

ALPHA EDUCATION | QUARTERLY REVIEW

April 2017

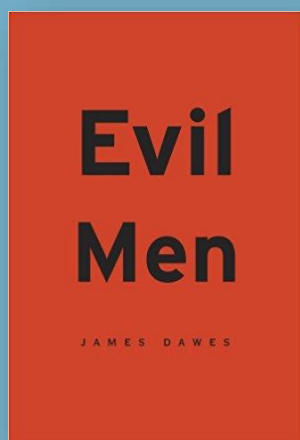
Volume 1 / Issue 2

WHAT WE'RE READING

Dawes, James. *Evil Men*.
Cambridge: Harvard
University Press, 2013. ISBN:
978-0674416796

An unflinching account of atrocity that deftly merges the academic with the deeply personal. Dawes draws on interviews with former members of Chukiren, an anti-war veterans group in Japan, in a transformative journey that explores a variety of paradoxes of atrocity.

See pages 7-9 for our full review of this text!



WHAT'S NEW?

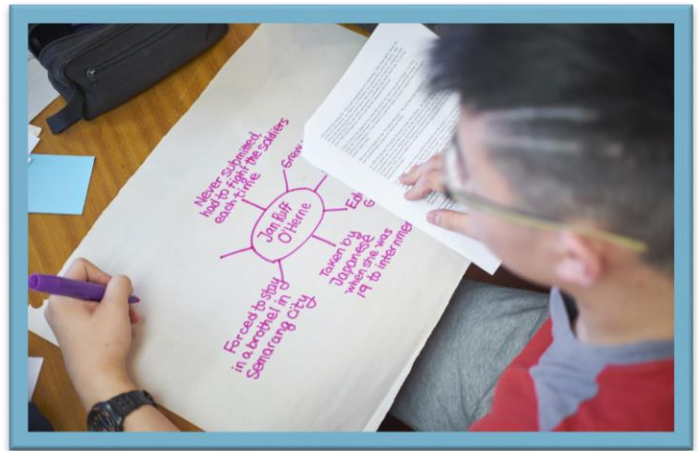
Welcome, friends, to Issue 2 of the ALPHA Education Quarterly Review! So far, 2017 has been a busy and exciting year for us, and we are thrilled to share the following developments with you. As always, we invite you to explore our work more in-depth on our [website](#).

Unit 731 Internship: We are thrilled to announce the launch of a new **joint internship between ALPHA Education and the Unit 731 museum and research centre in Harbin!** This June, we will be sending a small group of undergraduate interns to Harbin to do **primary source document research**, in order to help facilitate further scholarship in this area. As well, they will help maintain and strengthen our existing research exchange with the Unit 731 museum and research centre, **returning with primary source documents for [transcription](#) and annotation as part of our [Digital Archive Project](#).**

Hong Kong University Interns: This summer, we will continue our partnership with the University of Hong Kong's Social Innovation and Global Citizenship program. **Three promising undergraduate students will join us in our Toronto office in July and August.** These students will conduct research to contribute to our **Digital Archive Project**, and they will participate in experiential opportunities through **"History + Art = Peace," Peace Fest**, and **Camp P.U.L.S.E.** As well, they will have the opportunity to explore the beautiful city of Toronto, and to learn about the unique values of Canadian society, particularly **inclusivity and multiculturalism.**

University of Michigan, Global Scholars Program Interns: Our University of Michigan students have been doing a remarkable amount of **research work for our growing [Digital Archive Project](#).** As a repository of primary source documents, accompanied by researched, analytic annotations, this archive will act as a **research hub for future students and educators.** These interns are contributing quality annotations, and **expanding their research into engaging learning materials that we can use in our programming.** Their final projects will be complete very shortly, at which point we will celebrate a **very successful first year as partners with the Global Scholars Program!**

In-School Workshops: We are deeply honoured to be able to work with today's youth, introducing them to a lost history, helping them think through what it means to be a "global citizen," and how to be an active, engaged member of society, **working for peace and social justice**. As such, we find deep fulfillment in our work with teachers and learners in Ontario schools, through our workshops, conferences, and professional development programs. **By the end of May 2017, we will have facilitated educational opportunities at Bayview Secondary School, Weston Collegiate Institute, Marshal McLuhan Catholic Secondary School, and in board-**



wide presentations in Peel and Halton, with new requests coming in weekly! Please see the following links for information on our [presentations](#), ["History Meets Humanity" student conferences](#), and [professional development workshops](#). If you would like to support our work with youth and educators, please click [here](#).



Bill 79, Nanjing Massacre Commemorative Day:

Advocacy efforts for MPP Soo Wong's Bill 79 continue at ALPHA. So far, the petition campaign has been incredibly successful, with **over 60,000 signatures to date**. If you would like to sign the petition or share it with others, please **download it [here](#)**, then print, sign, and send it to us at ALPHA (the mailing address is on the petition form). Please note that **the due date for petitions has been extended to April 30, 2017**. As well, the petition forms **cannot be signed electronically** – they must be printed and physically signed. We are currently accepting signed petitions until **April 30, 2017**.

"The [Holocaust's] lesson of 'never again' builds on our commitment to never forget. ALPHA has taken up the task of ensuring that Asia's WWII history is never to be forgotten, but I think ALPHA's mission should also be that of Ontario's and that of Canada's."

– Alissa Wang, ALPHA's University of Toronto Chapter

ON OUR CALENDAR: UPCOMING ALPHA EVENTS

Camp P.U.L.S.E.: It's not too late to participate! Registration for [Camp P.U.L.S.E. \(Program for Understanding Leadership, Self-empowerment, and Exchange\)](#) – [our international social justice summer camp](#) – **remains open until [April 30, 2017](#)!** We have also extended the deadline for [Toronto students to apply to be Peer Mentors at a discounted rate \(April 30\)!](#)

"History + Art = Peace": We are still accepting **visual art and creative writing submissions for our annual Art Exhibition** at Toronto's Metro Hall. This year's theme is ["Speak Your Peace: Voices for the Future,"](#) and we are accepting submissions **until June 9, 2017**, for the exhibition running August 4th-11th, 2017 (coinciding with Peace Fest).

Peace Fest: We have secured a date and location for this year's celebration of peace! **Peace Fest will take place on August 12, 2017, at Mel Lastman Square.** Stay tuned for additional developments and a call for volunteers!

Learn more about these and other exciting upcoming events on our [website](#)!

AROUND THE OFFICE: OUR CURRENT PROJECTS

First and foremost, **the entire ALPHA family extends a warm and hearty welcome to Peggie, our new administrator!** Peggie joined ALPHA Education in January 2017, and has quickly shown passion and enthusiasm for ALPHA's mission. Following her first attendance at a board meeting, she expressed a sense of **genuine awe at the sheer amount of work done by an office of only 5 staff members** (though we are [supported tremendously by our volunteers](#)!). After a couple of months, she seems well-acclimated to our office culture, and we are all very thankful for her work, and look forward to a long future together!

Flora (Executive Director): 2017 marks the **150th anniversary for Canada, 80th anniversary for the Nanjing Massacre**, and also the **20th anniversary for ALPHA**. We've started our 20th year on a high note, with conferences, workshops, commemorative events, and internships filling up our calendar quickly!

We are currently working hard to promote and support [Ontario Bill 79](#) – a bill proposed by MPP Soo Wong that proclaims December 13 of every year as the Nanjing Massacre Commemorative Day - in various communities, including the **100,000 signature petition campaign and extensive education work**. If ever passed by the Ontario government, the bill will become the **first bill in western legislature** to commemorate the atrocity that happened 80 years ago in Nanjing.

It is definitely another busy year for ALPHA and the entire team!



Peggie (Office Administrator): I am currently helping in the [100,000 signature petition campaign](#) in support of Bill 79. It is an act to proclaim December 13th as the Nanjing Massacre Commemorative Day in Ontario. It is remarkable that **over 60,000 signatures have been collected** in the past few months. We would like to **thank our volunteers for their amazing job!** Besides this, we are also **getting ready for the exciting summer events – Peace Fest and Camp P.U.I.S.E.**

Judy (Program Director): Wow, I ran **28 workshops in 10 weeks** and the number keeps growing. It certainly has been the busiest time of the year in terms of educational outreach. Working directly with students is the most enjoyable part of my work and **I value every conversation I have with them**. Our much-anticipated program, **Live Well, Take Action Ambassador Program for East Asian Youth** is wrapping up the final week of 6 sessions. Students are soon to work on their group projects in which they can **analyse our rich conversations over identity, culture, history and social activism**, and turn this knowledge creatively into actions as their final projects. These projects will be shared through various outlets including **TDSB Asian Heritage Student Symposium** and our final event on May 24th.



Michelle (Project Coordinator): Since January, I've been busy delivering student conferences and workshops with ALPHA Education all around Toronto! In March, we participated in the TCDSB "Voices that Challenge" conference, which focused on the necessity of global leadership in today's changing world. In the month of March, ALPHA also organized our first "History Meets Humanity" conference of the year, under the title, *The Plight and Courage of the "Comfort Women,"* which was held at KCCA for over 80 Grade 11 students. Our 2nd and 3rd HMH conferences will take place in early April and will engage over 300 students! I am very excited to be working on this as well as putting in the [final preparations for Camp P.U.L.S.E.!](#)



Sarah (Director of Education): Multiple upcoming workshops, conferences, and presentations have me **knee-deep in research on Unit 731**, as I'll be presenting on the **ethics of biological and chemical warfare and the ethics of human experimentation** at a few different educational events. As well, my team of volunteers for the [Unit 731 Transcription Project and Digital Archive Project continues to grow](#), with 40+ dedicated individuals contributing to these projects. I'm thrilled to be evaluating some impressive research projects from our current interns, and I'm also reaching out to additional scholars and universities, in the interest of **expanding our internship opportunities**, as well as continuing our internships with the University of Michigan, Hong Kong University, and others. I'm also **working on this newsletter**, which I truly hope you're enjoying!

VOLUNTEER SPOTLIGHT



Alissa Wang, presenting with ALPHA Education at Holocaust Education Week, 2016.

A key part of ALPHA Education's mission and vision is to **empower the next generation** of researchers, scholars, social actors, and advocates for social justice. In this spirit, it is with tremendous happiness that **we extend our deepest congratulations to [Alissa Wang](#), who was just admitted into a Ph.D. program** in Law and Political Science at the University of Toronto! Alissa has been part of the ALPHA family since her high school days, later acting as President of our ALPHA club at the University of Toronto. She has a bright mind and dazzling intellect, as well as the sense of community and an ethic of sharing that is central to advanced academic endeavours. **Alissa, we couldn't be more proud of you, and we look forward to cheering you on as you go on this journey!**

Another round of praise goes out to [Adrian Zee](#), who is finishing up his time as the **President of the ALPHA Education university chapter at Western University**. Adrian is currently in his final term at Western, and will be **graduating** very shortly. He has put in **tremendous effort in establishing and expanding the ALPHA chapter in his school**, so we extend both our deep gratitude and our enthusiastic congratulatory sentiments his way! **Congratulations, Adrian!**



Adrian Zee, looking particularly studious at last year's University Chapter Retreat.

UPCOMING COMMUNITY EVENTS*

JOIN THE CELEBRATION
ASIAN HERITAGE MONTH

ASIAN HERITAGE MONTH FESTIVAL
2017

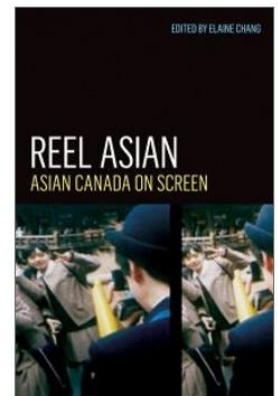
PRESENTED BY
THE CANADIAN FOUNDATION FOR
ASIAN CULTURE (CENTRAL
ONTARIO) INC.

