

Teikoku Shoin
Social Studies: History for Middle School Students
Japan's Path and World Events
(first revised edition)

(* Items marked with an asterisk are scheduled for future translation.)

Chapter 6 The Two World Wars and Japan

BOX: New weapons and the battlefield

“Gas—Gaas—Gaaas—Pass it on. I grab for my gas-mask. . . These first minutes with the mask decide between life and death: is it air-tight? I remember the awful sights in the hospital: the gas patients who in day-long suffocation cough up their burnt lungs in clots. . .

From a mockery the tanks have become a terrible weapon. Armoured they come rolling on in long lines, more than anything else embody for us the horror of war. . . They roll without feeling into the craters, and climb up again without stopping, . . . invulnerable steel beasts. . .”

(Excerpted from *All Quiet on the Western Front*, by Erich Maria Remarque.)

PHOTO: Soldiers fighting from a trench.

PHOTO: Among the new weapons: tanks.

GUIDE TEXT: Did the tone of battle change when tanks appeared?

1. THE WORLD ORDER AND TAISHŌ DEMOCRACY

Traveling back in time: The modern era, part 2 (the first half of the twentieth century)*

1. The First World War and total war

The clash of the European powers

At the end of the nineteenth century Germany rapidly became industrialized and, in an effort to expand its empire, came into conflict with Britain, which had already expanded its own colonial dominion. Germany entered into the **Triple**

Alliance with Austria and Italy, while Britain entered into an alliance called the **Triple Entente** with France and Russia. Antagonism between the two sides intensified.

On the Balkan Peninsula, independence movements among various ethnic groups were on the rise. Conflicts among the European countries that sought to suppress such movements continued unabated, however, as did antagonism between people of Slavic ethnicity (Russians and Serbs) and those of Germanic ethnicity (Germans and Austrians). The Balkan Peninsula was known as “**the powder keg of Europe.**”

In 1914 (Taishô 3) the crown prince of Austria and his wife were assassinated by a young Serb in Sarajevo (the **Sarajevo Incident**). Austria immediately declared war on Serbia, Russia came to Serbia’s aid, and Germany, as a member of the Triple Alliance, declared war on Russia and France. Britain countered by declaring war on Germany. Thus began **World War I.**

PHOTO: A seething cauldron. Five nations—Britain, France, Russia, Germany, and Austria—try to keep the lid on a cauldron representing the explosive Balkan Peninsula.

FIGURE: Alliances during World War I.

MAP: Europe during World War I. Russia, Britain, France, and their allies were known as the Allied Powers, while German and Austria and their allies were known as the Central Powers. Italy originally declared itself neutral but later entered the war on the side of the Allied Powers.

PHOTO: Women working at a munitions factory.

GUIDE TEXT: I wonder what those women are making.

Total war and the advent of new weapons

World War I was the first war conducted on a global scale; not only Europeans but people from the colonies were mobilized for the war, which lasted longer than anyone had anticipated. This was total war, requiring not only soldiers but ordinary citizens to assist with wartime systems.

The war, which involved the use of tanks, airplanes, submarines, poison

gas, and other new weapons, was unlike any previous war.

The US entry into the war

The United States maintained neutrality at first, but declared war on Germany in 1917 after the latter began attacking ships registered to neutral nations. As a result, Britain, France, and the other Allied Powers gained the upper hand.

The Russian Revolution

In 1917, in the midst of World War I, popular unrest in Russia exploded. A revolution ensued and, under Lenin's leadership, the world's first socialist state, devoted mainly to the interests of workers and farmers, was established. The revolutionary government demanded an end to the war, on the conditions that no land would be annexed and no reparations paid,¹ and concluded a peace treaty with Germany. In 1922 the country became known as the **Union of Soviet Socialist Republics** (Soviet Union).

PHOTO: Lenin making a speech.

GUIDE TEXT: Something to try: Make a list of the new weapons used in World War I and describe their respective characteristics and impact.

Think about what benefits the countries fighting in the war were trying to win.

PHOTO: Mitsubishi's Nagasaki Shipyards (1919). Along with Kure in Hiroshima Prefecture, the city of Nagasaki was renowned for shipbuilding.

PHOTO: *Narikin eiga jidai* (Age of glory for the newly rich) (1928).

FIGURE: Trends in Japanese imports and exports (compiled from annual trade reports and other sources).

GUIDE TEXT: Why did economic conditions in Japan improve?

2. Japan's entry into the war and the impact of the war

¹ At that time it was customary for victorious nations to absorb portions of the losing nation's territory and demand payment of reparations.

Japan's entry into the war and the Twenty-One Demands

Japan declared war against Germany, giving the Anglo-Japanese Alliance as a pretext. Japan was seeking to expand its power into China while the European nations were fighting in Europe. Japan occupied the German base of Qingdao in the Shandong peninsula and German islands in the South Pacific.

Japan furthermore submitted **Twenty-One Demands** to China. It demanded, among other things, that China transfer German rights in the Shandong Peninsula to Japan and permit Japan to expand its rights in "Manchuria" (northeastern China) and parts of Mongolia. A movement opposing these demands developed in China and the Chinese government also resisted. Japan, however, forced China to accept all of these demands, apart from the demand requiring China to hire Japanese advisors.

The Twenty-One Demands against China

- The Chinese government must transfer all rights that Germany holds in Shandong to Japan.
 - The Chinese government must extend Japan's leasing rights of Port Arthur, Dalian, and interests in the South Manchuria Railway by 99 years.
 - The Chinese government must permit mining rights to Japanese nationals in southern Manchuria and eastern Inner Mongolia.
 - China must hire influential Japanese advisors in the central government to advise on matters of politics, economy, and the military.
- (partial summary)

MAP: Shandong Province and the South Manchuria Railway.

The rapid growth of the Japanese economy

While the nations of Europe were fighting World War I Japan and the United States were growing stronger by profiting from the world economy. Japan produced commodities for which the war generated demand, such as naval ships and iron and steel, and rapidly expanded its heavy industries. As a result, as exports surpassed imports, Japan achieved a trade surplus. The ranks of the so-called newly rich increased in this favorable economic climate (the wartime boom). Mitsubishi, Mitsui, Sumitomo, Yasuda, and the other homegrown

conglomerates (*zaibatsu*),² which had played a central role in Japan's economy since the Meiji era, became even more powerful as well.

PHOTO: Rice riots (Tokugawa Art Museum, Nagoya). This work depicts a rice riot in Nagoya. Many workers took part in the riots, which ushered in a rising tide of social movements.

GUIDE TEXT: Who are the people on horseback?

MAP: Spread of the rice riots.

The Siberian Intervention and rice riots

The disintegration of the Russian empire at the hands of revolutionaries stunned the world. In an effort to halt the spread of the socialist revolution and defeat it, Japan, the United States, and other countries dispatched troops to Siberia in 1918. The purchasing of rice to provision troops for the Siberian Intervention, along with excessive stockpiling by merchants expecting the expedition to generate demand, caused rice prices to soar. In addition, during the war industrial production had overtaken agricultural production, and Japan had become an industrial nation; this was another factor contributing to the rice shortage.

In July 1918 housewives in a fishing village in Toyama Prefecture protested the shipping of rice outside the prefecture and demanded lower prices. These actions gave way to rice riots in which rice shops were raided. The rioting quickly spread throughout the country, occurring in major cities and even at coal mines. In addition to the police, the army was mobilized in an effort to suppress this movement, and the cabinet had to be replaced. The government sought to quell the rice riots by buying up stores of rice from other Asian countries, but rice riots subsequently occurred in those nations as well. In the end the Siberian Intervention resulted in defeat.

