world and across cultures. Often (but not always) a historical event only enters the public domain if it corresponds with social sensitivities and political objectives.

CENSORSHIP

- WHO does the censorship?

Censorship can be broad and many-sided. For example, the political establishment can enforce it at State level, the media can endorse it, educational authorities can implement it, and even individual civilians can play a role.

- WHAT is the purpose of censorship?

There are many purposes of censorship with two of the most famous motivations including: 1. Distorting discreditable historical events. 2. Socio-Political Sensitivities.

- HOW the authorities do the censorship?

1. It can be done by screening information before approving the release of items such newspapers or Elementary School books.

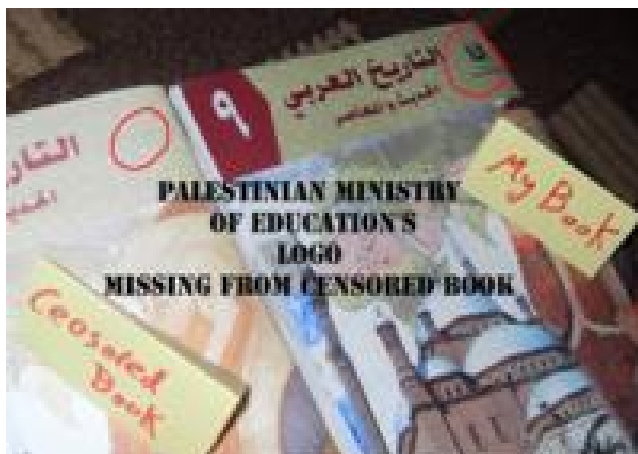
2. Shutdown cultural events. 3. Forbid sensitive content from being released in media.



Photograph c. mid-1930s of Joseph Stalin (leader of Soviet Union, 1922-1953, and Nikolai Yezhov, Chief of Secret Police, 1936-1938). Yezhov fell from power, was arrested and executed in 1940. He was subsequently erased from photographs taken with Stalin.

Photo source: <http://www.todayifoundout.com/index.php/2014/05/romans-didnt-like-theyderase-history-damnatio-memoriae/>

Censorship across the globe



Censored E. Jerusalem textbook (Photo: Jalal Abukhater).

Photo source: <http://972mag.com/israeli-authorities-impose-censored-palestinian-textbooks-in-eastjerusalem/26137/>

Since the signing of the Oslo Peace Accords in 1993, Israel Jerusalem Education Administration (JEA) and the Israeli Ministry of Education has forced all public Palestinian schools in East Jerusalem to use Israel-issued censored textbooks. The censored textbooks removed the logo of the Palestinian Authority, pictures of the Palestinian flag, the terms Nakba (meaning “catastrophe,” referring to Palestinian dispersion/exodus in 1948) and Palestinian right of return. Earlier history – from hundreds of years ago -, stories, songs, and poems about of the first and second Palestinian uprisings have all been deleted.



Youth wing of the Indonesian Communist Party being arrested by a soldier. Photograph: Associated press. Photo source: <https://www.theguardian.com/world/commentisfree/2015/oct/27/censorship-isreturning-to-indonesia-in-the-name-of-the-1965-purges>

In Indonesia the ruling regime censor sensitive aspects of history, especially in regard to Communism Ideology during 1965. The regime still considers that Communism Ideology contradicts with Pancasila, as the philosophical state pillar. of Indonesia. From 2006 until 2009 only, the government already banned 22 book titles to be released into public.



Literature being conscated during WWII. Photo Source: http://www.beaconforfreedom.org/liste.html?tid=415&art_id=475

During the 1930s, numerous books were lit on fire by the Hitler Jugend, the young members of the Nazi movement. The books were burned in flames in order to cleanse the minds of people and society from any book written by a Jewish author, communist or humanist.



Index Librorum Prohibitorum (1564). Photo Source: http://www.beaconforfreedom.org/liste.html?tid=415&art_id=475

The Index Librorum Prohibitorum was introduced in Europe in 1559. The index contains lists of books that were banned by the Roman Catholic Church for their heretical or ideologically dangerous content.

