

labor, morale

MEIKI, princ. Boys' Higher School, Yamagata City, since Dec 44 (formerly prof at Yonezawa Technical Sch).

School preparatory for Univ, teaches lit., sci., Eng. & Ger., Hist., Phil., Psych., 27 prof. 600 boys (17-22) in Dec 44; ca. 300 Dec-May (500-100), 3 mos. before end of war school closed entirely as all went to work. "Half the students were working full time by last Dec. . ." Students who remained did not do part-time work in Yamagata, ". they weren't able to study at all, because they were all worried about being called to work or be drafted. Also many teachers had to go away to work in factories, so that pupils had free time & fiddled it away. Majority of those remaining were anxious to be called, so couldn't settle down."

Food and housing. Dormitories, some lived in private homes nearby. Not problem in war.

"Most of ~~xxx~~ them (prof.) went to work in factories, also, at Toyama, or in farming villages nearby, but these latter were very few & for only a week or so. In Apr, many grads from Mid Sch, and came only part time to my Higher School, doing part-time work in local factories."

Morale. ". . . resigned to it (leaving sch) because if they were winning the war it would lead to a good conclusion. None worried about losing war all expected to win--just thought it regrettable that their education had to be interrupted."

Health. For most part good. Not used to physical labor, so in factories suffered from overwork. Drudgery made them worry about further drudgery in service. Their efficiency wasn't up to that of reg. workers.

Morale. Confidence about same as other people. "They were more enthusiastic than other people. With students it was a more simple matter. They just had to work for victory, didn't have the family problems that older people had. I think the students worked the most fiercely for the war. Confidence same as teachers, who didn't have any more sources of information, didn't know or understand signif. of govt changes

(C) 14 R (27) + C,

morale

ISHIDA, Yeshisuke. Peace Preservation Bur., Home Affairs Ministry. Submitted repts during war compiled from evidence from police recds, recd from ken authorities, analyzed by Ishida.

Essay "Recent Changes in Morale" prepared Apr 45 (#1) After describing defeatism -- "On the other hand, there are others who seeing the adverse course of war, are concerned about the future of our country and say: 'We can't win this war by acting this way,' and demand positive action by the govt. They want renovation in internal politics, even military govt. Such a trend of thought also is gaining strength. In various regions of our country there are movements for positive war measures. Students are holding rallies to urge people to exert further effort in bringing about a successful conclusion to the war. In factories 'Hinomaru' special attack and Kamikaze corps are being organized. Such are the various concrete indications of the people's fighting spirit."

Interview comments: that these movements were voluntary, not under govt stimulation, "fomented by young men who felt that the govt was making no effort at all to stem the enemy, and who were inspired by the Special Attack Corps."

ITO, Prin. Gifu prim. sch.

labr, vac, gen l

Aspect of war that had greatest influ. on schools? "In Nov 41 last yr secondary school students had to go to work in factories. This year even primary school students were taken. Their time for stud. grew less and less until finally all their training was given at the factory.."

Effect on health? "The students were well taken care of and actually received more care and attention than previously, but still their health suffered probably from lack of exercise.."

School was bombed and completely destroyed by fire. "Before the raids there were 2200 students. After there were about 300; the balance having had to move to homes of relatives or friends in the country. This had a bad effect on morale. Many expressed desire to return, but lack of food and housing facilities made it impossible."

Changes in class-room studies since beg. war. "Methods of exercise changed, and everything took on more of a war-time aspect with air-raid drills, hand-grenade practice etc.. After school many were concerned with care of vegetable gardens, so their studies suffered more and more."

Measures taken by govt to stimulate morale. "The govt kept telling us to work with all our strength because it was for our country's sake. Students were told to stud. diligently, and factory workers were told to work not like machines, but like highly interested individuals . . ."