MAP: Rice shortages in Asia. Japan's stockpiling of rice purchased from other countries resulted in rice riots elsewhere in Asia.

² Clans that possessed considerable capital and controlled many industries, chiefly through clan-owned banks.

GUIDE TEXT: Something to try: Think about what the objectives of the Siberian Intervention were.

Try to imagine what the following people would say if you interviewed them about the rice riots: the prime minister at that time, a soldier, a housewife.

GUIDE TEXT: Find out how the political system changed.

PHOTO: Crowd listening to a speech. The speaker is calling for universal male suffrage.

PHOTO: People line up at the polling place awaiting their turns to vote.

PHOTO: Election poster (Kyoto Prefectural Library and Archives).

FIGURE: Trends in Taishô era politics.

3. Voices calling for peace and independence

The Versailles system and the Washington system

World War I ended in 1918 with the surrender of Germany and the victory of the Allied powers. It was a massive war, in which approximately 8 million people lost their lives. A peace conference was held in Paris the following year, at which Germany lost all its overseas colonies and was required to pay vast sums in war reparations. Japan received the South Sea Islands north of the equator that Germany had controlled, as well as Germany's interests in China (**the Treaty of Versailles**).

At the peace conference, it was decided to establish the **League of Nations** as an international organization to maintain peace, based on a proposal from US President Woodrow Wilson. Japan became a permanent member of the League of Nations council. However, the League of Nations did not have much power, in part because of the nonparticipation of the United States, Germany, which had lost the war, and the revolutionary government of the Soviet Union.

The **Washington Conference** was held in 1921 to reduce armaments, and limits to naval power were decided. Also, the Anglo-Japanese Alliance, which had been at the heart of Japan's diplomacy up until that time, was terminated. Japan's military was dissatisfied with the results of the conference, claiming that it was an attempt by the United States to check Japan's advance into China

and the Pacific, and began to criticize the government, which was promoting a policy of international conciliation.

MAP: Europe after World War I.

PHOTO: The signing of the Treaty of Versailles.

Germany's thinking: The burden of arms reduction and war reparations is too great.

America's thinking: International peace and self-determination of peoples will be important in the coming era.

France's thinking: We should take plenty of war reparations from Germany, and recover our territory.

Britain's thinking: We spent too much money on the war. We won, so naturally we should benefit from it.

GUIDE TEXT: I wonder what Japan's representative was asking for.

PHOTO: Nitobe Inazô. Nitobe worked hard as an under-secretary general of the newly formed League of Nations.

FIGURE: Developments in arms reduction.

Asian self-determination blocked

Wilson also proposed the principle of the self-determination of nations.³ As a result, the independence of Eastern European nations was accepted. The principle of self-determination, however, did not apply to the Asian peoples. In India, which sought independence from Britain, a movement for autonomy developed under the leadership of Gandhi.

In the Japanese colony of Korea, independence was declared in the Pagoda Park of Keijô (current day Seoul) on March 1, 1919. A people's movement proclaiming "Long live independence!" spread through Korea (the **Samil Independence Movement**). In China, a protest meeting demanding that Japan cancel its Twenty-One Demands was held on May 4, 1919 in Beijing. This movement spread through the rest of China (the **May Fourth Movement**).

³ The principle that all peoples have the right to determine things about their own nations by themselves. Lenin also proposed this principle during the Russian Revolution.

PHOTO: The May Fourth Movement. This picture depicts students who had gathered in Tiananmen Square.

China's thought: Japan should cancel its Twenty-One Demands.

PHOTO: Yu Gwan-sun (1904–20). Yu Gwan-sun came across the Samil Independence Movement when studying in the Ewha women's school in Seoul. Gwan-sun joined the movement and was arrested for shouting "Long live independence for Korea!" Even though she was imprisoned, she did not compromise her position and she died in prison after being tortured. She was 16 years old.

Korea's thought: We want to be liberated from Japanese control and to gain independence.

PHOTO: Gandhi spins cotton. Gandhi called for "nonviolence and disobedience" and started a movement to promote domestically produced products.

Something to try:

- Read the various countries' thoughts, and imagine what Japan and Italy, which are not represented here, were thinking.
- Choose one individual from these two pages and send them a letter of your opinions. Also write about why you chose that person.

Democracy and self-determination

The democratic movement spread throughout the globe during the First World War. Influenced by these trends, Yoshino Sakuzô expounded upon the nature of democracy under the Constitution of the Empire of Japan and advocated popular sovereignty. In this doctrine, sovereignty was made ambiguous while politics was to be conducted mainly by political parties in the National Diet in reflection of the people's will. His arguments affected many people, particularly the young. Yoshino also argued the need to respect the self-determination of nations and praised the Samil Independence Movement and the May Fourth Movement.

4. Rule by political parties elected by the people

Movement to Protect Constitutional Government

Ever since the Meiji Restoration political parties had been ignored and the government had been run by some of the domain factions. In 1912 (Taishô 1), however, domain-faction government came under harsh criticism. The tide of public opinion held that government should be operated by political parties, in accordance with the spirit of the constitution, and should reflect the will of the people. This trend was known as the **Movement to Protect Constitutional Government**; its principal leaders were Inukai Tsuyoshi of the Constitutional National Party and Ozaki Yukio of the Friends of Constitutional Government Party (this was the first movement to protect constitutional government). The following year the cabinet of Prime Minister Katsura Tarô, which had been supported by the army and domain factions, collapsed in the face of criticism from the general public and the National Diet. This was the first time since the Diet was established that a government was brought down by such a movement.

Party politics and male popular elections

Even after these events party-based politics remained elusive. When **rice riots** resulted in the collapse of another government, however, a new cabinet was formed by Hara Takashi, who belonged neither to the peerage nor to a domain faction; he was known as the commoner prime minister. The majority of the members of Hara's cabinet were members of the Friends of Constitutional Government Party, the dominant party in the House of Representatives. This was Japan's first full-scale **party government**.

When a new government was formed in 1924, political parties were once again ignored, but just as before, a Movement to Protect Constitutional Government emerged (the second movement to protect constitutional government). In the subsequent general elections the parties advocating protection of constitutional government dominated, and a new party government was formed. This was the government of Prime Minister Katô Takaaki, which enacted **universal male suffrage** in 1925 (Taishô 14), extending to all men 25 years of age or older the right to vote in elections for the House of Representatives. The achievement of universal male suffrage was a major reform, increasing the number of eligible voters from 5% of the population to nearly 20%.

Party governments governed Japan for eight consecutive years after

universal male suffrage was established; domestically, they pursued a policy of arms reduction, and in the diplomatic sphere they worked to achieve international cooperation. The practice of permitting the cabinet to be formed by the parties that win the election came to be known as the “regular procedure of constitutional government.” This period of party politics and active social movements is called the era of **Taishô Democracy**.

Demanding female popular election

The movement demanding an end to discrimination against women also gained strength. Hiratsuka Raichô and others formed the Seitôsha (Bluestocking Society) in 1911, criticizing old customs and ways of thinking toward women. In 1920 Hiratsuka organized a fully-fledged movement seeking to gain the involvement of women in politics together with Ichikawa Fusae and others. However, universal suffrage that was approved in 1925 was limited to men, and women were not given the right to vote.

FIGURE: The increase in the number of people eligible to vote.

FIGURE: The year in which women were allowed to vote. It took a long time until Japanese women were given the right to vote.

PHOTO: Hiratsuka Raichô (1886–1971).

Working for women to obtain their rights

Hiratsuka carried out a range of activities to enable women to realize their potential, such as acquiring suffrage for women. Marking the publication of the magazine *Seitô* (Bluestocking), which was produced by women for women, she declared, “In the beginning, woman was the sun.”