May is Asian Heritage Month in Canada! As this year coincides with Canada 150 celebrations, there are a multitude of events throughout Ontario and across Canada celebrating those of Asian heritage, and the contributions to Canada's diversity made by Asian and Pacific cultures. [Here](#) is a list of events presented by the Canadian Foundation for Asian Culture, in association with [The Virtual Museum of Asian Canadian Cultural Heritage \(VMACCH\)](#).



Reel Asian: Asian Canada on Screen – Join the Toronto Public Library for an event that explores **how Asian-Canadians have been represented in film!** [This free event](#) is hosted by Elaine Chang, editor of the book, *Reel Asian: Asian Canada on Screen*, and will feature work from filmmakers Nicole Chung, Khanhthuan Tran, and Midi Onodera. Participants will see **short films** by each of these filmmakers, followed by **interviews**.

[Click here](#) for the [CBC's listing of Asian Heritage Month events](#) throughout Toronto and the GTA.



Meet Author Joy Kogawa – The Toronto Public Library will be holding a meet-and-greet with renowned author, **Joy Kogawa on Tuesday, May 2, 2017, from 7-8:30pm**. She will read from her new book, *Gently to Nagasaki* in this Asian Heritage Month signature event. You can find details about this event [here](#).

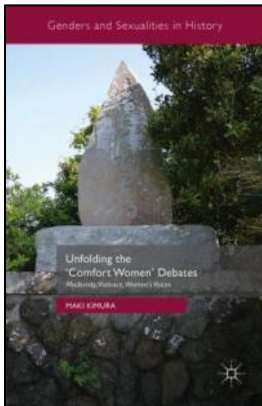
For those interested in **learning more about various aspects of Asian heritage**, the Toronto Public Library has [curated a recommended reading list](#) for adults, teens, and children, in celebration of Asian Heritage Month. These books **span a variety of Asian cultures, offering everyone something to learn!**

Spring Moon / 春明, a New Play by Diana Tso – Playwright and long-time ALPHA family member, **Diana Tso**, examines Chinese intergenerational relationships in Toronto in her new play, *Spring Moon / 春明*. **Based on the real-life experiences and stories of members of Toronto's Chinese community**, this play draws on themes of resiliency, immigration, language, love, connection, and heritage. Input from Chinese youth and seniors elevates the **authenticity** of this story, and Canada's multicultural heritage is honoured through the show's use of Cantonese, Mandarin, English, and French languages, with Chinese and English surtitles. As part of the [InterGEN Project](#), a production of the play will be directed by Karthy Chin with [Mixed Company Theatre](#) at [The Citadel, Ross Centre for Dance in Toronto](#), with **6 showings from April 20-23, 2017**.



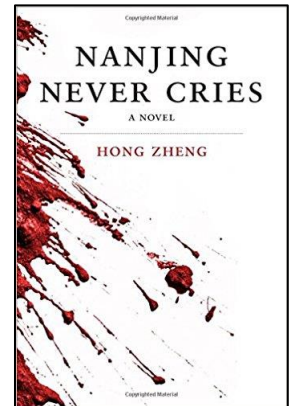
Published Works on Critical History & WWII In Asia

Books



Kimura, Maki. *Unfolding the 'Comfort Women' Debates: Modernity, Violence, Women's Voices*. New York: Palgrave Macmillan, 2016. ISBN: 978-1137392510.

Zheng, Hong. *Nanjing Never Cries: A Novel*. Flowery Branch, Georgia: Killian Press, 2016. ISBN: 978-1944347000.



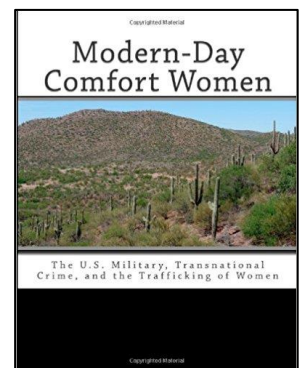
Articles

Espindola, Juan. "Why Historical Injustice Must be Taught in Schools." *Studies in Philosophy and Education* 36 (2017): 95-106.

Article Abstract: In societies that have failed to confront past injustice, the most common justifications for the inclusion of history education within the school curriculum invoke the idea that those who cannot learn from the past are doomed to repeat it; or they appeal to goals such as reconciliation, or to the importance of recognizing and morally redressing the harm done to victims. These justifications are all sound and important. However, they must be supplemented with a justification of a different kind, one that appeals to a different kind of value, namely that of personal and political autonomy. When historical injustice is left unaddressed in school, so this paper argues, all children and adolescents are wronged, including those who were not involved in, or were directly affected by, past injustice. This is not simply because as a result they run the risk of repeating, or of being the victims of, behavior that caused past violence; or because without history education the harm done to their predecessors is left unacknowledged. They are wronged because ignorance of past injustice curtails the full exercise of their autonomous agency. It does so by denying them access to information that is crucial for evaluating their values and commitments. History education in schools can avoid this scenario, promoting autonomy instead.

Hughes, Donna M., Katherine Y. Chon, and Derek P. Ellerman. "Modern-Day Comfort Women: The U.S. Military, Transnational Crime, and the Trafficking of Women." *Violence Against Women* 13 no. 9 (2007): 901-922.

Article Abstract: The trafficking of women has been a lucrative moneymaker for transnational organized crime networks, ranking third, behind drugs and arms, in criminal earnings. The U.S. military bases in South Korea were found to form a hub for the transnational trafficking of women from the Asia Pacific and Eurasia to South Korea and the United States. This study, conducted in 2002, examined three types of trafficking that were connected to U.S. military bases in South Korea: domestic trafficking of Korean women to clubs around the military bases in South Korea, transnational trafficking of women to clubs around military bases in South Korea, and transnational trafficking of women from South Korea to massage parlors in the United States.



Ward, Thomas J. and William D. Lay. "The Comfort Women Controversy: Not Over Yet." *East Asia* 33 (2016): 255-269.

Article Abstract: During the World War II, up to 200,000 women, the majority of whom were Korean, were forced to provide sex to Japan's military forces. The perceived refusal of Japan to fully take responsibility for the mistreatment of these "comfort women" has been a major obstacle to Japanese-Korean relations for a quarter of a century. Although the signing of the December 28, 2015 Agreement between Japan and Korea purported to "finally and irreversibly" solve the comfort women issue that has divided these two East Asian powers, the voices of Korean and Korean-American civil society indicate the contrary. American local, county, and state governments have become key battlegrounds in the conflict. As comfort women memorials across the USA proliferate, these governmental entities have allowed themselves to be caught up in incomplete narratives, whether Japanese or Korean. Against the backdrop of the tense geopolitics of today's Asia-Pacific, a more responsible, comprehensive inquiry is needed to bring closure to a tragic chapter of human history.

Dawes, James. *Evil Men*. Cambridge: Harvard University Press, 2013.

"This book is about atrocity: what it looks like, what it feels like, what causes it, and how we might stop it."¹

It is incredibly difficult, as an academic, to review a text like James Dawes' *Evil Men*, which both is and is not an academic text. In its narrative style, with no formal chapters or divisions, it deftly bounces between segments of first-hand interviews with convicted war criminals from the Asia-Pacific War, researched theory (psychology, philosophy, sociology), philosophical reflections, and personal admissions, with a pace more akin at times to stream-of-consciousness than structured, academic argumentation. However, as a scholar, Dawes' intellectual path is clearly lined by the works of those who came before him, touching on questions of ethics, narrative style, beauty, theodicy, agency, confession, and forgiveness, and drawing on questions raised by diverse thinkers, including Friedrich Nietzsche, Augustine, Martha Nussbaum, and Hannah Arendt,² among many others. This text, however firm its academic foundations, is still one accessible to a non-academic audience – as Director of the Program in Human Rights and Humanitarianism at Macalester College, Dawes writes as a scholar; as a Professor of English, he writes as a writer. That is to say, he writes for his audience as much as he writes for himself and his ideas, and this is a text that is accessible enough to transcend the imaginary walls that border scholarly institutions. *Evil Men* is a unique work that seeks to plumb the depths of human capability, raising disturbing and difficult questions about what it means to be human, and offering no easy answers.

Despite the difficulty of such a review, I'm committed to attempting to translate the value of this book, as it is an undeniably important read, and a timely one, being published just a few years ago, in 2013. While I cannot do Dawes' journey its due justice in just a few pages, some background information is necessary: In developing this project, Dawes travelled to Japan to interview war criminals from the Asia-Pacific War, all of whom had been captured and held in prison camps for 10 years. This particular group was willing to talk, in part because they were members of *Chukiren*, an anti-war veterans group in Japan (formed in 1957, and now dissolved). Attacked as "communists" spreading "propaganda" when they speak out against war and against denial of Japan's WWII war crimes, these veterans were shamed – not for participating in war crimes, but for publicly confessing to them. Frequently ostracized, they are deeply familiar with the social desire to bury the past, and the consequences of speaking up in a context where silence is the norm. For members of this group, however, telling their stories and advocating pacifism provides them with a "chance for life that wasn't, finally, meaningless."³

Dawes uses his experience of interviewing war criminals to provide a set of considerations and meditations on much larger and more fundamental questions of human existence. Indeed, his primary area of interrogation is what some call the "human condition" – our need for closeness and community, our tendency to divide and harm, our desire for empathy and understanding, our history of violence and atrocity. This complicated set of paradoxes frame Dawes' exploration in this book, and he wisely refuses to over-simplify the human experience to one or another pole of such binaries. With a keen eye for the nuances and challenges of any existential-psychological investigation of humanity's depths and heights, he avoids many of the pitfalls that often come with similar examinations, refusing to reduce humans to either our most depraved violations or our loftiest ideals. Instead, he seeks to hold these polarities simultaneously, accepting both extremes as part of what it is to be human, focusing instead on what elements of our shared, social experience influence our individual choices in

¹ James Dawes, *Evil Men* (Cambridge: Harvard University Press, 2013), xi.

² Hannah Arendt having famously witnessed the proceedings of Nazi Adolf Eichmann's trial, ultimately advocating a massively influential theory in her book, *The Banality of Evil: A Report on Eichmann in Jerusalem*. In this work, she suggests that some of the greatest "evils" humans commit often originate in an inability to think for oneself, or to think through the ramifications of one's actions. With Eichmann's primary defense being that he was just doing his duty by "following orders" when he sent trains full of innocent Jewish prisoners to die in concentration camps, it was his utter incapacity to see himself as an active agent, responsible for his own behaviours, that led Arendt to this premise.

³ Dawes, 13.

one direction or the other. There is no resolution to the contradictions of being human in this book, nor should there be.

When we study atrocity, we often hear of “dehumanization” – the process by which people are encouraged or conditioned to reduce others, to rob them of their humanity, to make them something extinguishable, inconsequential – to make the process of killing other humans easier. It is a process that has been repeated throughout history; wherever there is violence, there is dehumanization. Dawes understands this. His journey, however, seems to be one of *re-humanization*. That is, whether he (we?) can find the humanity in people who have committed undeniably monstrous acts (at one point, stating of one of his interviewees, “I was surprised he was so normal”⁴). Neither optimistic nor pessimistic, his discomfort in this process is palpable. He seems to know that his ability to walk such a nuanced path is one of privilege – being far enough removed from an atrocity to explore it in this way is not something he takes lightly.