ARP measures in school. "Enough shelters for all, ca. 70, ea. servicing 7-8 people, but were imperfect. Students who lived near fled home. After real raids started used shelters"

Evacuation. "The city govt provided food for luncheon. ~~xxxx~~ However, after bombings started and it was feared Gifu too might be hit, children were evacuated in large numbers. Now the city is providing bread rolls for 40 students still remaining in my school."

gen'l

hmb. Changes in mutual rels of students as war progressed. "No noticeable change except that people in general became more anxious about the war, particularly when bombings occurred. However, this anxiety didn't usually manifest itself in the children."
Changes in play activity. At sch no particular change, but at home played "war".
Teacher shortage. "Yes, the general shortage of labor affected our profession also. Many went into service or defense plants and we were forced to employ many untrained people. Financial compensation is so small that it is strange even more were not lured by high-paying war jobs."

del. Misbehavior among children. "As living conditions became more severe, stealing increased and they began taking one another's lunches. Toward the end everyone was afraid to leave personal belongings alone. . . ."

KAMEYAMA, Seiji, Vice Min of Welfare and Head of Labor Sec since Feb 45. *Calver* Interv #3, M.F.C.

hmb. "Concerning the use of students (reported in the Nippon Times for 3 Sep 45 to have numbered 2,274,729 mobilized) KAMEYAMA said that mobilization reached full swing in the summer of 1943 and that their contribution was generally effective. It is worthy of note, however, that parents refused to send their children to factories as the bombings became more severe."

KAMIYAMA - ?

(teachers) labor

Worried during war bec. so many young people working in factories & missing out on their educ. Our son had to go to work in factory after finishing mid. sch. rather than go to Univ.

Q. Attitude toward war by diff. classes?

Think students hated it most. Taken into army & factories without any choice, felt missing learning they should have.

"The students really hated war, & in the factories if they grumbled or played around the Kenpei were there to check upon them."

HOSHINO. Reporter, Nagasaki

Teachers / "A few teachers were arrested for liberal ideas (2 fr. Nagasaki) & the sch. princ. committed suicide."

labor, evac.

KANEKO, Princ. of Yokosuka Middle Sch. (Mar 42- May 45)

1,100 pupils in Mar 42; incr. by 50 ea. yr. Pupils mostly from city but some from outlying.

Factory work. No pupils left for work as far as registration was concerned. ". . . but our students were called upon to give service in war work without leaving the school. This cut into the hours of education. Beginning in Aug 44 students in grades from 3rd on up had to give service. Conditions of service were that students must give ~~at~~ 1 day to school work or at least 6 hrs during the week. The rest was spent in war work every week. . . . Even tho officially 6 hrs was for school, there were many factors entered into situation. Sometimes real period of study was even less and of course this interfered with education badly. In 1945, Middle Sch students graduated at end of 4 yrs instead of 5, and you can see the inadequacy of scholastic attainments of students as a result."

Students were willing to cooperate with war effort in this, as did parents but latter realized exhaustion and loss to boys.

Evacuation of schools. No mid. schools, continued in own buildings. "Elementary schools, grades from 3,4,5,& 6 were in groups sent to particular localities, or as individuals pupils left the urban area. However, thinking that evac. of pupils in 1st 2 grades without parents would serve no good purpose & interfere with family upbringing, they didn't go. The highest 2 yrs weren't evacuated either, they were used for labor service in the war effort, like middle school students." For pupils left behind for physical reasons, taken care of by consolidation of schools and grades, e.g. 3 & 4, since some of teachers had gone along with evac. students

labor, (morale)

KATO, Kanju, labor organizer and leader.

. . . The youngsters and the student laborers were filled with a desire to produce for the country and for this reason the young men worked almost like fanatics at first. However, as they became tired and saw much of the waste in industry, this feeling lessened, and later from their contact with the older workers they also felt it was foolish to work so hard for such an aim. Their production capacity began to slacken. Despite all the efforts of the govt the individual capacity of the worker did not increase during the war.