The establishment of the Peace Preservation Law

The year universal male suffrage was established was also the year the government enacted the Peace Preservation Law of 1925. The new law was intended to inflict severe sanctions on the socialist movement, which sought to overthrow the state and advocated the abolition of the system of private property. Because the general elections in 1928 were won by members of parties representing workers, the government revised the law to enable it to be used to suppress not only socialism but all social movements.

FIGURE: Military expenditures from the Sino-Japanese War through World War II (*Shôwa keizai-shi* [Economic history of the Shôwa era]).

Complete the line on the graph. How does the percentage of military expenditures on the traced portion change?

GUIDE TEXT: Something to try: Choose two issues that politicians of the period from 1900 to 1924 should have thought about, and explain why.

Form a mock political party with other students who chose the same issues and present your policies in the form of a poster or the like.

5. The development of cities and social movements

The development of cities and environmental problems

Since the Edo period, Tokyo has been the seat of the government and was known as Teito (imperial capital), while Osaka developed as an economic center. The population of Tokyo in the 1930s exceeded 5 million, and Osaka's population in 1925 was over 2.1 million.

Many cities had developed around castles, but during this period there was a rapid growth in the number of industrial cities, which underwent new development around industry. In the vicinity of Tokyo, Kawasaki is a prime example. Factories were concentrated in the region from Tokyo to Yokohama, and the Keihin Industrial Belt developed. Subways were built with the development of cities, and the smoke rising up from factories was seen as a symbol of prosperity and development. However, this gave rise to problems relating to trash and sewage in people's neighborhoods.

The reason for the increase in the urban population was the rising number of factory workers who had migrated to the cities from rural villages and people in the new class of workers at municipal offices and private companies on fixed salaries (salaried employees), a class of workers distinct from factory workers and employers. Also, as a result of urban development, the number of working women increased. In addition to such professions as teacher or midwife that had previously been open to them, women also began working as bus conductresses, typists, and telephone operators. These women were called "vocational ladies."

PHOTO: Shinsekai (New World), a symbol of Osaka's development. Shinsekai

was built in the area that hosted an industrial exposition in Tennôji. Rising up in the middle is Tsûtenkaku, a tower modeled on the Eiffel Tower of Paris, and around this is an amusement park called Lunar Park.

MAP: Newly developed cities during the Meiji and Taishô eras.

GUIDE TEXT: I wonder if there is some connection between trains and resort areas.

MAP: The development of Osaka. As private railway lines were built, there was also development of residential districts along the lines.

PHOTO: A poster to publicize the opening of the Tokyo subway.

FIGURE: A worker's household budget (with a wife and two children).

Labor and social movements intensify

Social movements were launched that aimed to resolve problems caused by urban development and improve standards of living. The laborers united and started strikes to improve working conditions. Tenant farmers seeking a reduction in land rents also organized tenant disputes in rural villages.

Eventually, nationwide organizations to protect the rights of laborers and tenant farmers were formed. There was a crackdown on socialism, but it later gained popularity due to the intensification of social movements.

FIGURE: The number of workers involved in labor disputes (*Meiji Taishô kokusei sôran* [General Overview of the Country During the Meiji and Taishô Eras], *Kanketsu Shôwa kokusei sôran* [Brief Overview of the Country During the Shôwa Era]).

The people who stood up seeking liberation

Even after the Emancipation Edict was issued, discrimination in employment requirements, marriage, and other areas did not disappear, and in 1922 the **Zenkoku Suiheisha (National Society of Levelers)** was established with the aim of resolving the problem of discrimination. Also, the Ainu formed the Ainu Association of Hokkaidô and appealed for the revision and abolition of the

Hokkaidô Former Natives Protection Law.

TEXT BOX: The establishment of the Zenkoku Suiheisha (National Society of Levelers)

The Suiheisha Declaration

We must never again bring shame to our ancestors and disrespect to humanity through abject words and acts of cowardice. We know just how cold human society can be and know what it means to show kindness. We fervently seek and revere the warmth and light of human life from deep within our hearts.

Thus is the Suiheisha born.

Let there be warmth in human society, let there be light in all human beings.

(Abridged excerpt)

Attention turned once again to discrimination as a social problem from the middle of the Meiji era onward, and movements started around the country to end discrimination. However, these movements failed to activate the whole of society.

The situation was greatly changed by the Russian Revolution of 1917 and the rice riots the following year. As many discriminated people joined the rice riots, the government thought it necessary to carry out policies to improve their way of life. However, believing that relying solely on the government would not bring an end to discrimination, the discriminated people established the Zenkoku Suiheisha (National Society of Levelers) in 1922, seeking to create an egalitarian society and end discrimination with their own power.

GUIDE TEXT: Something to try:

- Open an atlas to find out how the newly developed cities shown on the map on page 194 have developed.
- Think about how the riots of the Edo period and the disputes of the Taishô era differed as methods of resolving problems.

The Tokyo Earthquake and persecution

On September 1, 1923 (Taishô 12), a great earthquake with its epicenter in Sagami Bay struck Tokyo and Yokohama. The earthquake struck at a time when families were preparing lunch, triggering fires immediately. Over 140,000 people died or disappeared in the earthquake and 3.4 million people were

affected by the disaster. The congestion of homes and factories in the city exacerbated the damage. In the confusion of the disaster, unfounded rumors that the “Koreans are going to riot” were spread, leading civilians to form vigilante groups and kill Koreans and Chinese. Socialists were also persecuted and killed by these vigilantes.

PHOTO: The Asakusa Jûnikai, which collapsed in the Tokyo Earthquake of 1923. This 12-story building was a famous place of interest.

6. Popular culture and street culture

The Westernized lives of the people

Westernization of people’s lives progressed together with the development of the cities, and great changes occurred in the way of life of the people. In the center of major cities, public buildings changed from red bricks to reinforced concrete, which was more resilient to earthquakes. The relatively well-off salaried employees and others lived in the suburbs, and new types of housing (*bunka jûtaku*, literally “culture houses”) were built. The *bunka jûtaku* had Western-style reception rooms and also rooms for children. Meals had previously been served separately on trays, but people began eating around a large, low table. Mealtimes became a time for the family to be together.

For meals, bread became common, and Western-style dishes, such as curry and rice, omelets, and croquettes, became popular. Biscuits and caramel for children also went on sale.

With the spread of residential areas to the suburbs, commuter trains were built, which took riders to terminal stations. On days off, people went to department stores or theaters and other places of entertainment that had developed around the suburban train terminals, and they enjoyed going to see plays and movies. Sports, such as baseball and tennis, were also popular. Along with the Westernization of everyday customs, women started wearing Western clothes, which were easier to move around in, rather than the kimono.

The Westernization of lifestyles gradually spread to rural villages. Eventually, people began to harbor a yearning for urban life, believing that going to the city to study would lead to a prosperous life.

PHOTO: A kitchen for cooking while standing. Until this time people would sit on a wooden floor to prepare food, but kitchens began to be fitted instead with

standing sinks and electric stoves.

PHOTO: A gas rice cooker and a gas stove. The use of gas spread.

GUIDE TEXT: There are some things resembling today's way of life.

TEXT BOX: Baseball

Baseball was introduced to Japan around 1870, and it became a popular pastime from the latter half of the 1910s. The middle-school baseball tournament, the forerunner of today's national high school tournament, began in 1915. Kôshien Stadium was built around this time. Meanwhile, professional baseball teams were formed in 1934 in order to play against a team of Major Leaguers, including Babe Ruth.

