

# **War Guilt Information Program (WGIP) and “History Warfare” --Recover morals of the Japanese people**

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## **Introduction**

This book originated from this author's series of manuscripts, titled *Another “Chrysanthemums and the Sword”*, which was published in the monthly magazine *MOKU* for three years, starting in April 2013. I rearranged these manuscripts according to theme, made some corrections and additions and wrote this book.

I went to the United States in 1980 and studied there for three years. While studying in graduate school, University of Maryland, where censored papers during the Military Occupation of Japan are archived, I was absorbed in studying papers of the Civil Information Education (CIE) Section, General Headquarters, which are located in the United States National Archives.

In July 1981, I drove across the American Continent and went to San Francisco to study at the Hoover Institute, Stanford University, where personal papers of Joseph Trainor, deputy chief of the Education Division of the CIE, are held. At the Institute, I purchased all of Trainer papers and the CIE papers in the form of microfilm and microfiche, which I later brought back to Meisei University in Japan. At Meisei University, the Center to Study History of Postwar Education was established (the first chief of the Center was Meisei University President Kodama Mitsuo) and I regularly contributed my findings to the Center's bulletin, *Study of History of Postwar Education*.

I became the youngest member of an expert committee of the Ad Hoc Education Council (a governmental council on education) launched in 1984 and participated in the discussion on educational reform, which was held every week for three hours at the Cabinet Office for nearly three years. As I was the only education scholar among the committee members, I was often asked to state my opinion about impending issues in education, such as bullying at school. To comply with the needs of the time, I was obliged to study “clinical education” and taught “clinical education” at Tamagawa University Graduate School and

published a book, titled *Clinical Education and Education for Sensitivity*. Later, I became a lecturer and reviewer of the entrance examination for Matsushita Sekikei Juku (School of Politics and Economy),<sup>1</sup> which led me to establish the “Teachers’ School” in Tokyo, Saitama, Osaka and Fukuoka Prefectures. Furthermore, facing the problem of “classroom collapse,” I established the Association to Promote “Parental Learning” and worked to educate teachers and parents in terms of human relationships.

A big change in my life suddenly occurred after I changed my field of study from history to education. In April 2012, immediately after the “Diet Members Association to Promote Parental Learning” was established, false information and misconceptions promoted by the Association, that “lack of parental love results in children’s developmental disorders,” took hold of the public and we were obliged to step back.

On this challenge, “adversity is the best teacher”, and interpreting this as a sign to return to my roots, that is, the study of history of Japan under the military occupation, I restarted investigation of overseas documents and papers related to Japan under Allied military occupation. A series of manuscripts in the magazine *MOKU* is a vivid account of my renewed research.

The main theme of my research is “War Guilt Information Program” (WGIP). As I stated in detail in another book of mine, *Review—Postwar Education*, published more than twenty years ago, due to limited access to public papers and documents at the time, primary sources to support my study were limited to only thirty-nine pages CIE papers and I did not succeed in proving the CIE’s consistent involvement in anti-Japanese psychological warfare orchestrated by the United States Government.

Papers related to Bradford Smith and Bonner F. Fellers, who led the WGIP, papers of the Office of War Information (OWI), to which the two of them belonged, and papers of the Office of Strategic Services (OSS), papers of Geoffrey Gorer, who established basic strategy for anti-Japanese psychological warfare as chief of the OWI’s section to analyze

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<sup>1</sup>. An incorporated political school and public interest foundation, established in 1979 by Matsushita Konosuke, founder of Matsushita Denki Sangyo (Panasonic Corporation). This school has produced a variety of talents in various fields of activities, including Diet Members, heads of local municipalities, representatives of local assemblies, business leaders, university professors and journalists.

foreign military's fighting spirits and Ruth Benedict,<sup>2</sup> who was appointed as his successor, were made public, one after another, by the University of Sussex and Vassar College, which made it possible for me to empirically research the origin of the WGIP and the process by which the Program developed.

Through the disclosure of confidential papers in the British National Archives and the Venona Papers, in which American and British intelligence agencies decoded encrypted Soviet correspondences, and others items, Soviet agents and collaborators were unmasked. The papers also disclosed a program to brainwash Japanese P.O.W.s in China, thus becoming a model for the WGIP.

Along with the investigation of these papers abroad, I participated, as an observer, in the International Advisory Committee held in Abu Dhabi, which decided on papers to be published related to the Great Nanjing Massacre to the list of the UNESCO "Memory of the World". I have also inspected, on site, all comfort women statues installed in various places in California. This book also includes papers based on my own experiences, such as speeches to local Americans about the comfort women issue and the bullying of Japanese children living in the States, sponsored and scheduled by Japanese Consulates in San Francisco, Los Angeles, New York, and Atlanta.

A trend still prevails, interpreting prewar education and postwar education as binary or in opposition, equating the Imperial Rescript on Education and school textbook for moral training with militarism and condemning prewar education. Even seventy years after the end of the War, politicians who just mention the Imperial Rescript on Education are severely attacked by the mass media. Like it or not, we are in a bizarre "closed linguistic

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<sup>2</sup> Ruth Benedict (born in 1887, died 1948) was an American anthropologist and is known as the author of *The Chrysanthemums and the Sword*. In 1936, she became assistant professor at Columbia University and succeeded English social anthropologist Geoffrey Gorer, who wrote *The Characteristic Structure of the Japanese People and Propaganda*, as chief of the study team for anti-Japanese psychological strategy, US Office of War Information (OWI). She published *The Chrysanthemums and the Sword* in 1946 which was decisive in influencing discussion on Japanese culture. For details, please refer to my books, *What America Did During the Occupation to Cripple Japan for Eternity* (Chichi Shuppan-sha) and *The Present Form of War Propaganda That Dismantles Japan--WGIP* (Takarajima-sha).

bubble”.

Why is it that we are still faced with prewar censorship of speech? Issues regarding history textbooks, visits to Yasukuni Shrine, comfort women, Korean wartime workers (mobilized laborers) are all a “war over history,” which started in Japan, ignited by “anti-Japanese Japanese.” And at the bottom of all issues concerning historical recognition lies “traditional Japanese morals or militarism” which the WGIP manipulated for the sake of American interests. It is urgent that we correctly recognize the facts, based on true history.

I sincerely wish to revive true Japanese morals through analyzing how a brainwashing strategy came into being and the functioning of the WGIP in terms of theory and actual operations, all of which contrived as an extension of U.S. military psychological strategy.

Due to page limitations, I was obliged to leave out much of my previous writings. However, to vividly convey what is actually going on in the field of research, I don’t think it enough just to list reports on the discovery of historical sources. What I left in I wrote in a diary-like style, as much as possible.

Lastly, I would like to express my heartfelt gratitude to Ms. Yasue Etsuko of the Publishing Department of the Institute of Moralogy, who has greatly contributed to the publication of this book.

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