Q. What did the older workers think of the student labor?

A. Without mistake I can say that your old-time laborer hated the student laborers, and vice-versa. There was no meeting of minds. In the factories the students, being fanatics, did not understand the workers' problems. They worked harder than the regular laborer. They felt that the problems of the laboring man and solution of those was not necessary. They felt that free labor was wrong.

KIMURA, K., Police Bur., Home Office.

Men had higher rates (absenteeism) than women; unskilled had higher rates than skilled; students had little absenteeism, as did the white collar workers.

morale

KIMURA, Kohei, member Ogaki City Council and Gifu Ken legislature.

Decline in morale as war progressed. "Students couldn't study and stayed away from school. Efforts of city govt to incr. morale. "One thing they did was to press all schoolteachers to stimulate the spirit of the children. They printed and distributed handbills to the effect that it was wrong to stay home from work. . ." (This was idea of city, but other measures ordered by militarists or natl govt.)

Advisable changes in educ. s.y.s. Length of prim sch increased to 6 yrs, both boys and girls compelled to attend middle school. Teacher qualifications raised, salaries raised.

KIMURA, K. + MIZUGUCHI, T - Pol. Bus., Home Office.

morale

Groups, among which morale strongest at end of war - illiterate farmers, sch. children, + spec. attack corps.

morale labor

KITAZAWA, Saha. Pres. Kitazawa Chemical Co., Osaka

Absentees, when the big bombings began, were mostly family men. The student workers, young people and workers brought in from the schools, were very naive and faithful, and they were all fired up with desire to contribute to the war effort. They were very glad to continue working and keep on working in spite of hardship and danger, as a sort of challenge to themselves. They were very much opposed to the slackness they found round them and the absenteeism of the older workers and the family men. They gave so many hours of work from their schooling hours. But soon even they were affected, and they began to see many absentees from school and from their work places, and they realized how much they were in attitude from the others. QA. There was no special outbursts of antagonism between them (Kitazawa may not have understood this.) In any event they students were very well behaved and there was no trouble with them. For one thing, the school had a strong hold over them. The students advanced from class to class thru school by working and if they failed to work they would fail to advance in school.

Mr. Kitazawa's own children worked one day a week, at first, but that time they spent working gradually increased until at the end of the war they were working full time in the factory. They were very much filled with zeal to do so, he used to talk to them and tell them to take it easier, but they would not. . . .

Control of morale

KOYAMA, Eizo, Bd of Info. Prof Sociol. and Journalism, StPauls Univ. To conduct Pub. Op. Surveys under occup.

M. Ques. re controls of thought, speech.

K. The Ministry of Educ. controls thoughts to a certain extent. When Gen. Araki became Min. of Educ. the Ministry became one and the same thing with the military. The various officials in the Ministry of Educ. were opposed to his policies, but were over-ruled. The Mil. Police and the Army Officers came to control education.

HISATOMI, Tatsuo. Twice vice-Chief of Cab. Bd of Info. 2nd interv.

M. same ques.

H. Matters of thought or history or education movies and publishing matters were handled by the Ministry of Educ., the Kyogaku Section. However, after the war the military were quite strong.

TAKASE, Goro, Capt. IJN Demobil Ministry. Formerly Bd of Inof Jun 44 --

. . . The Shiso or the Kyogaku Sec of the Educ Ministry and the Home Ministry studied thought warfare. However, the govt did not centralize its efforts in this respect.

HAYASHI, Y. Former head of Police Affairs Sec, MP Hqs

MP did not interfere in education. They would appear and give a lecture when asked. . . . The MP didn't know much about university students or their thoughts. There were one or two outstanding incidents involving students but these were handled by the civil police.