PHOTO: *Bunka jûtaku* (literally "culture house"). This type of housing had both Japanese and Western features. The house had a reception room and was fitted with such utilities as gas, running water, and electricity.

PHOTO: A toy made of tin plate (Tin Toy Museum, Yokohama City).

PHOTO: Toys for playing house (Japan Toys Museum, Tokyo).

PHOTO: Children's magazine (The Museum of Modern Japanese Literature, Tokyo)

PHOTO: *Kurofuneya*, by Takehisa Yumeji. Paintings popular with common people appeared, and many female students became fans of Yumeji's works.

TEXT BOX: International

Yearning for American culture

The English word "modern" gained currency in the 1920s, and American popular culture began to flow into the country. Films in particular flourished, and Hollywood movie stars became very popular. Young people who cut their hair short and dressed stylishly were known as *moga* (modern girls) and *mobo* (modern boys).

PHOTO: Charlie Chaplin in *The Gold Rush*.

The development of education and literature and the arts

The school enrolment rate, which had been low during the Meiji era, rose to almost 100%, and the number of universities and technical schools increased. The number of people reading novels serialized in newspapers and other publications increased with the spread of education, and there were newspapers with circulations in excess of a million copies. Also, general-interest magazines and magazines aimed at women and children were published. In this way, the literary works of writers like Akutagawa Ryûnosuke and Shiga Naoya became familiar to many people.

Reconsidering regional culture

Yanagita Kunio visited rural villages to record the folklore and customs of the common people that survived the Westernization of society, and he advocated ethnological studies. Yanagi Muneyoshi collected folk arts – works made by ordinary people – from around the country. The indigenous culture of Okinawa and the traditions of the Ainu people were also reevaluated.

PHOTO: Yanagi Muneyoshi (1889–1961)

Appraising the beauty of folk arts

Yanagi wrote for the magazine *Shirakaba* (White Birch). He was moved by the beauty of craftwork from Korea, and criticized Japan's colonization of Korea. He built a museum of Korean art in Seoul. Also, he was interested in the beauty produced by artisans, and he coined the term "folk art."

GUIDE TEXT: Something to try

- Compare the lifestyles of this period with that of the townspeople on page 123. Draw up a table showing your findings.
- Look for products and companies from this period that are still around today, and compile them in a report.

Historical stage 9: Village life and modernization in the Saku region

1. Conditions in farming villages*

2. **Education and modernization in rural villages**

In rural villages, calculation and reading skills were considered necessary for

running a sericulture business, and the school enrollment rate rose. Education was enhanced in line with the development of sericulture and silk reeling, and modern scientific thinking spread. Also, modernization of the provinces, such as through the introduction of telephones and railways, was advanced. At the start of the twentieth century, an education movement stressing the rights and freedom of children developed as part of the movement demanding democracy.

FIGURE: Changing lifestyles in the Saku region.

PHOTO: The Former Nakagomi School (Saku City). The school was built in 1875 (Meiji 8) and is said to have been the first elementary school in Japan with a Western-style school building.

TEXT BOX: International exchange with blue-eyed dolls

At the start of the Shôwa era, relations between Japan and the United States deteriorated over the issue of immigration. Hoping to foster improved relations among the children of the two countries, American Dr. Sydney Gulick and others sent more than 12,000 dolls to Japan. Schools in Nagano Prefecture received 286 of these dolls, but most of them were destroyed during the Pacific War, as they were “dolls of the enemy country.” There were some teachers who kept them, though, so there are still 23 remaining in Nagano, which along with Hokkaidô has the largest number of any prefecture in the country.

PHOTO: A newspaper article about the gift of dolls (*Shinano Mainichi Shimbun*, 1927).

3. Emigrants to “Manchuria”

The economic depression in the United States, the largest buyer of Japanese silk, resulted in collapsing prices for raw silk. Many silk factories across the country, including those in Nagano Prefecture, went bankrupt, and households involved in sericulture fell deeply into debt. The farming villages’ attempts to rebuild their livelihoods were unsuccessful as the recession continued. Following the Manchurian Incident, there were calls for pioneers to settle in “Manchukuo.” Many people from Nagano (which became the prefecture with the largest number of emigrants) moved to Manchuria in search of a new life. Many of them, however, were unable to return to Japan after the end of the Pacific War.

FIGURE: Changes in the prices of silk cocoons

PHOTO: People leaving Ôhinata village and heading to Manchuria. Silk cocoons and charcoal were the main products of Ôhinata. In an effort to overcome the difficult conditions of the recession, the village population was split in two and one-half of the villagers were sent to Manchuria. This was a nationally unprecedented measure and Ôhinata was advertised as a “model village” and depicted in plays and movies.

MAP: Manchurian emigrants from across Japan (taken from *Nagano-ken Manshû kaitakushi sôhen* [An overview of the history of Nagano Prefecture’s settlement of Manchuria]). The settlers were placed in two groups—the *kaitakudan* [pioneer society] and the *giyûgun* [volunteer army].

MAP: Distribution of settlers of the Manchuria-Mongolia pioneer society in Manchuria.

2. THE WAR JAPAN WAGED IN ASIA

PHOTO: New York in the 1920s. Prosperity in the United States meant prosperity in New York, and specifically on Wall Street, lined with skyscrapers in the photo above, where the stock exchanges are located.

PHOTO: Wall Street on the day of the stock market crash in 1929.

PHOTO: A public park becomes home to people who have lost their jobs and can’t make a living.

GUIDE TEXT: When stock prices suddenly decline, investors try to convert their stock to cash. On that day, because stock prices all fell at the same time, there was a huge uproar.

1. The global depression and the decisions of various countries

The beginning of the global depression and the response of various countries

The United States, which was not the scene of any fighting during World War I, earned enormous profits exporting materials to the other Allied Powers and

lending money for reconstruction in Europe after the war. The United States thereby became the world's dominant economic power and prospered accordingly. As production gradually recovered in the European nations and India and China began to develop their own industries, however, sales of US-made goods faltered.

In October 1929 (Shôwa 4) stock prices in New York collapsed. The US economy reversed course and entered a depression, and an overwhelming number of people lost their jobs. The economic depression spread to European nations, which had borrowed funds from the United States, and grew into a **global depression**.

In 1933 US President Franklin Roosevelt enacted a set of policies known as the **New Deal**, intended to enable the United States to endure the depression. Under these policies the government took positive action to make economic adjustments, purchasing agricultural products, undertaking public works projects such as the comprehensive development of the Tennessee River valley, and raising workers' wages.

BOX: —Essay by a German girl: The Jews are a plague on us
. . . Jews cleverly cheat us out of our money and property. . . We were facing death, and then Adolf Hitler appeared. We aren't misled. We obey our leader. We don't buy anything from the Jews' shops. If we paid them even one pfennig [a unit German of currency], it would kill one of us. Heil Hitler!

—Testimony from German workers

Until 1939 everything was going well. As long as we didn't go to war, everything was fine. Everyone could make a living and get a job, and we were happy. . . Almost everyone said that if he [Hitler] hadn't started a war and had just left things as they were, it would have been fine. (From *Nachizumu no kioku* [Memories of Nazism])

Where growth was concerned, it made no difference if the system was a democracy, a dictatorship, or anything else. It had nothing to do with the form of government. If you had a little money and got your chance, no one would pay any mind, no matter what the political system was. That's how it is in every country and every era. (From *They Thought They Were Free*)

PHOTO: A Nazi political rally. Hitler is in the center. Rallies of this sort were also useful for propaganda purposes.

Britain sought to restructure its economy by increasing trade with its numerous colonies and enacting policies shutting out goods from other countries. This is known as creating an **economic bloc**. Since France and the United States had their own economic blocs, it became difficult for countries around the world to practice free trade.