Re-humanization, in this instance, is made easier to swallow because the perpetrators harbor palpable regret for their actions, and they use their past to attempt to intervene in the present. While there is a good deal of focus on what was going on around them during their time at war – this being a text that explores social and intersubjective conditions that make “evil” actions thinkable – these war criminals still claim their actions as their own, and express considerable remorse.⁵ Indeed, they have taken it as their duty to speak out against both war itself and the Japanese government’s denial (or minimization) of the atrocities of the Second World War. In a sense, this acts as a kind of penance – while they know that their actions may be unforgivable and that there is no “undoing” the past, they nonetheless insist upon working to ensure such actions are avoided at all costs in the future. Dawes comments repeatedly on their broader anti-militaristic and anti-imperialistic sentiments. At the time of some of the interviews, George W. Bush was president of the United States, and Dawes – an American scholar – sees their perspective of the past as a kind of warning for the present and future. They frequently remind him of the ongoing atrocities in the contemporary world, and his own nation’s complicity in these. Telling their stories was, in part, meant to act as a warning – “*This is what you are becoming, perhaps have already become.*”⁶

That is not necessarily to say that this is a redemptive text, however. Rather, Dawes wants his readers to understand that the people behind these atrocities, those who participate in actions many of us would – rightfully – consider abhorrent, are not monsters. While it may be comforting to think that they are fundamentally different from us, he encourages readers to acknowledge that they are every bit as human as all of us. *People* are inevitably behind atrocities, and any human is susceptible to becoming a perpetrator or victim of such atrocities. The veterans he interviews are not unique, and so he attempts to probe the difficult question of why certain people, under certain circumstances, participate in actions we may call “evil.” What are the conditions for making the unthinkable not only perceived as acceptable, but virtuous?

Humans often want to believe in something bigger than ourselves, and we want to trust in authorities enough to be obedient to rulers who (we hope) have our best interests at heart. As well, though we have the capacity for cruelty, Dawes insists that this is often something that must be taught – it takes work to make atrocity not only *thinkable*, but *doable*. He reminds readers that we are inexorably caught up in a complex web of social relations and pressures, all of which push and pull our intentions, aspirations, and weaknesses in a variety of directions. Moreover, this web is inevitably lodged in a world full of confusion and uncertainty, in which the ever-looming threat of potential meaninglessness, deep longing for acceptance, and desires for both unity and division co-exist within each of us. In a sense, war – as a battle for common meaning – arises out of “the need to believe in transcendent things,”⁷ and fanaticism “clarifies meaning... [and] enables confident action in a bewildering

⁴ Ibid., 194.

⁵ “I am, without argument, truly wrong, and I know this – I am sorry. There’s nothing I could say but that.” Ibid., 13.

⁶ Ibid.

⁷ Ibid., 105.

world.”⁸ That is to say, in so many wars, people (and particularly *young, impressionable people*) are presented with an organizational identity (the nation, an ideology), and offered monolithic, clear-cut, black-and-white value systems which exclude and demonize unfamiliar others, enforce strict hierarchy and authoritarian power structures, routinize violence, encourage conformity, dissolve the individual into the group, give permission to do the unthinkable, and provide opportunities to advance or excel based on their ability to perfect each of these, all bolstered by a narrative of historical mission and utopian possibilities in a deeply unfamiliar context (Dawes refers to the latter as the “weirdness” of war, where one is faced with a kind of moral fog, with “new moral realities”⁹). Conditions here are ripe for atrocity. Perhaps, Dawes speculates, participation in evil arises not so much out of “who you are,” but “where you are.”¹⁰ In the right context, any of us could be swept up in such fervor. The systemic nature of violence and the powerful methods of reinforcement used to encourage social division reinforce the potency of the pacifistic worldview his interviewees advocate. This is more than a struggle against war; it is a struggle for who we are and how we are shaped into individuals who do or do not participate in atrocity.

This is not to say that there is no hope for humanity, though. While Dawes avoids effervescent optimism, he does not fall back into a sense of hopelessness or nihilism, either. The above are certainly not the only possible conditions under which atrocity can take place, but – just as importantly – not everyone in such conditions will commit atrocities. Despite the conditioned-ness of our positions, we are still agents. It may be debatable whether or not our will is ever totally “free”; but, in any case, we do still have a will. For some, making the choice to stand up and say “no” will carry too high a price; with the confluence of various social and psychological pressures to conform that Dawes outlines, he makes absolute condemnation of such bystanders difficult. He wants us to understand *why* such people make the choices they make, but – importantly – to *understand* is by no means to excuse. This understanding, and the critical thinking that necessarily accompanies any investigation of this sort, is itself what equips us to potentially make better choices: to be the nay-sayer, the upstander.

Even with such knowledge, perhaps we may falter; however, without it, faltering seems a near-certainty. Our actions may never be perfect – and, sometimes, they may be abhorrent. But, Dawes reminds us, “We don’t have to be good to want to be good.”¹¹ In order to understand what it means to *be good*, we cannot avert our eyes from atrocity, nor the people who commit atrocities. If we *want* to be good, we must be intimately familiar with what it means to fall short of such an aspiration, and to understand the mechanisms that can turn people who “want to be good” into people who commit horrendous acts. Only honesty about the paradoxes of humanity – a firm and stark acknowledgement of all the things of which we are capable, our depths and our heights – will provide us the moral, ethical, psychological, and philosophical tools necessary to resist the pressure to conform, to render others less-than-human, to obey even those who would have us destroy one another. With an approach that is equal parts nuanced, critical, and tender, *Evil Men* provides readers with a compelling picture of such honesty, and a wealth of reflections – both academic and personal – that help us continue thinking through and refining our understanding of some of the oldest and most difficult questions of human existence.

CONCLUDING REMARKS

2017 has already been an incredibly busy year for ALPHA Education, and **we could not be more thankful for the interest and support of our community of educators, learners, and advocates.** With your help, we are reaching more people than ever before, as we work together to inspire generations to work for justice, peace, and reconciliation.

⁸ Ibid., 62.

⁹ Ibid., 56.

¹⁰ Ibid., 46.

¹¹ Ibid., 199.

Contact Us

ALPHA Education

85 Scarsdale Road, Suite 305
Toronto, ON M3B 2R2
416.299.0111

info@alphaeducation.org

www.alphaeducation.org

ALPHA EDUCATION | QUARTERLY REVIEW

January 2017

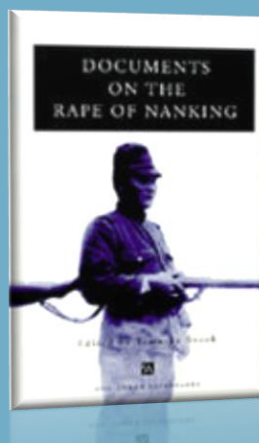
Volume 1 / Issue 1

WHAT WE'RE READING

Documents on the Rape of Nanking, Edited by Timothy Brook. University of Michigan Press. ISBN: 978-0472086627

A collection of primary source documents related to the Nanjing Massacre, including eye-witness reports, personal diaries, and excerpts from the IMTFE judgements.

See pages 5-6 for our **full review** of this text!



WHAT'S NEW?

Welcome to ALPHA Education's revamped newsletter, dear friends! The new year brings new inspiration, and the just-launched "Quarterly Review" reflects this. This newsletter will bring you up-to-date on our most important projects, and will also provide **resources for further education and contemplation with respect to World War II in Asia**. We will be highlighting some of our own activities, but also providing updates on scholarship, features on our interns and volunteers, and reviews of important texts relating to World War II in Asia. Don't forget to check out our [website](http://www.alphaeducation.org) for detailed information on all these topics!

On our calendar:

2017 Camp P.U.L.S.E. (Program for Understanding Leadership, Self-empowerment, and Exchange) – Our international social justice summer camp enters its 2nd year! The camp will run from July 30-August 13, 2017. *Early bird registration deadline: February 28, 2017; final registration deadline: April 30, 2017.*

2017 History + Art = Peace, Art Exhibition: "Speak Your Peace: Voices for the Future" – Our annual art exhibition will be running again this year, with chosen submissions featured in a temporary gallery at Toronto's Metro Hall in the Summer of 2017! Visual and traditional arts, as well as short creative writing submissions will reflect on the values of peace, diversity, and social justice. *Deadline for submission: June 9, 2017.*

2017 Peace and Reconciliation Study Tour – Thanks to our associates at New Jersey ALPHA, the study tour will run again in 2017! This tour will take learners through the history of WWII in Asia, with stops in Shanghai, Nanjing, Beijing, Harbin, and Seoul. *Application deadline: February 1, 2017.*

For details about these and other events, **please visit our website** at: <http://www.alphaeducation.org/upcoming-events>

"Thank you for your unwavering support and inspiration that have allowed us to grow and learn. We have been given some extraordinary learning opportunities from ALPHA Education, and we are looking forward to empowering our generation with your invaluable gifts."

- UT ALPHA Chapter Members

AROUND THE OFFICE: OUR CURRENT PROJECTS

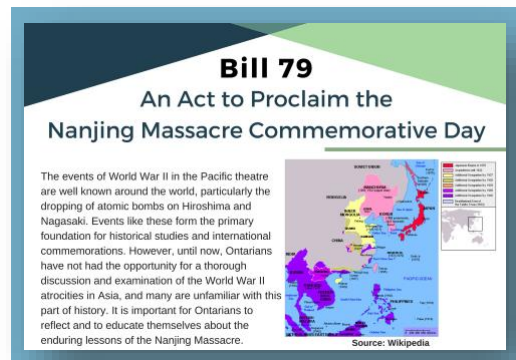
Judy (Program Director): I am currently busy preparing for several 2017 ALPHA projects, including Peace Fest, Oral History Project, and other educational workshops and conferences. I am particularly excited about our new community partner project, “**Live Well, Take Action.**” This is an ambassador program that aims to **enhance the lives of East Asian youth** by fostering civic participation, healthy relationships, and greater awareness of positive well-being. Looking forward to working with 30-45 students from three local high schools in early 2017. Click [here](#) for more information!

Michelle (Project Coordinator): Following the conclusion of the highly successful **Chinese Seniors' Storytelling Workshop**, my focus has currently shifted to organizing and implementing all our upcoming student conferences and workshops that we have planned for the 2017 year. In addition to this, the team and I have been working hard designing educational and fun activities for this year's **Camp P.U.L.S.E.** students. Be sure to visit our Camp P.U.L.S.E. website [here](#) for more information on registration and to stay updated on all our latest developments!

Panlai (Office Administrator): I'm currently helping to circulate and gather signatures for a petition regarding **MPP Soo Wong's Bill 79**, an act to designate December 13th as the Nanjing Massacre Commemorative Day in Ontario. Our goal is to collect **100,000 signatures**, to help advance the Bill to the Third Reading. Please consider supporting us in this effort, and circulate the message as widely as possible among your friends, family, and community!

Sarah (Director of Education): I'm currently reviewing scholarship around the Tokyo Trials, as part of my comprehensive overhaul of ALPHA Education's **Teacher Resource Guide**. As well, I'm managing a team of 30+ dedicated and passionate volunteers, who are doing amazing work for ALPHA's **Unit 731 Transcription Project and Digital Archive Project**. If you or someone you know might be interested in contributing to these projects, check out our volunteer opportunities [here](#)!