KUWABARA, Shinichi, Supt Ogaki Kobun Grammar Sch (1928-37 ken dept of educ.) *labor, gen'l*

ARP, children sent home when sirens sounded, teaching time cut almost in half by this, siren sounded up to 3-4 times a day. 5 shelters holding about 500, sufficient for those who couldn't get home, water level high, difficult to dig shelters. Children's study capacity became almost nil due to loss of time from sirens, night black out. 10 Jul 45 school closed altogether, children sent to homes of relatives to be taught by them. Those who didn't have relatives were gathered in a small country school about 12 mi. from town and taught there by regular teachers, about 200 children. Normal school pop. 1900, Aug 44 raised to ca. 2000 due to incoming evacuees, after raids started dropped to ca. 1700

Labor draft. Grammar sch students not drafted until after graduation. "This was not the regular labor draft but a special draft for school children. About half the graduates, for economic reasons, could not go on to mid sch, so were drafted for labor. The teachers went to work with them."

"Among students of the middle schools, for the first 2 yrs, they worked 3 days a week and attended school 3 days a week. The 3rd and 4th yr students did not attend school at all out worked full time. Working lowered the study capacity of the ~~ex~~ students a great deal--there was still a loss of time due to the air raid sirens, they were tired from working, and also, upon returning to their homes they were more inclined to think of work problems than to study."

Changes of attitude among students. More militaristic manner of speaking and playing with ea. other. They spoke in orders, expressed more interest in things scientific and mechanical, cars, airplanes, etc.

Change of attitude betw students and teachers. "Before the war there was a family attitude of F and M to son and dau.--a~~a~~ though they were all relatives. As the war continued the attitude became more militaristic, like between officers and men."

Necessary future changes. Stop direction from the top; supts. must be allowed to act more freely, more freedom to make changes nec. ~~in~~ according to diff type of community rather than uniformity. Present system of teach selection is all right, but must be less supervision by ken and natl govts. OK for gov. to appoint school supts.

MURASEMATSU, Prin Elem Sch, Moriyama-machi.

genk

Notes
Children shocked and bewildered by bombing, not in mood to study, ran home at alarm. Schools closed from 13 Dec 44 to 1 Jan 45. More nervous and upset, but not great change. Children too excited to study. Cooperative feeling betw children and teachers. Since bombing family ties became closer, feeling that "if we die we'll die together."

Teachers
Shortage of school teachers. "Men were drafted into the Army and some of them went to work at the defense plant where they made more money. At one time there was only one man teacher to every 3 female teachers, whereas ordinarily the teachers are men."

del
Juv. Del. "The children reached a point where they thought it wasn't bad to steal and took whatever they thought was usable or thought that could be used. For example, many of the windows of the school were broken and many of them though still intact were taken by the children because they were usable."

Health
Children dirtier, didn't take as many baths. Not as much sickness because didn't overeat. "Last yr from Mar thru Aug, the govt provided special lunches for the children in large cities such as Tokyo, Yokohama, Kobe, Nagoya, etc. However, lunches were not provided the children in ~~xxx~~ rural areas."
Lack of food affected weight and growth, stamina.

morale
Morale. "The children were bewildered and to them it was all like a dream (surrender). They believed right along that J. would win and to them it seemed impossible that Japan lost the war."

ARP welfare measures were "comical." shelters not adequate, etc. Burned out people sheltered in school after first raid.

MATSUHARA. Exec. Naniwa Industr. Plant, Sendai

labor

labor
Labor. training sch. for children, 3 yr course, became major source of labor. students came right fr. prim. sch., taught more than just factory work. absorbed all possible laborers, then called up school boys —
1945 — 3,200 workers. 600 school boys & girls (190 of latter).
About 200 in all had been called up by compuls. labor law, & about 1/2 of all force were craftsmen, others from school.

labor

MURATA, exec. Uraga Dock Co. Yokosuka.

At beginning of war 3000 shop employees and 700 office.
 At " 1945 10,000 " 1900 "
 Feb 44 peak 10,600 ~~xxxx~~ (actually only 12,000 because ~~xxxx~~ carried on books
 men in armed forces)
 2,150 (really only 1,650)

Students: about 1000 from technical school and up, about 300 from elementary schools. Started to have them in Apr 44, and increased to max. as given above.

labor

OJIMI, Nakajima Airplane Part Co. Mizusawa. Foreman in 2 groups of workers in one plant.