Under Stalin's dictatorship, the Soviet Union pressed on with its five-year plan, which entailed further industrialization with an emphasis on heavy industry and the collectivization of agriculture, and was essentially unaffected by the global depression.

The rise of fascism

Italy and Germany sought to enhance their respective influence by reclaiming military power by means of dictatorships, and thereby weather the economic depression.

In Italy the Fascist Party, led by Benito Mussolini, instituted a dictatorial government, which proceeded to invade Ethiopia. In Germany the Nazi Party, under Adolf Hitler, won control of the government after emerging from a parliamentary election as the dominant party.⁴ While the Nazis reduced unemployment through public works projects, they also forced other political parties to disband and deprived citizens of free speech and intellectual freedom. In order to persuade citizens of the superiority of the German people, they portrayed Jews as a malevolent people and persecuted them. Furthermore, they proceeded to rearm Germany in defiance of the Treaty of Versailles. This form of government by militaristic dictatorship, which rejects liberalism and democracy, is known as **fascism**. In the days to come a stark confrontation would occur between countries that embraced fascism and those that embraced liberalism and democracy.

GUIDE TEXT: Something to try: Think about which aspects of fascism pose problems. Hold a discussion about why the people of Germany supported the Nazis in the election.

⁴ Following World War I Germany had enacted the democratic Weimar Constitution. Hitler, however, used the procedures set forth in the constitution to become the nation's leader, or Führer.

BOX: Radio

Radio broadcasting began in Japan in 1925, and the Japan Broadcasting Corporation (Nippon Hôshô Kyôkai, or NHK) was established the following year. For some time thereafter NHK was the only source for broadcasts of political speeches, sporting events, and radio dramas. The first radios were crystal receivers requiring the use of headphones, but the invention of vacuum tubes made it possible for the whole family to listen to radio broadcasts together. In the days before the invention of television, radios were a major source of information. In wartime people got their information about the war from newspapers and radio news broadcasts.

PHOTO: A family gathers in front of the radio.

PHOTO: Photograph stamped with a seal reading “disallowed.” Because photographs from the battlefield were subject to military censorship, some photos were not seen by the public.

PHOTO: Sign warning against extravagance (Ginza, Tokyo).

2. Japan faces an impasse

PHOTO: Newspaper articles in 1931.

GUIDE TEXT: What does “Manchuria and Mongolia are the lifeline of Japan” mean?

MAP: The extent of Manchuria and Mongolia.

The deadlock of the Japanese economy and the global depression

After the First World War, Japan suffered a recession as its exports decreased. The global depression caused even further damage to the Japanese economy. In the cities, laborer’s wages were cut and at times wages were not even paid. As companies and factories went bankrupt, the unemployed filled the streets and social instability increased. In this recession, the zaibatsu, which monopolized markets, increased their political influence.

The wave of recession spread through the countryside as well, as people who had lost jobs in the city returned to their rural villages. But the rural areas

were also suffering a sericulture recession, as Japan could not sell raw silk to its main buyer, the United States. The countryside could not afford to take in the urban unemployed. As a result of a severely poor harvest in 1931 (Shôwa 6), the people of Hokkaidô and the Tôhoku region faced serious hardships. Many students could not afford to bring lunches to school and the sales of girls into bondage became a social problem.

As people sought to resolve these difficulties, labor and tenancy struggles intensified. The public was increasingly calling for Japan to take control of Manchuria and use its vast resources to combat the recession.

The Manchurian Incident and resigning from the League of Nations

In China, the movement to restore its sovereignty escalated. China attempted to build a railroad parallel to the South Manchuria Railway, Japan's core asset in China. In response, the Japanese military in Manchuria (the Guandong Army) engineered an explosion near Mukden (current day Shenyang) on the South Manchuria Railway in what became known as the Liutiaohu Incident. The Chinese side was blamed for this explosion, attacks were started, and eventually all of Manchuria came under Japanese occupation (the **Manchurian Incident**). Although the government at first took a policy of non-expansion, the government, which had lost the trust of the public due to the recession, no longer had the strength to contain the military. The government therefore cooperated with the military in the end.

In 1932, Japan created **Manchukuo**, maintaining real power and controlling the local industry. China appealed to the League of Nations that Japan had carried out an armed invasion. After an investigation, the League of Nations advised Japan to withdraw its troops from occupied territories. Japan refused and resigned from the League of Nations in 1933.

BOX: Incidents from the global depression to the war

Japan's economy falters:

1923 (Taishô 12): Tokyo Earthquake

1927 (Shôwa 2): Financial Crisis

1930: Shôwa Depression

Japan seeks a solution by invading China:

1931: Manchurian Incident

1932: Establishment of "Manchuko"

International isolation and a move toward militarism:

1932: May 15 Incident

1933: Withdrawal from the League of Nations

1936: February 26 Incident

1937: Marco Polo Bridge Incident

Japan enters the Sino-Japanese War

PHOTO: Former headquarters of the Guandong Army (Changchun). Now this building is used by the provincial government of Jilin and commissions of the Chinese Communist Party.

PHOTO: A newspaper reporting the withdrawal from the League of Nations.

The end of party politics

On May 15, 1932, young naval officer critical of politics assassinated Prime Minister Inukai Tsuyoshi (the **May 15 Incident**). After this incident, the cabinet was formed by members of the military or bureaucracy, and party politics came to an end.

On February 26, 1936, young officers leading an army unit attacked and killed ministers and occupied the Prime Minister's residence as well as the area around the Diet Building (the **February 26 Incident**). Though this rebellion was suppressed, this incident further strengthened the armed forces and militarism, and the people were no longer able to oppose the military.

PHOTO: The soldiers who carried out the February 26 Incident.

FIGURE: Changes resulting from the two incidents.

PHOTO: A satirical cartoon of the February 26 Incident. (Kawasaki City Museum)

GUIDE TEXT: What kind of problems resulted from the end of party politics? Refer to the figure on "Changes resulting from the two incidents" as you discuss this.

3. Japan's advance and China's resistance

PHOTO: Sending off soldiers. (Tanba, Hyôgo Prefecture)

GUIDE TEXT: What were the soldiers and the people sending them off in this photo feeling?

The Sino-Japanese War

Japan, increasingly isolated internationally, approached Germany, which had also resigned from the League of Nations. This further deepened Japan's conflict with the United States and Britain.⁵ In addition, the Japanese military did not remain in Manchuria, but advanced its troops into northern China in search of natural resources.

In July 1937 (Shôwa 12), Japanese and Chinese forces clashed outside of Beijing in the Marco Polo Bridge Incident, triggering the outbreak of the **Sino-Japanese War**. The Japanese military also invaded China from the south and occupied Shanghai and Nanjing, the capital at the time. In Nanjing, many Chinese, not only soldiers but also women and children, were killed. Japan was criticized by the international community for the "barbarism of the Japanese military" (the Nanjing Massacre). The Japanese people, however, were not informed of this incident.

As Japan advanced into China, Chiang Kai-shek of the Chinese Nationalist Party and Mao Zedong of the Chinese Communist Party, who were fighting a civil war, decided to temporarily cease hostilities and join together in a Communist-Nationalist "united national front" against Japan. The Japanese military occupied large cities and railways in China, but this was only a control of points (cities) and lines (railways). Since resistance continued throughout large areas, the war protracted.

MAP: Sino-Japanese War.