Flora (Executive Director): *Flora is currently in China, working hard to promote ALPHA Education's mandate, vision, and values among the educational community. She is recruiting attendants for Camp P.U.L.S.E., and speaking at high schools and universities about ALPHA Education's important work in Canada. Hopefully, she will regale us all with tales of her trip in the next issue of the newsletter!* - Sarah



"I'm also working on this newsletter!"
-Sarah

Contact Us

ALPHA Education

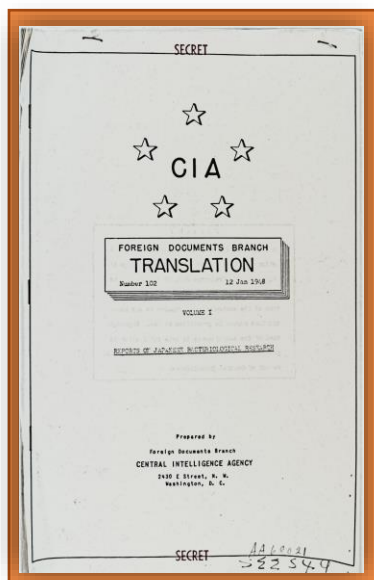
85 Scarsdale Road, Suite 305
Toronto, ON M3B 2R2

416.299.0111

info@alphaeducation.org

www.alphaeducation.org

VOLUNTEER SPOTLIGHT

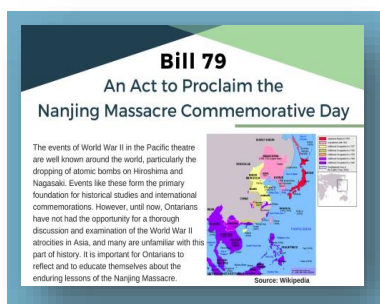


For our initial "Volunteer Spotlight," we at ALPHA Education want to extend a warm and hearty "thank you" to our remote/online volunteers, who have been working on our Unit 731 Transcription Project and Digital Archive Project!

Since September, these volunteers from around the world have helped us transcribe **over 1,000 pages** of recently-declassified intelligence documents for the Unit 731 Museum in Harbin. As well, those doing research for our primary resource digital archive have helped us launch a massive, 5-year endeavor with style and grace. Through these projects, a diverse group of people have come together to help shape the future of WWII in Asia studies, as well as ALPHA Education's legacy and contribution to research.

Want to join our team? We have lots of volunteer opportunities! Check them out here: <http://www.alphaeducation.org/volunteer>

UPCOMING ALPHA COMMUNITY EVENTS



Petition Drive: Bill 79 – Nanjing Massacre Commemorative Day Act

On **January 7, 8, 14, and 15**, members of the ALPHA family will have a petition booth at **New Kennedy Square** (8360 Kennedy Rd, Unionville, ON L3R 5Y7), from 11:00am-5:30pm. If you would like to help support this important bill, please stop by and add your name to the petition!

You can also download and sign the petition [here](#).

UPCOMING WORLD AND COMMUNITY EVENTS*



INTERSECTIONS

How Can History Education Change Today?

24th EUROCLIO Annual Conference

2-7 April 2017 Donostia-San Sebastián (Spain)

24th EUROCLIO Annual Conference, April 2-7, 2017, Donostia-San Sebastián, Spain (European Association of History Educators)

Event details [here](#).



Association for Asian Studies Annual Conference, March 16-19, 2017, Sheraton Centre, Toronto

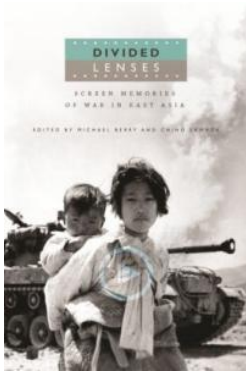
Learn more about the association and the conference [here](#).

Register [here](#) by February 21, 2017.

*Please note, ALPHA Education is not affiliated with these organizations or their events.

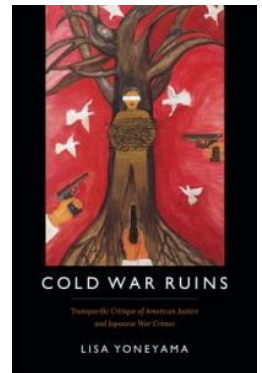
NEW SCHOLARLY WORKS ON WWII IN ASIA

Books



Berry, Michael and Sawada, Chiho. *Divided Lenses: Screen Memories of War in East Asia*. Honolulu: University of Hawai'i Press, 2016.

Yoneyama, Lisa. *Cold War Ruins: Transpacific Critique of American Justice and Japanese War Crimes*. Durham: Duke University Press, 2016.



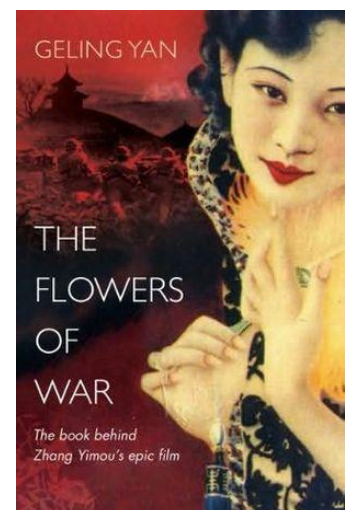
Articles

Moon, Chung-In, and Suh, Seung-won. "Historical Analogy and Demonization of Others: Memory of 1930s' Japanese Militarism and its Contemporary Implications." *Korea Observer* 46, no.2 (Autumn 2015): 423-459.

Article Abstract: Some pundits in Beijing and Tokyo use the analogy of Japan's militarism in the 1930s as a vantage point through which to interpret each other's present and future behavior. While those in Tokyo have likened China's recent offensive posture to that of Japan's military in the early 1930s, those in Beijing see the Abe's proactive pacifism as a prelude to the revival of its 1930s militarism. The paper aims at elucidating the dynamics of mutual demonization between China and Japan that is anchored in the 'Siamese twin' analogy of the 1930s episode. We argue that shadow projection, scapegoat behavior, revival of geopolitical discourses, and identity politics have been by and large responsible for the dilemma of mutual demonization and that domestic political abuse and misuse of historical narratives and subsequently the formation of a transnational coalition among adversaries have further complicated the situation. Such mutual demonization process casts worrisome implications for bilateral relations between China and Japan in particular and peace and stability in Northeast Asia in general. The paper concludes that political leadership, civil society, and mass media in each country should work hard to prevent an excessive politicization of memory politics and to block the formation of a transnational adversarial coalition among ultra-nationalists.

Yang, Jincai. "Reading Ethics and the Body in Geling Yan's *The Flowers of War*." *Neohelicon* 42, no. 2 (2015): 571-584.

Article Abstract: Michel Foucault has written of the body that it is also directly involved in a political field. This understanding of the body and its direct relation to political realms may also illuminate much in the war context of Chinese Resistance against Japanese Invasion (1937–1945) which saw an intense focus in many of the social and political issues in China feeding into historical inquiry on the performance of the human body. In recapturing this history Geling Yan turned out her novella *The Flowers of War*, rendering a different perspective into the Japanese rape of Nanjing notoriously known as the Nanjing Massacre. As a writer, Yan projects a cogent historical vision, and throughout the novella, she makes particular demands on her readers who must serve as capable interpreters of the historical record of the Nanjing Massacre. In interpreting this work, both writer and readers participate in constituting the cultural currency of the traumatic experience resulting from the Japanese seizure of the city and assigning value to the varied subjectivity Chinese women assume in the narrative. Here we read the body as a realm of meaning and follow the ways the female Chinese characters including the prostitutes of the Qin Huai River brothels teach us to read it. Human behavior is central to most literary texts which demand ethical responses. *The Flowers of War* is exactly a case in point.



BOOK REVIEW

Brook, Timothy (ed.). *Documents on the Rape of Nanking*. Ann Arbor: University of Michigan Press, 1999.

Documents on the Rape of Nanking provides a convenient, edited volume of key testimonial and judicial documents composed during, and in the aftermath of, the Nanjing Massacre. Consisting of official and personal correspondence written by the members of the International Committee for the Nanking Safety Zone during the Japanese invasion of the city, excerpts from the judgment handed down by the International Military Tribunal for the Far East (IMTFE), and sections of the dissenting opinion from that judgement, issued by Radhabinod Pal, this valuable resource offers both a ground-level view of events as they unfold, as well as the appraisal of such events by later judicial bodies.

Part 1, "The Records," offers an intimate glimpse into the increasingly desperate situation within the Nanking Safety Zone. These letters were written by members of the International Committee (most notably, well-known figures such as Chairman John Rabe, Secretary Lewis Smythe, and American Missionary Minnie Vautrin), a small number of Westerners working in China who refused to flee the violence wrought on the city, instead remaining in an attempt to provide humanitarian aid to victims and refugees in the city. Often addressed to official bodies such as the Japanese Embassy, as well as various individuals in power positions in the Japanese military, members of the International Committee plead for the safety and well-being of the 200,000+ refugees in their care. Frequently present are itemized lists of atrocities, organized by date, spanning December 14, 1937 – February 19, 1938. While maintaining the highest of diplomatic standards, these letters highlight an intensification of shock and outrage, as days and weeks go by without significant improvement. Readers can palpably experience Rabe's desperation, for example, as he decries the repeated and overwhelming kidnapping of girls and women from the Safety Zone (some never to return), the sexual assault of girls as young as 12, the bayonetting of innocent civilians and even the elderly. He carefully details the increasingly perilous food shortage and the disastrous slash-and-burn tactics used by Japanese soldiers running amok in the city, who destroyed the homes and livelihoods of countless civilians, making a return to normalcy an increasingly distant possibility. Indeed, with their calculated precision and itemized presentation of atrocities, these letters may offer the closest thing a researcher can get to an in-the-moment run-down of the events of the Nanjing Massacre.

One particularly valuable contribution to the evidence of the Nanjing Massacre provided by this book is the first-time publication of the personal letters of Dr. Robert O. Wilson to his family. Wilson was both a physician and a missionary stationed in Nanjing during the massacre, and – despite massive supply shortages – he was the primary medical official in charge of tending to the wounded in the city. Wilson was later a key eye-witness before the IMTFE, reporting under oath the atrocities he witnessed as the key physician in the International Safety Zone. His letters begin prior to the date of those issued by the International Committee, starting on December 9, 1937, as the Japanese military began its initial bombardment of the city. These personal letters contrast the official, diplomatic style of the previous communiques, highlighting the palpable fear Wilson experienced from the earliest sounds of gunfire outside the walls of Nanjing, to the tension experienced as the primary physician for an ever-increasing number of wounded Nanjing residents, and through the uncertainty that lingered after the initial waves of violence, with his final letter composed in March of 1938.

As the primary medical physician within the International Safety Zone, many of Wilson's letters reflect instances of violence reported in the earlier section of the book. For example, in the 19th letter reporting "Cases of Disorder by Japanese Soldiers in the Safety Zone," filed December 21, 1937, it was reported that "...at 7:30pm, a 17-year old married girl, 9 months pregnant was raped by two Japanese soldiers; at 9 p.m. labor pains began; baby was born at 12 p.m. She was brought to University Hospital this morning because they could not get through on the streets at night. Mother is hysterical, but baby is doing well" (45). Wilson refers to this encounter in his own letters, following up on December 30: "...the little seventeen year old girl who was raped at seven-thirty one evening before starting her labour pains at nine, has now developed a rip-roaring case of acute gonorrhea. She runs a temperature of 105 part of the time and the outlook is not too bright. We are giving her baby temporarily to the girl who lost hers prematurely when she was stuck in the abdomen with a bayonet in the basement of Hillcrest. She has plenty of milk" (232). Dr. Wilson's letters give a human voice to the suffering he witnesses, lamenting frequently throughout, and comparing the situation in Nanjing to "Dante's Inferno" (a classic depiction of the

Christian Hell). In the same letter, December 30th, he looks forward to the promise of a new year. "The only consolation," he says, "is that it can't be worse" (230-1).

Part 2, "The Judgements," provides an edited volume of the International Military Tribunal for the Far East's (IMTFE) judgments, as they pertain to events in the Nanjing Massacre. One of the most valuable aspects of this volume is the stark juxtaposition of the eye-witness accounts and the evaluation of events by official judicial bodies. Several members of the International Committee for the Nanking Safety Zone served as witnesses during these trials, also known as the "Tokyo Trials" (equivalent to the more well-known "Nuremburg Trials"). Ultimately, two men – Koki Hirota (who presided as Foreign Minister during the massacre) and Iwane Matsui (a senior officer) – were convicted of "disregarding their legal duty to take adequate steps to secure the observance and prevent breaches thereof... thereby violat[ing] the laws of war" during the Nanjing Massacre (270). By not exercising their authority over the Japanese troops who terrorized Nanjing for six weeks, these two men were executed by hanging for their role in the Nanjing Massacre.