Plant moved to Mizusawa in Feb 45 evacuated, ca. 350 workers
 Most workers were elementary school graduates only, served apprenticeship until getting necessary skill. Most workers ~~xxxx~~ came up from Mitaku plant. About 100 local Mizusawa students had to work half time in the plant, giving up most of their schooling. These were only natives. These were 5th yr students of Girl's school and 2nd yr of Commercial school. . . . Girl students were about only women. Received less in salaries, 120 yen monthly for regulars, about 70-80 yen for students

"Nos. of employees on 15th Aug as follows: Total (direct and indirect) 692; Indirect members M 47, F 46. Workers (including apprentice) M 308, F 30. Pupils (girls) and student Mizusawa Commercial school F 126. Mizusawa Girls Middle School F 134. Tokyo Imp. Univ. M 1

692	308
	30
	126
	134
	1
	599

OTAKA, Prof Sociol. Tokyo Imp. Univ.

genl

Conditions at Univ. "Most able bodied students were sent to the fronts. Others went to factories or farms. Only a few very weak students remained at the Univ. They amounted to only about 6 or 7 % of the original student body. How did those who remained at school feel? They were very downcast. They felt disgraced. They were unable to study well as a result. Were there any anti-war meetings or demonstrations? ** I suppose there must have been under cover, but they never came to the fore. . .

MRS. SATO, head of Fujinkai (W's Assn), Yamagata city.

Wass.

Did any org. in Yamagata take an interest in school kids evacuated by groups from Tokyo? "Yes, that was one of our principal jobs. We became substitute mothers for them washing their clothes and feeding them. I'm not sure, but think there were about 2,000 of them. (Ques. if this gave wo. enjoyment) "No, as a matter of fact we didn't care for this kind of work. It was a lot of trouble. We just did it because we felt sorry, not as a pleasure."

SHIMIZU, Chief of Seimo Br, Soc. Dem. party, socialist leader ~~Ogaki~~ ^{teachers} Ogaki city,
resigned as school teacher Nov 45.

Teachers Taught civics, unhappy bec forced to teach according to directions of govt,
didn't try to resign during war bec could not have earned living.
Suggests manner of teacher selection. "Teachers should have a normal school or Univ.
education. The Ken appoints the principals, who in turn appoint the teachers. . ."

SUEHIRO, Gantaro, Imp. Univ Law Prof, labor specialist and member of Bd of Wage Control. ^{labor}
Interview #13, by M.F.C.

"Suehiro said that the students probably worked better as a group than any other segment of
J.'s manpower. (This was borne out by subsequent interviews.). . ."

TADA former chief of Gendarmerie (Kempei), Utsonomiya District.

later

1002 c. / " . . . As the war progressed, students were taken into the factories and some problems arose from that. However, I will say that the students were far more eager to work than the regular laborers. There was some feeling between the two groups but not much. We thought that taking the middle school girl students into the factories might cause a problem but as long as the teachers were there the administration went along smoothly. Of course the bad thing about all this was that while the girls worked and the students worked, they did not get any education, and are very ignorant now. That is a problem now and will be later on. Most of the plants that had student workers were built later in 1944, and the regular workers of Utsonomiya were already employed. Then later on, some of the student workers were brought in from the outside of the city to live in factory dormitories, and they had no ration tickets and increased the food shortage problem.

evac.

TATEBAYASHI, Mikio, various positions in Civ. Defense Bur. of Air Defense Genl Hqs, Min. of Home Affairs. Interr. #7, Civ. Def.

Evac. "Interrogation of the witness revealed that the natl govt fostered and encouraged the evacuation of children of school age to reception areas in the countryside. Also the removal from urban areas of potential target importance of aged and indigent people. However, such persons could remain within the cities at their own peril. The gov^s further encouraged the removal to the country-side of children up to 6 yrs of age, only when they could be accompanied by their mother or some other responsible member of the family. . . . In the reception areas prepared in the countryside, primary grade schools were established for the continuance of education of school children evacuated from nearby urban areas. Thus, with the exception of essential war workers and children of school age, there appeared to be no compulsion on citizens to evacuate the target areas."