The National Mobilization Law and social conditions in Japan

As the Sino-Japanese War wore on, the government sought to get every citizen oriented toward war in the interest of "national unity." The majority of the national budget was devoted to military expenditures. In 1938 (Shôwa 13), in an effort to establish the war effort as a priority for both citizens and materials, the

⁵ In order to combat Fascist forces and defend democracy, the socialist party, the communist party, and intellectuals formed an organization called the popular front. Governments of the popular front were formed in Spain and France.

government enacted the **National Mobilization Law**, enabling it to force people to work in factories. Political parties abandoned their efforts to resist the military and disbanded in 1940, yielding to the **Imperial Rule Assistance Organization**, a body devoted to assisting the war effort. Popular movements subsided, and labor unions were disbanded.

The mass media—newspapers, magazines, and radio—stopped airing views opposed to the war. Instead, they accepted government control and promoted the war, and the citizens, deprived of accurate information, believed Japan would be victorious. It became very difficult to do or even say anything considered critical of the war effort.

As shortages of goods arose, controls were imposed on clothing and food items; from 1941 on even rice was rationed. Block associations were formed, along with smaller neighborhood associations, to distribute goods and relay government communications via circular notices.

GUIDE TEXT: Something to try: Find out how citizens who were opposed to the war were treated at this time. Create newspaper articles with headlines supporting the war and articles with headlines opposing the war. Think about the roles newspapers play.

MAP: The Pacific War. Fighting took place over a broad area encompassing Asia and the Pacific Ocean.

PHOTO: Japanese forces attack an oil field in Burma.

GUIDE TEXT: Why did Japan go to war with the United States as well?

BOX: Sugihara Chiune (1900–1986), a Japanese man who rescued Jews. In 1940, as a vice-consul stationed at the Japanese consulate in Lithuania, he issued visas to Jews seeking to escape persecution, enabling them to leave the country. They traveled across Siberia by railroad, entered Japan at Tsuruka, in Fukui Prefecture, and then departed from Kobe or Yokohama for the United States. Sugihara's efforts saved the lives of about 6,000 Jews.

4. From the expansion of the war to the Second World War

The beginning of the Second World War

In Europe, Germany, led by Hitler, concluded a nonaggression treaty with the Soviet Union in 1939 and then proceeded to invade Poland. Until then Britain and France had to a certain extent accepted Germany's demands, but now they declared war on Germany. **World War II** had begun.

Germany captured Paris, overran the Balkan Peninsula, and controlled most of Europe. In 1941 Germany violated its nonaggression pact and launched an attack on the Soviet Union. Italy, meanwhile, aligned itself with Germany. The Germans rounded up Jews in various locations, transported them to concentration camps, and killed millions.

The front line spreads to Asia and the Pacific

In 1940, Japan formed the **Tripartite Pact** with Germany and Italy. The goal was for the three nations to cooperate so that Germany and Italy could achieve dominance in Europe and Japan could do the same in Asia. In the following year, Japan also signed the **Soviet-Japanese Neutrality Pact** to secure safety from the north in order to invade Southeast Asia. Japan sought the resources of oil and rubber, necessary for the war against China, in Southeast Asia.

In response, the United States, together with Britain, published the Atlantic Charter against Germany and restricted the exports of oil and scrap iron to Japan.⁶ With the cooperation of Britain and Holland, the United States sought to economically isolate Japan. The US demanded that conditions be reverted to those before the Manchurian Incident. Negotiations were held, but these broke down, and Japan strengthened its resolve of going to war against the United States.

The Pacific War

In December 1941, the Japanese military landed on the Malay Peninsula, which was British territory, and simultaneously carried out a surprise attack on the US naval base in Pearl Harbor, Hawaii. Japan declared war against the US and Britain⁷ and the **Pacific War** (Asia Pacific War)³ began.

⁶ The charter declared the principle of territorial non-expansion and the establishment of peace in which all people are liberated from fear and poverty and guaranteed freedom.

⁷ The US and Britain were called the Allied nations, and Japan, Germany, and Italy the Axis nations.

⁸ During the war, Japan called the war the Greater East Asia War for the sake of creating the Greater East Asia Coprosperity Sphere. The Pacific War was a term used by the US side.

The Japanese military at first achieved a series of military victories, occupying Singapore, Indonesia, Philippines, and Burma (Myanmar), among other areas. These regions were colonies of the Western nations. Japan announced the creation of a “Greater East Asia Coprosperity Sphere” in which these regions, liberated from Western control, would prosper exclusively with Asian people. In reality, however, Japan carried out oppressive rule forcing residents to work under severe conditions and resistance movements against Japan developed in various regions.

Something to try:

- How many countries exist today within the furthest front line to which the Japanese military advanced? Use a map to determine this.
- Why was the front line expanded so much? Let’s think about this from geographical and economic perspectives.

5. Colonial rule and resistance

The lives of the Japanese in Manchuria

By the time the Manchurian Incident occurred, there were already Japanese living in Manchuria, which contained leased territories, including Dalian, and the South Manchuria Railway. Since there were few farmers, however, the government came up with a plan to settle over 5 million farmers in the region in 20 years. The government recruited volunteers within the country for the *Man-Mô kaitaku dan* (Manchuria-Mongolia pioneer society). Most of the people emigrating to Manchuria were second and third sons of families in mountain villages with limited arable lands and farmers suffering from the collapse of raw silk prices in prefectures like Nagano.

These emigrants often settled in regions close to the border of the Soviet Union, where anti-Japanese forces were strong. Despite being agricultural settlers, the emigrants were at times enlisted to fight as soldiers. When the Sino-Japanese War intensified, it became increasingly difficult organizationally to send adult males. Hence, young men under the age of 19 were sent as members of the *Man-Mô kaitaku seishônen giyûgun* (Manchuria-Mongolia pioneer youth volunteer army). During the last moments of the war, even family heads were called to war (root and branch mobilization) and it became

In recent years, the war has also been called the Asia-Pacific War, as Asia was also a battlefield.

very difficult to run farms in mainland China.

The Chinese resistance movement against Japan

The lands the Manchurian settlers were cultivating were preexisting farmlands that had been forcibly bought at a low price from Chinese farmers.

As a result, some Chinese farmers who had lost their lands became tenant farmers to Japanese landowners. The dissatisfied Chinese attacked Japanese pioneer lands and carried out anti-Japanese activities. Some Japanese in Manchuria also looked down on those who were not Japanese, further aggravating anti-Japanese sentiment.

Conditions in the colonies and under occupation

As the war intensified, Japan carried out a policy of creating imperial subjects in order to continue the war with the full support of its colonies. People in colonized Taiwan and Korea, for example, were to be turned into “*kôkoku shinmin*” (people of the imperial nation). Japanese was taught as the “national language” at schools, and the use of Korean and Chinese was forbidden. Emperor worship, including bowing to the imperial palace, was also coerced. In Korea moreover, a policy was undertaken to force Japanese-style names onto Koreans in what was called *sôshi kaimei*.⁹ As a result of a labor shortage within Japan, corporations and others gathered Koreans and Chinese virtually against their will, brought them to mines and coal pits across Japan, and forced them to work under harsh labor conditions with little compensation.

The Japanese military also levied materials and food in Southeast Asia and islands in the Pacific. Those who did not obey military orders were severely punished. As the policy of Japanese language education was carried out in these regions as well, anti-Japanese movements developed.

PHOTO: A poster advertising trips to mainland China. (Transportation Museum, Tokyo)

MAP: Japan and its colonies. (From *Shôwa kokusei sôran* [General survey of the nation during the Shôwa era] and other sources)

⁹ For the Korean people, who keep different family names after marriage, the changing of names meant they were forced to use the same family name and that a Japanese family system was being brought into Korea.

GUIDE TEXT: Hey, Tokyo is directly linked to Manchuria on the railway poster!