This was not a wholly uncontroversial set of charges, however, with many of the death sentences at the Tokyo Trials passing by a bare majority, and *Documents on the Rape of Nanking* reminds readers of this by including a partial representation of Radhabinod Pal's controversial dissenting opinion (i.e., only those elements relating to the Nanjing Massacre). The introduction to *Documents on the Rape of Nanking* makes it clear that – despite the insistence of some historical revisionists – Pal did not doubt that Japanese soldiers in Nanjing committed violent criminal acts. He is quoted in this introduction, saying that "the evidence is still overwhelming that atrocities were perpetuated by the members of the Japanese armed forces against the civilian population" (18). The basic factuality of these events were not called into question, though the *extent* of the atrocities was questioned by Pal, who suggested that the trauma witnesses experienced may have led to an over-estimation of the number of murders and rapes that took place (the official IMTFE death toll of 200,000 illustrates the extent to which the majority of judges were convinced of the tallies presented by the prosecution's witnesses). Further, Pal commented on the difficulty of laying judgment against those who *did not act* in certain ways, military officials who did not control the soldiers under their purview, as opposed to those who specifically committed particular actions (positive acts versus crimes of omission). As the lone dissenter represented here, his primary point of contention was that the charges of "crimes against peace" and "crimes against humanity" were previously uncodified forms of determination of guilt in international law (that it was a judgement *ex post facto* – i.e., conviction for actions that had not previously been identified as criminal on the international stage, despite the Kellogg-Briand Pact essentially criminalizing aggressive war). Despite Pal's dissent, however, decades of legal scholars have since considered the IMTFE judgments as crucial legal precursors to contemporary international justice (being cited by recent criminal tribunals, including the International Criminal Tribunal for the former Yugoslavia and the International Criminal Tribunal for Rwanda). Pal does provide an occasion for considering important questions about what justice entails and how it is achieved (whether or not one agrees with his own responses to such questions), particularly when capital punishment is on the line. There are larger issues at stake in the entirety of Pal's dissent, such as his assertion that Japan's imperialist expansionism was little more than mimicry of similar colonial efforts by Western powers, thus rendering such powers potentially just as culpable as Japan itself, and suggesting that "even justice" could only be done if the West's wars of aggression in Asia were also brought before such a judicial body. As well, there have been many valid critiques of his dissenting opinion, though these are beyond the scope and content of this particular work, with its specific focus on the atrocities in Nanjing.

CONCLUDING REMARKS

2017 is going to be an exciting year for ALPHA Education, and we thank you for your support and enthusiasm for our work. We are a small organization that does big things, and none of those things would be possible without the educators, advocates, leaders, and community members whose backing sustains our efforts. We encourage you to reach out to us with possible projects and partnerships, as well as any news or events you would like us to consider for our next issue of the ALPHA Education Quarterly Review. On behalf of the entire ALPHA family, we send our gratitude and hopes for a peaceful new year!

ALPHA EDUCATION | QUARTERLY REVIEW

July 2017

Volume 1 / Issue 3

INTERN SPOTLIGHT!

This summer, our office is full of vibrant, dedicated interns from Toronto and Hong Kong. Overnight, our office population swelled from 5 core staff members to 18 staff, volunteers, and university interns!

Read more about our fabulous interns, as well as some reflections inspired by their work, on pages 8-10.



WHAT'S NEW?

Welcome, friends, to Issue 3 of the ALPHA Education Quarterly Review! This summer has brought us a number of exciting opportunities and accomplishments, which we are proud to share with you. As always, we invite you to explore our work more in-depth on our [website](#).

University of Michigan, Global Scholars Program Interns: Our University of Michigan interns have completed their projects for the 2016-2017 academic year. With a focus on the **psychological aspects of trauma**, and with particular reference to the former “comfort women,” these ambitious students contributed to **our growing [Digital Archive Project](#)**, and helped develop resources for use in high school and university classes. As well, we are very pleased to announce that the **University of Michigan has requested a similar internship with ALPHA Education for the 2017-2018 academic year!**

New Internship, The Education University of Hong Kong: We are thrilled to announce the launch of a **new partnership between ALPHA Education and the Education University of Hong Kong**. A couple of months ago, we were approached by university officials with a request to establish an **overseas teacher-training internship** for students in the Liberal Studies Education program. Beginning next summer (2018), we will be hosting a small group of students for an **experiential learning internship**, where they will learn ALPHA Education's approach to education, and where they can **practice teaching and workshop facilitation with our Camp P.U.L.S.E. students**. Stay tuned for more details about this exciting development!

Youth Leadership Retreat: In May, we held our annual Youth Leadership Retreat, helping to **introduce students in our university chapters to ALPHA Education's mission, values, and approach to teaching and learning**. It was a day of **games, presentations, sharing and growth**. We are so happy to see our chapters **growing and blossoming!**



“Within Every Woman” Event: We recently had the honour of co-hosting a film screening event with the dedicated people at **Women’s Support Network** (anti-human trafficking, York Region). “Within Every Woman” is a **condensed, educational version of the hit documentary, “The Apology,”** to which ALPHA Education retains rights, due to our role in the early stages of the film. This event, led by three brilliant panelists, **facilitated difficult questions and deep reflections** regarding not only the **search for justice by the former “comfort women,”** but also the ways we can **act in the present to help prevent violence against women.**



Panelists at the “Within Every Woman” screening event. From left to right: Sachiyo Tsukamoto (Researcher), Tiffany Hsiung (Director, “The Apology” and “Within Every Woman”), and Karen Dean (Anti-Human Trafficking Specialist).

ON OUR CALENDAR: UPCOMING ALPHA EVENTS

Peace Fest: Mark your calendars! **Peace Fest will take place on August 12, 2017, at Mel Lastman Square.** The festival will run from **3:00-9:30pm**, and will feature a variety of vendors and performing artists, culminating in a peace concert (starting at 6:00pm) and peace boat ceremony (at 9:00pm). **If you are interested in volunteering on the day of Peace Fest,** please contact our Program Director, Judy Cho, at judy.cho@alphaeducation.org.



“History + Art = Peace”: This year's **art exhibition** will take place from **August 4th-11th at Toronto’s Metro Hall.** We have received a wealth of visual arts submissions from talented Canadian artists and students, all developed around this year’s theme, **“Speak Your Peace: Voices for the Future”**. Select pieces will also be featured at Peace Fest.

“Comfort Women” Memorial Event: On **Monday, August 14,** ALPHA Education is partnering with Nabi Toronto to organize a **“Comfort Women” memorial event.** The ceremony will take place at **7:00pm**, at the **“Comfort Women” memorial statue** at the Korean-Canadian Cultural Association (KCCA) building, located at **1133 Leslie St, North York.** **This event has generously been sponsored by the KCCA.**



ALPHA Education and Bayview Secondary School students gather at the “comfort women” memorial statue, after a “History Meets Humanity” conference, 2017.

AROUND THE OFFICE: OUR CURRENT PROJECTS



Judy (Program Director): *From Sarah – Judy is currently swept up in the whirlwind of planning Peace Fest. She is doing an amazing job, securing vendors, performers, and designing a beautiful day of celebrating peace. Be sure to stop by and thank her for her amazing efforts when you go to Peace Fest!*

Peggie (Office Administrator): Nothing can be better than being surrounded by **so many kind and caring people who are active in contributing to making this world better**. This summer, we have 12 interns and volunteers from Canada and Hong

Kong working with us. Each one sharing the same mission in **making the world a nicer and more peaceful place**. It is such a pleasure and honor to work with them. Our interns and volunteers have been working devotedly to present to you our **third annual Peace Fest, taking place on Aug 12 at Mel Lastman Square. Please come and enjoy the peace concert with us.**



Sarah (Director of Education): For the past few months, my primary areas of focus have been **preparing for our Summer internships, conducting research** for an upcoming conference, and working a **massive overhaul of ALPHA Education's Teacher Resource Guide**. I have the honour of acting as supervisor to our Hong Kong University Interns and two of our Canada Summer Jobs interns, all of whom are taking on **fascinating and stimulating research projects**. As well, with recent developments with the **Education University of Hong Kong** and the **University of Michigan's Global Scholars Program**, I am busy assembling a variety of internships and projects for our 2017-18

students. As well, I'm working on my own research for this year's **Holocaust Education Week**, where I will be **comparing trends in atrocity denial in Japan with Holocaust denial**. Finally, our much-loved Teacher Resource Guide has needed updating for some time, so I am working on a **fully revised, edited, expanded, and academically-sourced edition**. We are currently anticipating that this resource will be **available for the 2017-2018 academic year**.

Michelle (Project Coordinator): It's been an exciting few months preparing for our international summer camp, Camp P.U.L.S.E., which is set to take place from **July 30 - August 13th!** Camp P.U.L.S.E. is a **unique summer camp that immerses international and local youth in the Canadian culture of diversity and inclusion and provides them with the opportunity to foster 21st century skills for global leadership** both inside and outside the classroom. This year, we have an amazing group of students joining us from Hong Kong and **two eager Peer Mentors** who will assist the camp by providing small group instruction and English language support. On top of



that, **two very skilled and qualified teachers will be joining the Camp P.U.L.S.E. team**, helping students to explore and reflect on their potentials to make positive impact through the learning of social justice. In addition to planning the camp, I am also assisting with **ALPHA's H.A.P. Art Exhibition** that will be on display for one week in August. **Thank you to all the passionate artists, including an entire classroom of high school students**, for submitting their work on the theme of **"Speak Your Peace: Voices for the Future."** Please make sure to check it out!

Flora (Executive Director): In early June, I attended the **FEPOW (Far East Prisoner of War) conference** in Liverpool, UK, and made a **presentation about ALPHA's educational initiatives to over 120 attendees**. This trip not only enables me to outreach to individual researchers and organizations in Europe, but also provides me with a more in-depth understanding of the issue, and **insights to enhance ALPHA's learning resources in this distinctive area**. In the past months, I have also worked closely with various communities on the **Bill 79 campaign, trying to get through obstacles that have stopped the bill from proceeding**. I am also busy planning for the upcoming projects to ensure ALPHA progresses well along its four educational and advocacy directions in the coming year. Camp PULSE 2017 is drawing near; **seeing the dedication of our camp director Michelle, Program Director Judy together with the interns and volunteers** to ensure exceptional experiential learning for the campers, I am **compelled to work harder with local institutions and overseas groups to promote Camp PULSE 2018**.

Summer months at ALPHA are usually filled with youthfulness and actions. This year **the small ALPHA office is packed with 12 student interns**, each working hard on individual and group projects. It is always **rewarding and exciting seeing the increasing youth engagement at ALPHA – I also see hope**.