TOJO, Hisashi. Gen Dir of Kawasaki Aircraft Corp (bro. of Tojo).

later

From recds of factory: Total of 37,425 workers in Jun 45, of which 7,174 were students. Of the students 6,263 were boys, 921 girls; all were in "ordinary" as opposed to "skilled" work.

Questions re best work records. ~~XXXXX~~ Those with responsibility kept coming despite bombing. Women were a little better because more were young and not so bound with responsibility at home. Students not so good

evac., later

TSUNO. Princ. Matsuzawa Prim. Sch., Tokyo

1700 students prewar, 150 at lowest point during war. Most of pupils evacuated during war. About 1000 to rural areas with relatives; some 450 went in group with teaching staff to Niigata Ken. Bulk of evacuation Sep '44. Compulsory, ordered by natl govt. "Those who had relatives in rural areas were told to go to live with them. The rest were ordered to go with the teachers in a group to Niigata."

For those not evacuated about 4 neighboring temples pressed into use as classrooms, about 40 pupils per temple, mainly pupils who bec of health not able to travel, needed families care.

Group evacuated to Niigata: 5 temples, 1 inn, 1 restaurant pressed into use for lodging; obtained meals at restaurant provided at govt expense. TSUNO went with teaching staff. Students crowded in with other students in local schools, quite crowded.

"Many students went to work part of the time on local farms and vegetable patches. About 1/3 of the students were so employed. Because of this part-time employment, school was in session for only about four hours/day, even for those who were not working part-time." Not able to study as much as in Tokyo mainly bec lack of time. "However there were some beneficial mental effects. Being separated from their families gave them a sense of independence and helped to bring out their individual personalities. Living together with their fellow pupils engendered a real sense of brotherhood and cooperation. Their mutual relations were better than before the evacuation."

Decrease in misbehavior, more under guidance of teachers than ever before. Rel. with Niigata school children on whole quite good, just a slight bit of resentment on account of overcrowding, negligiole

ARP shelters in ground floor of school in Tokyo; at first children ran home, later used them.

TSUNO. Prin. Matsuzawa Prim. Sch., Tokyo (cont.) *male*

measures Changes in curricula during war. "For the most part there was no change, except that there was a compulsory pep talk on the 8th day of each month after 8 Dec 41. This was somewhat in commemoration of the start of the war. In these talks the pupils were urged, among things, to save money for their country's sake.

purp. Purposes of war. "The pupils did not understand what the war was about. They were merely convinced that it had to be won."

facts "Many (teachers) believed that Am. Br., China, and the Dutch were trying to get a stranglehold on Japan, and that Japan was trying to break out of this steel ring. However, some felt deep down in their hearts that the war was being waged to further J. militarism. They never expressed these opinions openly, however."

purp. out. Teachers did not do anything to inform pupils about purposes. "They taught the pupils that over and above the purposes of the war, the necessity of winning was paramount."

Children never lost confidence in victory, believed implicitly in it until the end.

Many teachers began to lose confidence during last yr, esp. when Saipan fell.

The children were surprised at Emp. bd. since they had believed until the end that they were winning.

UNEZU, mayor of Yokosuka. *evac.*

School evac. "Children leaving Yokosuka were about 6,000, who left in groups. If child had no relatives on farm, went in groups. I think school groups began to leave about Sep of last yr, most of these have returned." Parents reluctant but no outward show of this and glad after bombing began.

Calvin, gen'l

WATANABE, Ito, princ. Boy'd Middle School, Taira. Princ. since 30 Aug 45 previously in office of education, Fuku-shima Ken, not in Taira during war.