PHOTO: Propaganda leaflet of the Japanese military handed out in India. It calls for the expulsion of the British with the cooperation of the Asian peoples. These kinds of leaflets were handed out in various regions.

PHOTO: A call for anti-Japanese activity painted on a private home.

PHOTO: New Guineans learning Japanese.

PHOTO: *Chôsen jingû* (Korea shrine). As part of the policy to create imperial subjects, Shintô shrines were built all over Korea.

BOX: Depictions of Japanese occupation in foreign textbooks

The Japanese sought to establish a sense of brotherhood among the peoples of Asia. In Indonesia, Japan considered itself an “older brother” and called the Pacific War a “war to create a Greater East Asia Coprosperity Sphere.” And the Japanese carried out the “three Asia” movement—“Nippon (Japan) as the light of Asia, Nippon as the defender of Asia, and Nippon as the leader of Asia.” . . . Japan sought to control and capture natural resources for its military industry and sought to steal the food supply of the Asian people.

The period of the Japanese occupation took away root and branch the wealth and strength of the people. . . . Suppression of the people continued. Not only were the people forced to become *rômusha* (workers), a number of people were forced to work in farms. The profits gained from these operations were naturally used to fund the war. Others were forced to supply a certain amount of unhusked rice, corn, and livestock to supply food to the soldiers. . . . The obligations and coercions dealt out one after another caused much suffering for the people of the time. As a result of the large-scale conscription of *rômusha*, the people lacked the work hands necessary to maintain their own livelihoods. As a result, malnourishment and starvation spread. After the food shortage, there was a shortage of clothes. The people of the time were forced to eat foods and wear clothes not fit for humans. (From an Indonesian textbook, partial summary)

Something to try:

- Make cards for a number of Japanese colonial policies.
- On each card, let's write down the opinions of at least two of the following groups of people: the Japanese government, local residents, Japanese emigrants, etc. Then discuss these different opinions.

6. The protracted war and hardships in daily life

The lives of the people under war

As the war dragged on, almost all daily necessities, including rice, were rationed and people's lives became increasingly difficult. Both the quality and quantity of the rations fell and people depended on illegal black markets or going to rural villages to purchase goods. Metal products were particularly in shortage as metals were used to construct weapons. Though porcelain was substituted as a material for kettles and irons, a shortage of goods persisted and a life of hunger and hardship continued. Many people believed that this was a "correct war" and suffered these hardships patiently.

In 1941, normal higher elementary schools became national people's schools and military education was intensified. Thereafter, junior high school students and female students suspended their studies to work in munitions factories (worker mobilization). As Japan's situation in the war became increasingly unfavorable, university students who had not been conscripted were sent to battlefields (student mobilization). Conscription was also carried out in Taiwan and Korea.

By 1944 (Shôwa 19), air raids had become severe. Large cities like Tokyo and Osaka, as well as smaller cities with military facilities and factories, were attacked. Many elementary school students were evacuated en masse to rural areas.

PHOTO: Elementary school students bowing deeply to a *hôanden* (Tokyo). The *hôanden*, containing a photo of the emperor and empress, was placed in schools and students were obliged to bow deeply to it when coming to school.

PHOTO: Female students working in an airfield.

PHOTO: Children who had evacuated. (Gunma Prefecture)

GUIDE TEXT: Imagine the daily life of a family in those days, based on the reference above.

PHOTO: War *karuta* (a card game), a magazine supplement.

Something to try:

- During the war, what was life like for students the same age as middle-school students today?
- What is the history of the war memorial located nearest to you? Investigate by asking others.

Historical stage 10: The battlefield of Okinawa*

7. The dropping of the atomic bombs in August 1945

The deterioration of war conditions

The tide of war turned decidedly against Japan following the defeat of the naval Battle of Midway in 1942 (Shôwa 17). The Japanese army was defeated on the Pacific island of Guadalcanal and drew back, thus completely losing the upper hand to the Allies. When the United States captured Saipan, one of the South Sea Islands, it used the island as a base for bombing raids on the Japanese mainland.

TEXT BOX: Air raids on the Japanese mainland

The US air raids on the Japanese mainland began with nighttime raids targeting factories, but later began to burn down cities with the use of firebombs. In the massive air raids on Tokyo in the early morning hours of March 10, 1945, a huge squadron of B29 bombers burned down Tokyo and nearly 100,000 people lost their lives. In addition to major cities like Tokyo and Osaka, over 100 cities, including small and medium-sized ones, suffered damage, and a great many people perished.

MAP: Nationwide damage by air raids.

The dropping of the atomic bombs

On the European front, the Allies commenced a counterattack. Italy

surrendered in September 1943, and Germany surrendered in May 1945. As the tide of war changed, Japanese Prime Minister Tōjō Hideki resigned, and from 1945 there began to be calls for an all-out showdown on the Japanese mainland.

Meanwhile, around the time of the Battle of Okinawa, the Allies held conferences in Yalta (Soviet Union) and Potsdam (Germany). At the latter conference, the United States, Britain, and China issued a joint declaration urging Japan to surrender unconditionally (**the Potsdam Declaration**). However, Japan ignored the declaration and so the United States, which wanted an early end to the war, dropped an **atomic bomb** on Hiroshima on August 6 and on Nagasaki on August 9.

Just one atomic bomb dropped at 8:15 a.m. on August 6, 1945, killed 140,000 people and decimated central Hiroshima. The people who survived came to suffer from the aftereffects of radiation and other problems, and even after the bomb the number of fatalities continued to rise. By 1950, five years after the bomb was dropped, the number of dead is said to have reached over 200,000. In Nagasaki as well, 70,000 people died by the end of 1945.

MAP: The area of damage from the atomic bomb.

PHOTO: The city of Hiroshima destroyed by the atomic bomb (Hiroshima Peace Memorial Museum).

GUIDE TEXT: I wonder why the atomic bomb was dropped on Hiroshima.

TEXT BOX: A girl's diary (abridged excerpt from *Hiroshima Daiichi Kenjo ichinen rokkumi Moriwaki Yōko no nikki* [Diary of Moriwaki Yōko, First Year, Sixth Class, First Hiroshima Prefectural Girls' High School], edited by Hosokawa Kōji and Kamei Hiroshi)

August 3 (Friday) Weather: Fine

My body feels a little tired, but this much is nothing really. The elder sisters* are all working very hard in various ways, so how can I say things like "I'm tired"? I'm going to the farm tomorrow. I'll do my best. (*"Elder sisters" refer to older students at the same school.)

August 4 (Saturday) Weather: Fine

Today was also farm work. It was as hot as yesterday, but I put up with it and worked as hard as I could. On the way home, my hat blew into the sea when I

was on the pier. It was floating right in front of me, but I couldn't get it. I felt really sorry about it when I thought how Mother had bought it especially for me. I just don't feel good at all, somehow.

August 5 (Sunday) Weather: Fine

Today was the family drill day. As Uncle came yesterday, the house was very lively. I wish it could always be like this. From tomorrow, we'll start preparing for a family evacuation. I'll give my very best.

Account of a woman who saw the dying moments of the young girl

The burns on her body were absolutely awful, it was a serious injury, so I thought she couldn't be saved. I nursed her as best I could. . . .

"Mother, aren't you here yet?" she asked again and again. "She'll be here soon, just a little more, hold on there, don't give up," I don't know how many times I comforted her. "Please give me some water," she said; "Please give me some tea," "Stroke my back," "Stroke my chest," "Rub my chest," "Please pat my chest lightly," "Auntie, let me hold your hand," "I'm hot, please fan me." These are the things she would say, so I held her hand.

I waited together with the girl for her mother to come, but finally she passed away before she came.