Recent Developments in WWII In Asia Studies

HAVE YOU HEARD? "COMFORT WOMAN" VIDEO FOOTAGE

An 18-second clip released by South Korea appears to offer first footage of WWII 'comfort women'

By Adam Taylor July 10



This is the only known footage of "comfort women" in existence. Historians estimate that as many as 200,000 women and girls from occupied countries like Korea, China and the Philippines were forced to work in brothels run by the Japanese Imperial Army during World War II. (Adam Taylor, Jason Aldrea/The Washington Post)

After scouring the U.S. National Archives, South Korean researchers have reportedly found the **first ever video footage of the sex-slaves euphemistically known as "comfort women."** While we have long heard the pleas of these women, and supported their struggle for justice, some remain skeptical of the horrific tales they recount. As noted in the [Washington Post report](#), "Researchers say the film makes obvious that the women were being held against their will. **'Their appearance, such as the bare feet, suggest they were enslaved,'** SungKongHoe University professor Kang Sung-hyun, who participated in the study, told reporters at a news conference in Seoul last week." **The full video is available at the above link.**

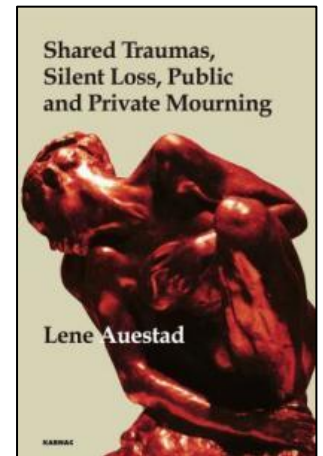
Recent Scholarly Works on Critical History & WWII In Asia

BOOKS



Saito, Hiro. *The History Problem: the Politics of War Commemoration in East Asia*. Honolulu: University of Hawai'i Press, 2017. ISBN: 978- 0824856748.

Auestad, Lene (ed.). *Shared Traumas, Silent Loss, Public and Private Mourning*. London: Karnac Books, Ltd., 2017. ISBN: 978-1780491615.



ARTICLES

Feng, Pin-chia. "Remembering Nanking: Historical Reconstructions and Literary Memorializations of the Nanking Massacre." *Inter-Asia Cultural Studies* 18.1 (2017): 75-91.

Article Abstract: During the World War II, up to 200,000 women, the majority of whom were Korean, were forced to provide sex to Japan's military forces. The perceived refusal of Japan to fully take responsibility for the mistreatment of these "comfort women" has been a major obstacle to Japanese-Korean relations for a quarter of a century. Although the signing of the December 28, 2015 Agreement between Japan and Korea purported to "finally and irreversibly" solve the comfort women issue that has divided these two East Asian powers, the voices of Korean and Korean-American civil society indicate the contrary. American local, county, and state governments have become key battlegrounds in the conflict. As comfort women memorials across the USA proliferate, these governmental entities have allowed themselves to be caught up in incomplete narratives, whether Japanese or Korean. Against the backdrop of the tense geopolitics of today's Asia-Pacific, a more responsible, comprehensive inquiry is needed to bring closure to a tragic chapter of human history.

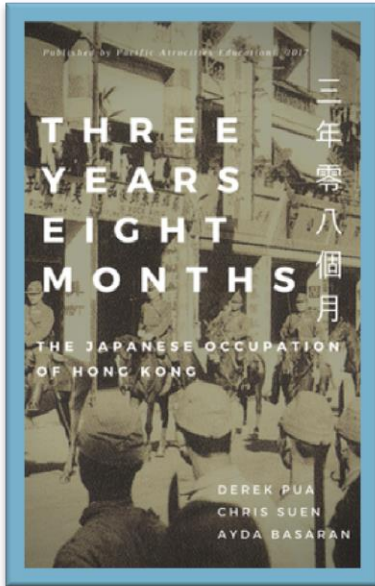
Fukuoka, Kazuya. "Between Banality and Effervescence?: A Study of Japanese Youth Nationalism." *Nations and Nationalism* 23.2 (2007): 346-366.

Article Abstract: The study of taken-for-granted nationalism has been burgeoning in the last two decades. With Michael Billig's seminal thesis of banal nationalism, it is now more common to see those studies that focus on day-to-day unconscious flagging of national symbols in established (as opposed to new) nations. There are also studies that re-emphasize Durkheimian moments of collective effervescence through ecstatic events (such as the Olympics and the Soccer World Cup) that concretize national identities. By critically engaging with these concepts, this exploratory study delves into the nature of Japanese youth nationalism. What are the sources of their national pride? How proud are they? Or, not? How do the Japanese youth perceive the national symbols such as the national flag and how is it related to the sense of nation?

Noyori-Corbett, Chie and David P. Moxley. "Two Advocacy Paradigms in Addressing Female Sex Trade Human Trafficking in Japan." *Global Social Welfare* 4.2 (2017): 59-70.

Article Abstract: The purpose of this research is to identify and examine two advocacy paradigms in Japan to address Female Sex Trade Human Trafficking (FSTHT) through Japanese nongovernmental organizations (NGOs). Japan offers a context within which to better understand both global and national human trafficking policy and how the voluntary sector within that country has come to address this serious social issue in the face of limited governmental action. The authors consider those two advocacy paradigms in Japan to address human trafficking involving what they call the classic paradigm and the new paradigm, and they shed light on how the voluntary sector has come to initiate action when national policy is weak or ambivalent. Through key informant interviews and analysis of documents, the authors explore, categorize, and describe how the two paradigms involving action to address FSTHT have formed and then they illuminate how those paradigms influence advocacy strategies and activities among Japanese NGOs.

UPCOMING COMMUNITY EVENTS*



An upcoming publication
through Pacific Atrocities
Education

Disability/Visibility: This event features images that act as statements on the **lived experience of young artists with disabilities**. Facilitated by artists **Maayan Ziv and Steve Kean**, this project will be featured from **July 15-September 4, 2017**, at "The Gallery at the J" - 750 Spadina Ave. Gallery hours are Monday – Friday: 9:00 am - 9:00 pm, and Saturday – Sunday: 9:00 am - 7:00 pm. For gallery info, call: 416-924-6211, ext 250. Visit their [website](#) for more information.



Disability/Visibility

Pacific Atrocities Education: Located in San Francisco, California, Pacific Atrocities Education works in the U.S. context, **raising awareness about issues regarding the Asia-Pacific War**. Their annual fundraiser will be taking place on August 12, 2017, under the heading, **"Remembering History for Future Peace"**. Learn more about this organization through their [blog](#) and through their [publications](#).

*Please note, ALPHA Education is not necessarily affiliated with these organizations or their events.

"Nothing can be better than being surrounded by so many kind and caring people who are active in contributing to making this world better."

- Peggie Kok, Office Administrator

Concluding Reflection

ON RECONCILIATION

By Sarah Lynn KleeB, Director of Education

For the past few weeks, I have been immensely fortunate to supervise the work of so many bright and inspiring interns. I had the pleasure of coordinating and guiding the research projects of our interns at Unit 731 in Harbin, and I am currently facilitating the projects of our three Hong Kong University interns, as well as two of the Canada Summer Jobs interns. Each group has their own set of research goals, and because of this, I have been privy to some truly stimulating discussions with beautifully inquisitive and insightful students. These conversations inform this set of reflections:

Between my work with our interns and my work editing and expanding our Teacher Resource Guide, I've been thinking a lot about **reconciliation** lately -- **what it is, what it entails, how we might best understand it and work toward it as a goal**. "Reconciliation" is a term we've seen frequently in Canada over the past few years, with a Truth and Reconciliation Commission recently working with the government and indigenous communities to try to heal the chasmic wounds of a history of genocide. But, what does "reconciliation" actually mean, and what does it mean when atrocity-survivors seek reconciliation? Most of us only understand this term at its basic definitional level ("the restoration of friendly relations"), but is this sufficient for understanding what is at stake in reconciliation at the national and international level, particularly in the wake of atrocities or extreme violence?

Obviously, my answer to the latter question is, “no” -- otherwise, I wouldn't be writing this reflection, based on hours of conversation and research on the topic! Reconciliation is a massively rich concept, and one that I can only address partially in this context (there are literally hundreds of books and articles on the topic), so I'd like to focus on one aspect of reconciliation and its purpose: **Power**. More specifically, **I'd like to encourage us all to think about what is at stake in reconciliation, particularly in terms of re-establishing a balance of power in a previously one-sided, unjust, and exploitative power imbalance.**

Atrocities are exertions of power. Every act of violence is an exertion of power with a perpetrator (or perpetrators) and victim (or victims). When prisoners were involuntarily subjected to inhumane experimentation at Unit 731, they were victims of an exertion of power. When civilians were slaughtered and raped in the capture of Nanjing in 1937, they were victims of an exertion of power. When young women and girls were forced or coerced into work as sex slaves for the Imperial Japanese Army, they were victims of an exertion of power. **Here, power turns humans into mere things** - experimental material (called “maruta” by Unit 731 experimenters, a term meaning “logs [of wood]”), obstacles to be eradicated in a military advance, tools for the “comfort” of military men. **Such dehumanization makes violence against victims all the more thinkable and doable by perpetrators.**

Controlling historical narratives is also an exertion of power. Whose story is told, and how that story is told, depends on who can control what information is disseminated. This is massively complex, from individual testimony to national narrative, but **education lies at the heart of this issue**, in many ways. We are all taught (and, sometimes, not taught) a wealth of stories about the past, which help inform our views of the present. If we are taught, for example, the offensive myth that indigenous peoples were “savages,” then we may view colonization not as the eradication of peoples and cultures (genocide and ethnocide), but as a positive, “civilizing” force in the world. If we are taught that former “comfort women” are merely liars seeking compensation, and if we are not given the tools to critically investigate such a claim, then we may end up believing vicious, harmful things about a group of elderly women trying to reclaim the narrative of their wartime lives. If we are not taught about the Nanjing Massacre at all, vast swaths of victims are erased from our historical view, and we fail to grasp the reasons behind some international tensions that extend into the present. **Power helps determine what is and is not learned, both in terms of formal education and popular memory and imagination.**

Finally, **extending or withholding forgiveness is an exertion of power. This is the heart of the reconciliatory process: putting the power to forgive (or to refuse to forgive) into the hands of survivors.** This is empowering the previously disempowered, in ways that allow them to reclaim the narratives of history and of their struggle, to have a say in what is remembered and how that memory is retold. Forgiveness is also where danger lies for perpetrators – they must destabilize themselves by making themselves vulnerable to *not* being forgiven, as refusing to forgive is always – *must always be* – an option for survivors. The sincerity of the perpetrators' willing exposure to the possibility of being denied forgiveness is crucial in reconciliation. Those who once held power must not only relinquish that power, but readily open themselves to the kind of powerlessness they once inflicted on others. This is also one of the most substantial reasons reconciliation may be avoided or delayed by perpetrators – maintaining a power imbalance in their own favour is comforting, and there is risk in opening a path toward reconciliation. **Part of the apology and atonement process is exposing oneself to the possibility of not being forgiven.**

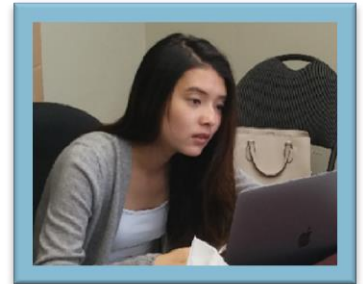
Survivors will never *not* be survivors – this experience of surviving becomes part of who they are, their personal life-narrative. Importantly, though, survivors are certainly not *only* survivors; to reduce them to a single period or incidence of suffering is to do violence to the multi-faceted nature of identity. However, **the person who experiences extreme violence can never go back to being the person who did not experience extreme violence.** Even as lives continue after atrocities, they are fundamentally changed lives, and – for victims and survivors – their lives are profoundly changed in ways they neither wanted nor controlled in any way. **This is what is at stake in reconciliation: the reclamation of historical narrative by those who were once viciously and violently disempowered.** By placing power back into the hands of survivors, the scales of justice are balanced once again, or – at least – they are as balanced as they can be in the aftermath of atrocity. **In reconciliation, victims re-gain control over their own stories.**

Intern Spotlight: Meet Our Interns!

We have been **immensely fortunate in 2017**, as we have been able to **host more interns than ever before!** Working with and **empowering youth and students** is a core value of ALPHA Education, and we learn and grow alongside them.