Censorship and Education in Japan

Militaristic Education

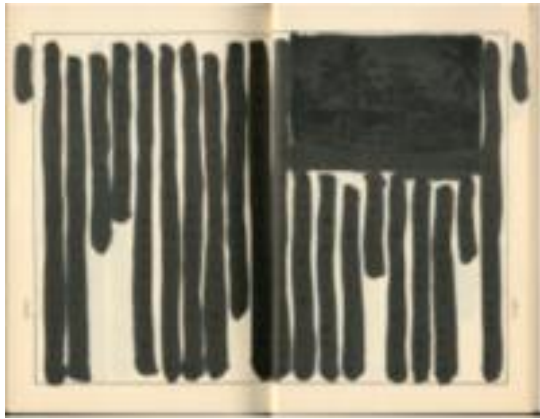


Children at a nursery school in Wakayama shout banzai on hearing the news of the capture of Nanjing, December 1937. Taken from Asahi Shinbun. Photo Source: <http://apjjf.org/-Adam-Lebowitz/2545/article.html>

In the years that preceded the war, military symbols and the importance of loyalty to the emperor and to the nation became a central part of education. The Act of Elementary Schools (1941) turned all elementary schools into National Schools, where students had

military training and classes on Moral Education. Schools should not only teach how to read and write, but also train obedient soldiers, fostering a patriotic spirit. There was no room for questioning war, and pacist voices were censored.

Censorship in the Post-war occupation



Censored Japanese Language Textbook. Photo Source: Kyoto Museum for World Peace, Ritsumeikan University

At the end of the war, and following the US occupation of Japan, a complete reorganization of the educational system was carried out. Early corrective measures were installed immediately. This included the elimination of military training in schools, as well as the suspension of all courses in geography, history and ethics. Military personnel were deployed to supervise the activities of schools, controlling information and censoring ideas considered dangerous to security. The discussion on how to reform textbooks in order to foster democratic values was a main part of the reform. While waiting for the writing of new textbooks, the orders were that all passages considered inadequate should be deleted.

Textbooks in Japan today



News article about Prof. Ienaga's nomination for the Peace Nobel. Globe and Mail, March 8, 2001 Photo Source: <http://www.vcn.bc.ca/alpha/ienaga/letter.htm>

Currently, in Japan, nongovernmental publishers create textbooks and submit them for official examination and approval by the Ministry of Education. These books must meet the requirements of the Curriculum Guidelines. Based on recommendations from the council, the Ministry of Education requests that unsuitable passages undergo revision. There is still a lot of controversy over the inclusion of Japan's colonialism in Asia and acts of aggression during the war in textbooks. A famous case is that of the lawsuit of Saburo Ienaga against the Ministry of Education over censorship of the horrors committed by the Japanese military during the war.

Lessons for the Future...

The representation of historical events is more than objective facts. You can attempt to overcome censorship by looking BEYOND knowledge. **Expand your mind!** There is always more than one side to every story.

PART 2- GAME

Introduction:

During the Renkei Pax Summer School session in several museums, we asked to the museum curator about 'who are the major visitors that came and visit the museum?' and the answer is elementary and junior high school students during their field trip from the school. Therefore, we decided and created the 'The Game of Truth' and targeted school kids as the player of the game.

There are two type of level game that can be played by the school students. Level 1 is designated for elementary school children and Level 2 is a little bit harder than level 2 based on the questions type in this level and designated for junior high school students. However, everyone can play and enjoy both level of the game as long as they can answers the questions and solve the riddle. As we had been taught during the game session that one important part of creating the game is touch and feel aspect, therefore we create the sense of touch and feel in our game. There are two aspects of touch and feel in our game, firstly, by incorporating the actual pictures of the textbook in the memory game and using magnets (more durable material) to cover the message/mirror up.

Basically speaking, 'The Game of Truth' aims to showcase the importance of addressing truth and reconciliation by understanding all aspects of your history/ dealing with the totality of your past. It does so by showing how censorship operates (hiding/covering up) and the messages it hides.

Game Narrative

- ▣ Imagine you can travel back in time to 1945 Japan and get the chance to meet me.
- ▣ Let's try to recover the censored parts of our past.
- ▣ Can you help me regain back all that was erased from the history of Japan?

Game Instruction

- ▣ Level 1 – Memory game that uncovers a mirror.
 - ▣ Each covered piece on the board has a drawing that was blacked out in my textbook.
 - ▣ Use your memory to find the matching pairs and uncover what's behind it.
 - ▣ Can we find out the message?



- ▣ Level 2 - Q&A game that uncovers a peace message
 - ▣ Each covered piece on the board has a character that was blacked out from my textbook.
 - ▣ You will find some challenges on the way.
 - ▣ Answer the question correctly to uncover the character behind it. However, if you choose the wrong answer one cover will be put back on.
 - ▣ Can you find out the hidden message?