Generally speaking children couldn't carry on work bec. of air attacks, large ~~mt~~ no. of students have to come in by train, ca. $\frac{1}{2}$ of those in mid. sch., transportation difficulties.

factory "In my school, among others, a factory was set up in the school, and students both continued their work and supplied labor for the factory.. ~~xxxxxxx~~ Radar factory. The students put together already manufactured parts. It depended on the grade how much factory work was done. First 2 grades did school work entirely. Those now (this yr) in 3rd grade did the factory work. The present 4th grade went away to Koriyama to work. The grades have been changed since last yr, causing confusion. Practically all work they did was for factory (no studying). . . . The 1st Middle sch also did factory work. The put together already made airplane parts."

* When el. sch bombed, school was divided; yngr sent to 3rd el. sch, older to 2nd el. This caused much over-crowding. Schooling fell behind, believe present 4th yr students are really equivalent to 3rd yr.

evac., Contin. sch

Anetai. Rept on school by Koide (USSBS personnel), trip around town, invited to faculty meeting and tea

Village maintained NATIONAL SCHOOL (Kokumin Gakko), about 10 teachers, about 600 pupils. 60 girl pupils (from 4th Kokumin Gakko in Iriarai, Tokyo) had been evacuated here in Jun 45 in line with govt policy of "student evacuation" during war (sent back to Tokyo Oct), came with teacher 4, 5, 6th grade, brought also smaller sisters in 1st grade, etc., 3 families in group, had classes here in summer, at first lived with farmers and worked in far farms, later lived at temple when their baggage arrived (Sodoshu Buddhist Temple). School had own victory gardens

Interview with Mr. UIKAWA, princ. of elem. sch.. 728 students. Also a People's School for older kids, 1-2 days a week, mainly agric. Children in regular school, little affected by war, normal absences, plenty food, etc. 60 evacuees in school, all came with families, none by selves.

Professors of Kyoto Imp Univ (Ec., Sciol. and Polit Sci)

gen'l

In discussing people's support for govt policies: "The govt sees to it in fact that such support is forthcoming, because they send officials down to discuss with local groups each new development, and because they can in fact rely on a spirit of acceptance of their wishes ~~xxxxxxxxxxxx~~ . . ."

"But the group of the pop. on whom govt propaganda had the most effect was the young people. They were sometimes swept away by it; particularly had often been exposed to nothing else, from the time of the China incident on, and as they had little active participation in the war except in the way of factory work it was used more often on them than on others, as a justification for upsetting their education and deflecting them from school and university. They were thus both more subject to it, and they were more often swayed by it."

Supervis. texts.: Texts were never directly prescribed by the Momusho (Dept of Educ) Certain books were blacklisted, but the Momusho was much more interested in laying down the lines for primary and middle school education than they were in university education and they tended to let the univ alone except when a prof was so far out of line as to merit special investigation and dismissal."

Participation of univ. people, same as other civ., in addition prof made speeches in support of war. "For the students it meant a progressively greater and greater absorption in the war factories which finally became an almost total conscription into war work. More and more of them went into the army as deferments were done away with, and there was nothing left but women students and 4-F's. But most of the women were gone out of the university too, as most of them went off into the factories. In general except for speech making the faculty members who did not go off to war were left alone and had very little direct contact with the war or participation in it. . ." Except for natural science personnel who were taken into war production.

Background rept Taira.

labor, gen'l

No schools were closed down in Taira during the war, except for those destroyed by bombing (2?). Pupils from the elementary school were distributed among other schools; but no special provisions were made for them. No groups of students evacuated to or from the city, except for a class which went away to a war plant at Koriyama. Workshops were set up in advanced schools, with students devoting the greater part of their time to work rather than study. This put them, by the end of the war, about a year behind, academically. Bombing and its effect on transportation had a delaying effect also, for about half of the advanced students commuted from the countryside, and lost a great deal of time. There were no records available concerning juvenile delinquency, but teachers had to reprove pupils more and more frequently for unseemly or anti-social behavior.

~~WATANABExxxxxxxxxxxxxxxxHuyxxxxMiddxxxxShenxxxxTaira~~

Labor, juv. del.