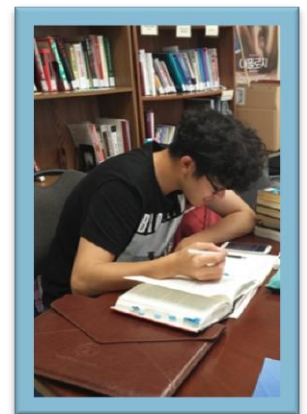
HONG KONG UNIVERSITY INTERNS

Gwyneth: I am year 3 **Government and Laws student in the University of Hong Kong**. With my **passion and enthusiasm towards history**, it is amazing to work as an intern in ALPHA. I always believe that **history and politics are indivisible**, historical events in the past still have great influence over the geopolitics nowadays. Therefore, I am currently researching issues about **Japanese denial of wartime crimes**, such as the extent of denial as well as factors behind. I also have the opportunity to engage in preparation for Camp P.U.L.S.E and Peace Fest in August. I do hope that, in the future, **more people can obtain knowledge about the almost-forgotten history** of Asia during WWII.



Priscilla: I am a year 3 **Government and Laws student at The University of Hong Kong**. As a politics student, the **role of politics in the second world war** catches my attention. My daily work at ALPHA involves **researching the Japanese and German post-war reconciliation using Unit 731 and Auschwitz** as a point of comparison. As well, I am supporting the preparation of Camp P.U.L.S.E. and Peace Fest. Working with such an **enthusiastic and encouraging team** makes this internship an invaluable one.

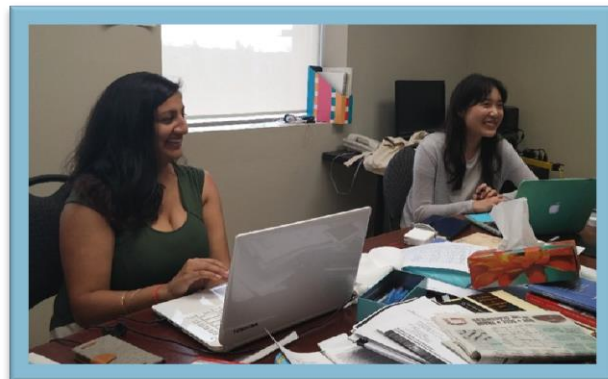
Vincent: I am currently an **undergraduate at the University of Hong Kong**, majoring in both **psychology and sociology**. I am doing my **research on forgiveness and reconciliation** at ALPHA this summer. Being able to read multiple sources of testimonies and information gives me a **wider scope of insight** when revisiting these atrocities that happened, but which are less remembered. I acknowledge the **importance of history education in making unbiased judgement about the past**, and by gaining full understanding of it, we may **strive for peace and reconciliation** onwards. I like to **ask questions about this world as well as humanity and morality**. Some were too big that I wasn't able to answer, but **that's what makes this journey fruitful and challenging** at the same time.



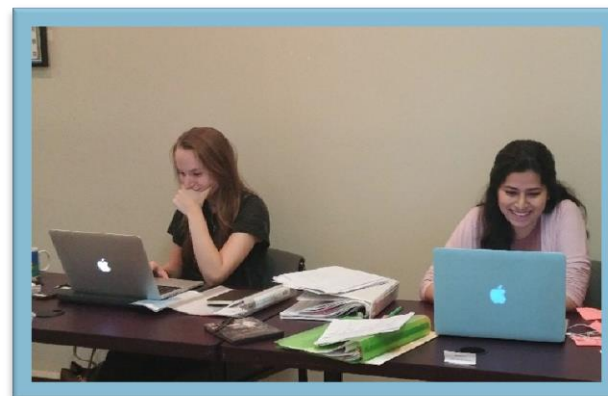
CANADA SUMMER JOBS INTERNS

Maralyne: I am currently a **doctoral student at OISE** with a keen interest in the role of critical pedagogy in education, especially as a tool for **decolonizing the classroom**. I am on the ALPHA team as a field research intern. My work with ALPHA Education involves **researching their pedagogical approach using Camp P.U.L.S.E. 2017 as a case study**. Having the opportunity to engage with such a **supportive, collaborative team** has really enhanced my internship experience, and should make for some **exciting workshops and interviews with P.U.L.S.E. youth**.

Connie: I am a graduate student with a **Master's degree in Sociology**, and my research examines **higher education in East Asia**. At ALPHA, I am the Camp P.U.L.S.E Research Intern. My role involves **researching banking education and experiential learning**, with reference to ALPHA Education's approach and methodology. This internship is an invaluable experience to work with a **supportive and enthusiastic team on shared objectives**.



Chloe: I am a **Political Science and Contemporary Asian Studies student at the University of Toronto** with a special interest in **human rights law** as well as **East Asian and Eastern European politics**. I am currently **coordinating ALPHA's Camp P.U.L.S.E**, helping out with programming and **social justice curriculum design**. I highly value my internship at ALPHA and **take pride in contributing to efforts of education and reconciliation** with regards to Asian history, in which I have a keen interest. I hope to **integrate knowledge** gained from this experience **into my personal, academic, and professional endeavours** in the near future.



Sukanya: I am a **graduate student at Ontario Institute of Studies in Education**, pursuing Masters in **Child Study and Education**. The primary focus of my current schooling is **promoting Social Justice education** in elementary schools, in both primary and junior grades. I am working as a **Curriculum Developer for Camp P.U.L.S.E.**, where my area of focus is **creating and implementing lessons that are rooted in exploration of Social Justice issues and Social Activism movements**. This internship has proven to be an invaluable experience as it has **deeply influenced my own pedagogical practice**. Moreover, I am grateful to be working with **such a supportive and enthusiastic team**.

Tanya: I am currently an **undergraduate student studying business at Western University**. As the **HAP Project Coordinator** at ALPHA, my work involves facilitating HAP activities (i.e., **the Art Exhibition and Peace Fest**). This internship has been amazing, as I have had the **opportunity to collaborate with a knowledgeable and passionate team**.

Jamie: I'm a **3rd year student at Queen's University studying Film, English, and Business**. I am the acting **multimedia coordinator and web designer** for ALPHA. Currently, I have been working with the rest of the HAP team on **promotional materials** for the upcoming art exhibition and peace festival.



HIGH SCHOOL VOLUNTEER INTERNS

Ines: I'm a high school student interning with ALPHA for the summer. I help around with little tasks around the office, but

I'm **mainly working with the HAP project team and building towards the Peace Fest**. I joined ALPHA because of a field trip I had for my history class, and **after seeing ALPHA's work and mission, I truly wanted take part**. Based on my first few weeks here, I think that **ALPHA is a very friendly place**, and they have made me feel **very comfortable and welcomed**. I'm excited and I'm really looking forward to how the **Peace Fest** will turn out this year.

Michelle: I am a high school intern at ALPHA this summer. I love how the work I do here has **real life implications** and I will be able to **immediately see the results of my work**. So far, I have **learned new skills and met lots of wonderful people**.

Thank you, Friends!

Thank you for taking the time to read our newsletter! We hope to see you at Peace Fest on Saturday, August 12, 3:00-9:00pm, at Mel Lastman Square (5100 Yonge Street)!

ALPHA
Education

STAY CONNECTED
@TOALPHAED

MEL LASTMAN SQUARE
5100 YONGE STREET

**HAP
PEACE
FEST**

SATURDAY, AUGUST 12, 2017

ALPHA's "History + Art + Peace" Peace Fest encapsulates our passion for social justice and hopes for a brighter future as we shed light on the dark chapters of the history of WWII in Asia. Come and enjoy our evening concert, food trucks, arts & crafts, and our peace boat ceremony where you can make a wish for peace!

3:00 PM - 9:30 PM

www.alphaeducation.org

Contact Us

ALPHA Education

85 Scarsdale Road, Suite 305
Toronto, ON M3B 2R2
416.299.0111

info@alphaeducation.org

www.alphaeducation.org

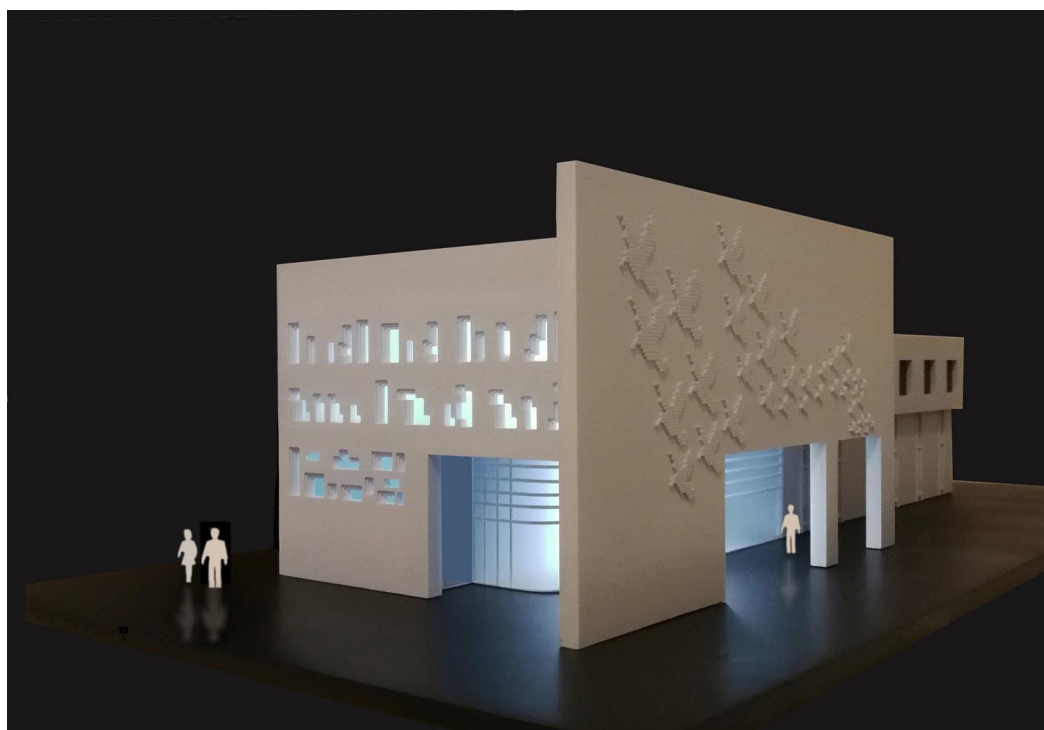
ALPHA EDUCATION | QUARTERLY REVIEW

October 2017

Volume 1 / Issue 4

SPECIAL EDITION: ASIA-PACIFIC PEACE MUSEUM AND EDUCATION CENTRE

Friends, it is our honour to announce the next major step in ALPHA Education's development: [a new, Toronto-based museum and research hub for the atrocities of the Asia-Pacific War!](#)



Architectural Designer David Lam's conceptual rendering of the new museum.
The building is located at 1775 Lawrence Avenue East, Toronto.

Since our humble beginnings in 1997, it has been ALPHA's dream to open a museum and research centre that **brings together academic research, historical reclamation efforts, and the movement for peace, reconciliation, and global citizenship**. Set to open in 2020, this will be the world's first museum of its kind, depicting all of the atrocities of Asia-Pacific War history in a comprehensive fashion, in a way that furthers **the values of justice, peace, and reconciliation**, both for survivors of the past and for those who shape the historical narratives of the present and future.

Exhibits will explore atrocities and events such as the Nanjing Massacre, "Comfort Women," Unit 731, forced labour and treatment of Asia-Pacific POWs, the atomic bombs dropped on Hiroshima and Nagasaki in Japan, and North American Japanese Internment, all under one roof. Digital and interactive technology will provide **experiential opportunities** for students and other learners who want to fully explore the Pacific theatre of war. The Research Centre will accommodate the work done by our **interns from across North America and around the world**.