CAPTION: After the last entry she made on August 5, the young girl did not write in her diary again. She died on August 6. She lost her life in the atomic bombing of Hiroshima. She was 13.

PHOTO: Moriwaki Yôko.

PHOTO: The last page of the diary.

PHOTO: Her class schedule at the time.

FIGURE: Chronology of atomic-bomb-related events.

GUIDE TEXT: Something to try:

- Using the extent of the damage to Hiroshima as a reference, check on a map to see what the damage would be if an atomic bomb were dropped on your area today.

- Give several reasons why the United States dropped the atomic bomb.

8. Various views of defeat and the start of the “postwar era”

The end of the war

After the atomic bomb was dropped on Hiroshima, the Soviet Union broke the Japan-Soviet Neutrality Pact and invaded Manchuria and Sakhalin. As a result, Japan decided to accept the Potsdam Declaration and surrender on August 14. On the following day, August 15, the emperor informed the nation of this development with a radio broadcast.

And so the Second World War, which included the Pacific War, came to an end in August 1945 with Japan’s surrender, which followed those of Italy and Germany. Counting from the Manchurian Incident, it was a long war spanning 15 years. The colonized people of Korea and Taiwan and the people of China and Southeast Asia, regions that had been occupied by the Japanese military, celebrated their liberation. The nearly 6.6 million Japanese military personnel and civilians stationed or living overseas were repatriated.

The wounds of war that remain to this day

The deaths in the Japanese military during the Second World War are said to number 1.3 million, while over 600,000 civilians are said to have died in the war as well. In addition, many of those who were held as prisoners of war and interned in Siberia by the Soviet Union after it entered the war died. There are also several thousand Japanese who were separated from their parents in Manchuria after the war in China. These “Japanese orphans left behind in China” were brought up and educated by Chinese. The search for their relatives began in 1981, but only a few have been identified. Japan also caused considerable human and material damage to the people in the areas of Asia and the Pacific that it occupied. The total number of deaths in this war is said to be over 30 million.

The start of the postwar era

Houses and factories had been burned down in the air raids and many people were homeless and jobless. The food shortage was particularly serious in the cities and rationing continued. As rations were inadequate, black markets formed and people frequently went to rural villages to purchase food supplies. Including the soldiers who had returned from Manchuria, Korea, and Taiwan,

over 6 million people were expected to be unemployed at the end of 1945. The people had been liberated from imperialism, and the mass media, which had been censored hitherto, attempted to seek responsibility for the war and discover the truth about what had happened.

BOX: The defeat in different eyes (1)

The war had ended!? Something I had never imagined had suddenly occurred. My head was empty. Black and red lights flashed in front of my eyes. It must be a joke, I thought. How could it be possible? It's too late to be saying that.

Your Majesty, why did you surrender? What is going to happen to me from now on? How am I able to remove this disgrace?

It is going to cause serious problems if the war ends now.

The only way to atone myself was to fight sword-to-sword with enemy soldiers. When the enemy tanks landed, I would have charged directly, smashing my body into them. I had been thinking of clearing my disgrace by doing this, but now it will not be possible!

Your Majesty, why do we not fight to the end? Why do you not say "Die for us"?

(From Oguma Muneyoshi, *Shi no kage ni ikite—chûgakusei no kinrô dôin nikki* [Living in the shadow of death: The diary of a middle-school mobilized laborer]; partial summary)

BOX: The defeat in different eyes (2)

Some of my friends were crying, but my feeling was more complicated than disappointment. It was a discovery for me that wars could be "ended." I had felt that war was like an eternal winter (of course, such a thing can not really exist) and that it was a natural phenomenon over which man had little power. (From Kitayama Mine, "Ningen no tamashii wa horobinai" [The human spirit will not perish], *Shôwa sensô bungaku zenshû 14* [History of Shôwa war literature, vol. 14]; partial summary)

BOX: The defeat in different eyes (3)

"Good, good. By the way, Fumiko, why don't we have red rice today? Of course it won't sound good if we celebrate Japan's defeat, so we will say that we are celebrating the *obon* festival one moon later. In our hearts we will celebrate the fact that we had survived." . . . When we all faced each other at dinner, we

spontaneously said “congratulations” to ourselves.

(From Tomitsuka Kiyoshi, *Aru kagakusha no senchû nikki* [One scientist’s wartime diary]; partial summary)

GUIDE TEXT: There were various reactions to the surrender of Japan. These are a sample of the reactions. What do you think these people were feeling when they heard the radio broadcast?

PHOTO: People listening to a radio program announcing the end of the war. The people were told earlier of an important radio broadcast and learned about Japan’s defeat in the war through the voice of the emperor.

FIGURE: Casualties of the Second World War.

BOX: Children’s lives in defeat

The food shortage further deteriorated after August 15. . . . Evacuated children waited to go back to their families, spending their time digging up the roots of lilies, munching mulberries, roasting river crabs and eating them, or hunting for wild grasses. Numerous children began to suffer boils from malnutrition. There was also a surge in fleas and lice, which sucked away any nutrition the children could get.

(From Saotome Katsumoto, *Haisengo no kodomotachi* [Children after the war])

PHOTO: Tokyo in 1945. Temporary huts were built on the burned-down ruins of Tokyo.

PHOTO: Children repatriated from Manchuria.

PHOTO: Train taking people to purchase goods in the countryside.

PHOTO: A scene from a black market.

PHOTO: Magazines published after the war. (Museum of Modern Japanese Literature, Tokyo Prefecture)

Something to try:

- After reading “The defeat in different eyes (2),” consider the reason why this person didn’t believe that wars could be “ended.”
- Why are wars repeated? Discuss the reasons in a group.

Historical challenge: Thinking about information and education during the war

Something to try:

As the conditions of the war deteriorated from the Manchurian Incident to the Pacific War, Japan became increasingly mobilized for total war. Daily life became ever more difficult, but the people suffered these hardships and supported the war. Why did the people continue to support this war? Did they not question the war? Below materials from that period are introduced. Read these materials and talk about how you feel about them with your class.

Example 1: What did the people during the wartime think of the war?

This is an essay published in a boys’ magazine after the Manchurian Incident. It is introduced along with instructions to “read this text carefully.” Many of the elementary students of the time read this essay and are said to have felt the same way.

Compare this text with the Indonesian textbook story on page 209.

“Let’s become friends soon.”

An essay by a fifth grade student of a normal elementary school in Hôten [Mukden].

What kind of country is China, which is actively fighting the Japanese military today? I asked my teachers and my father in detail. China is not a very advanced country. There are numerous generals in this country who are stealing money from law-abiding citizens and using that money for their pleasure. . . .

Why is Japan fighting such a country? This is not a war against all of China, but a battle against its soldiers. Japan is militarily strong. As China cannot win militarily it has called on the League of Nations. Though China tried to deceive the world by words, it failed. . . .

Japan should become friends with China soon. The nation is waiting for

peace to arrive in the Orient. I hope that the fighting will cease so I can continue my study without worries in Manchuria.

For the sake of the many soldiers who are fighting for us in the cold, I would like to study hard to become a worthy adult and make sure this sort of thing never occurs again.

(From *Shônen kurabu* [Boys' club], February 1932; partial summary.)

GUIDE TEXT:

- It is written that China is “not a very advanced country.” We can see how the Japanese at the time believed that Japan was the leader of Asia and how they did not view their country as being in the same position as the other Asian countries.
- But the Chinese people must have wanted to be considered equals of the Japanese.
- Even if there is a desire to “become friends soon,” the text may disappoint the Chinese people.

Let's go out to survey our area: Modern era version 2*