“I hope we will be able to face the truth of the past. Without that, where is our hope?... We are creatures here for a little bit of time... whether we know it or not, we do love each other.” – Joy Kogawa



September 25, 2017, press conference at Regis College.

Back (left to right): Alissa Wang, Gloria Kim, Michelle Kwong, Thomas Worcester, S.J. (President, Regis College), Scott Lewis, S.J. (Vice President and Dean, Regis College), Gerry Connelly, Dr. Joseph Wong.

Front (left to right): Flora Chong, Joy Kogawa, Toronto Mayor John Tory, George MacDonnell (WWII Veteran).



Check out this [article](#) in the Toronto Star!

To make a donation to Asia-Pacific Peace Museum and Education Centre, please use one of the following methods:

1. By cheque, payable to ALPHA Education: Mail to
85 Scarsdale Road, Suite 305, Toronto M3B 2R2
2. Online: Go to our museum website
<http://www.AsiaPacificPeaceMuseum.com/support/>
3. By phone: Call us at (+1) 416-299-0111

ASIA-PACIFIC PEACE MUSEUM AND EDUCATION CENTRE: FUNCTIONS

Exhibition

Our museum will offer a unique approach to the Asia-Pacific War, providing a comprehensive overview of the entire history of World War II in Asia. Permanent and rotating galleries will include displays covering the Nanjing Massacre, "Comfort Women," Unit 731, forced labour, treatment of POWs, the Bataan Death March, the Battle of Hong Kong, the attack on Pearl Harbor, the Atomic Bombs, and North American Japanese Internment, all under one roof. These exhibits will encourage connections to human rights issues in the present, with a focus on peace and reconciliation.

Education

The Education Centre will accommodate work done by interns from across North America and around the world. Digital and interactive technology will provide an experiential opportunity for high school students and other learners who want a comprehensive World War II education. As well, the space will include a sizeable theatre and workshop spaces, accommodating our work with students, teachers, and the community. This expanded space will also allow us to increase our existing internship programs, inviting more students from across North America and around the world to come study with ALPHA Education!



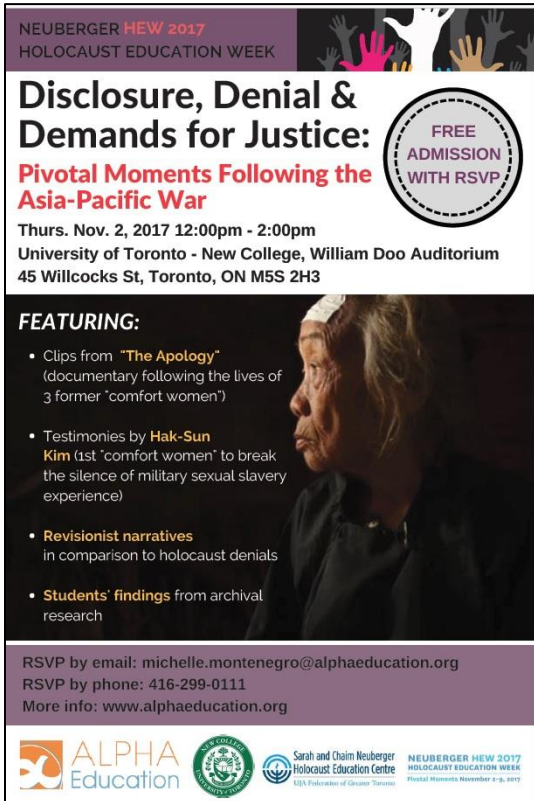
Research and Resources

The Education Centre will house our library collection, including hundreds of recent academic articles on issues around the Asia-Pacific War. As well, ALPHA Education's Digital Archive Project will be incorporated into the Education Centre, featuring a wealth of primary documents from the war, which have been researched and annotated by students, interns, and professional researchers. If you have research experience (undergraduate or higher), and would like to contribute to this important facet of the museum, please submit a volunteer application form [here](#).

Commemoration

With a comprehensive approach and expanded space, the Asia-Pacific Peace Museum and Education Centre is the ideal place for engaging our community through commemorative events. This space allows us to accommodate a large number of people, inviting them to come together to learn about the atrocities of the past, to keep the memories of survivors and victims alive, and to work as a community to establish authentic and lasting peace through reconciliatory efforts, facilitated by dialogue, exchange, and advocacy.

On our calendar:



NEUBERGER HEW 2017
HOLOCAUST EDUCATION WEEK

Disclosure, Denial & Demands for Justice:

Pivotal Moments Following the Asia-Pacific War




Thurs. Nov. 2, 2017 12:00pm - 2:00pm
University of Toronto - New College, William Doo Auditorium
45 Willcocks St, Toronto, ON M5S 2H3

FREE ADMISSION WITH RSVP

FEATURING:

- Clips from **"The Apology"** (documentary following the lives of 3 former "comfort women")
- Testimonies by **Hak-Sun Kim** (1st "comfort women" to break the silence of military sexual slavery experience)
- **Revisionist narratives** in comparison to holocaust denials
- **Students' findings** from archival research

RSVP by email: michelle.montenegro@alphaeducation.org
RSVP by phone: 416-299-0111
More info: www.alphaeducation.org

   NEUBERGER HEW 2017
HOLOCAUST EDUCATION WEEK
Pivotal Moments November 2-9, 2017

Holocaust Education Week (November 2): In partnership with New College at the University of Toronto, ALPHA Education will contribute to the **Holocaust Education Week programming focusing on the theme of "[Pivotal Moments](#)."** Our series of presentations will reflect on the **legacy of the Pacific theatre of World War II**, connecting **pivotal moments of disclosure and denial** of atrocities, and the **opportunities for justice** that still arise from this context, impacting both survivors of these atrocities and the contemporary geo-political climate of East Asia. As well, our Unit 731 interns will discuss their recent trip to Harbin, connecting academic efforts to the ongoing search for justice for survivors.

Please join us on **Thursday, November 2, 2017, 12-2:00pm**, at the **William Doo Auditorium** (45 Willcocks Street, University of Toronto, St. George Campus) for this **free event**. **RSVP** by email at info.alphaeducation.org, or by phone at 416.299.0111.



ALPHA Night Gala (November 12): Friends, we humbly invite you all to our **annual fundraising dinner** on **Sunday, November 12th, 2017!** It will be held at **Le Parc Dining and Banquet Hall** (8432 Leslie St, Thornhill, ON L3T 7M6), with **reception beginning at 5:00pm** followed by our **program and dinner at 6:00pm**.

Titled **"Building for the Future,"** our evening will explore the **transformation of ALPHA's vision and mission into a lived reality in the Asia-Pacific Peace Museum and Education Centre**. This will be the first museum of its kind to provide a comprehensive and critical understanding of the Asia-Pacific War for educators, students, international and local communities. It is our hope that the building will serve as a towering symbol of peace and reconciliation.

The night will feature **presentations from ALPHA youth, silent/live auctions, musical performances**, and much more! We hope to see you there! Click here to purchase [tickets!](#)



Need support for teaching about the Asia-Pacific War? **Contact us** for resources and workshops!

CLASSROOM VISIT

TAMAKI MATSUOKA

- Tamaki Matsuoka, peace advocate and author of *Torn Memories of Nanking*, will be returning to Toronto from November 29th - December 4th to talk about her new documentary on the war atrocities that occurred at the **Taijing Gate during the Nanking Massacre**. Explore the untold stories of the Asia-Pacific War with workshop content from ALPHA Education while emphasizing the values of peace, humanity, and reconciliation to your students.

How to book a FREE classroom visit:

- Email Michelle, Project Coordinator, at michelle.montenegro@alphaeducation.org or call 416-299-0111
- Indicate your preferred **date and time** along with **grade, subject, and number of students**
- Secure **audio-visual equipment** for the presentation

Please note, while we will do our best to match your preferred dates, we cannot guarantee availability.

About Tamaki Matsuoka:
Matsuoka is a former elementary school teacher from Osaka, Japan, who noticed a great discrepancy and the omission of the events surrounding the Nanking Massacre and Japan's involvement in the Asia-Pacific War. Fueled by her passion for truth, Matsuoka has collected hundreds of testimonies from Japanese veterans and Chinese survivors to explore this marginalized part of history. Her latest film reveals yet another reality of the crimes against humanity that took place during the Asia-Pacific War.

In the news:

Update: Motion 66 and Bill 79, Nanjing Massacre Commemorative Day:

As a pragmatic move, particularly in anticipation of the upcoming 80th anniversary of the Nanjing Massacre, MPP Wong has opted to **advance this legislation as a motion** (Motion 66). **It is with great joy that we announce the passing of the Nanjing Massacre Commemorative Day as a motion before the Provincial Parliament!** On October 26th, more than 10 speakers, representing all three parties, voted unanimously to pass the motion. This day of commemoration will help keep history alive, more fully reflecting our province's diversity by including Asian-Canadian history in our provincial commemorations.

Though a motion does not have the same binding capacity as an act, it allows us to commemorate – in an official capacity – the upcoming 80th anniversary of the Nanjing Massacre. Passing a motion **does not mean that the struggle to proclaim it an act has failed or ceased**. That is a much longer and more drawn out effort, which MPP Wong has resolved to continue.

Contact Us

ALPHA Education

85 Scarsdale Road, Suite 305

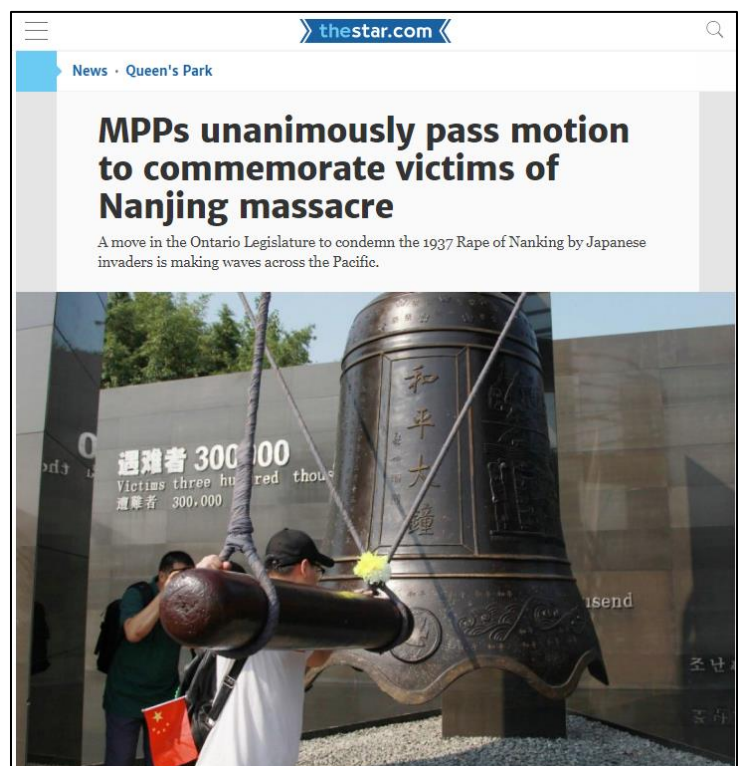
Toronto, ON M3B 2R2

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Tamaki Matsuoka Visit: Educator, author, and documentarian **Tamaki Matsuoka** will be visiting Toronto from **November 29-December 4**. Her work has been pivotal in documenting the atrocities that took place during the Nanjing Massacre, as she **interviewed both Chinese survivors and Japanese veterans** about the horrors wrought upon the city. We are honoured to host her visit, as she speaks at local high schools about her important work.



[Click here](#) for Robert Benzie's Toronto Star article on the unanimous vote!