Interview with 3 Public Prosecutors, Kyoto-fu.

Even before the war robbery cases involved juveniles more than any other group of the citizenry. The proportion of juveniles to others involved in theft cases grew very steadily during the whole course of the war. . . . (specifically for Kyoto but same holds ~~mix~~ elsewhere) As Kyoto was unbombed however there was no such great outbreak of pilfering for food and clothing as took place in bombed cities. The greatest increase in juvenile cases, however came with the growth of inflation and black market prices.

In addition to thefts, there were also increased numbers of cases involving student fights with other workers in plants, plant fights of all kinds, and even some increase in cases of frauds in dealings among juveniles. . . . Stations--stealing of luggage by young toughs; farm country--raiding by young hoodlums foraging for food. . . .

During the war they (young workers) were all housed in dormitories at the factories. They were fed there, often, and usually the food was better inside the factories than it was out. But still it was not enough and often the factory boys would slip out on stealing and foraging expeditions at night. The students were rounded up and mobilized for labor in the same way, and in fact are the boys he is mostly talking about. Those of the better families could sometimes continue to live at home but most of them were housed as described.

(Authority within factory). New men and even young students would get into disputes on this score, and fights would develop out of such disputes. In particular there was often friction between the educated new students drafted into labor and the older men, more ignorant, put over them in authority on the job.

Repres. of Pref. Police, Osaka.

Thefts: In general these were juvenile cases, men drafted into war industry, students taken into factories. These were young men, some of them student class and some of them 4-F's, but the chief difficulty was with them. (incre. after worsening of living conditions and food supply.)

Rept on Educ Min by J. economist, prepared ~~by~~ for MFC. *See Minicogri inter. 14*

3. No. students employed. rapidly enlarged in 44.	
Oct 44 tot. mobilized 1,998,216	Of these, men and boys 55%
Feb 45 3,106,000	wo. and girls 45%
Jul 45 3,434,500	Lower grades (2nd of mid. and lower incl 7th & 8th grade of primary) formed ca. 40% of totl.

Prop. by pref. 2nd quarter 44	
Tokyo, Kanagawa 23.8%	Oichi, Shizuoka 11.8%
Osaka, Hyogo 15.3%	Fukuoka, Nagasaki 6.0%
Others 43.1%	

In factories mobilized students occupied ca. 15% to 80% of workers.. Esp. in newly est. factories proportion of students showed high prop. bec usually could not get enough workers, depended rather upon mobilized students.

Rept on Educ. Min by J. economist, prepared for MFC (cont.2) Source of fig.--Educ. Min.

Breakdown of no. students employed by type of school, type of work by sex: Jul 45

Total students employed: 3,434,500 Men 1,926,000 Wo. 1,508,500
 Total no. all students (not given) Percentage (not given)

Type of School: Univ., Tech., & Normal 196,400
 Middle 1,603,600
 Primary 1,634,500
 3,434,500

Type of work: Munitions prod. and research 1,909,900
 Food Prod. 1,126,700
 Transp. and Communic. 191,500
 Natl Defence 406,400
 3,634,500 ?

Note: Univ. school students are about 17 yrs and older
 Mid. school 12-16 yrs
 Prim. school mobilized students 12-14 yrs.

Rept on Educ. Min by J. economist, prepared for MFC (cont.) Source of fig.--Educ. Min.

Breakdown of no. students employed by type of school, type of work, by sex: Feb 45

Total students employed: 3,106,000 Men 1,777,000 Wo. 1,329,000
 ? Total no. of all students (4,485,000)? Percentage of Mobilization students 69.3

Type of school: Univ., Technical & Normal 180,000
 Middle 1,629,000
 Primary (7 & 8 grade) 1,297,000
 3,106,000

nearly 16 mil pre war

Type of work: Munition Prod. 1,944,000
 Food Prod 1,015,000
 Natl Defence 145,000
 Important Research 2,000
 (all Univ., Techn. or Normal students) 3,106,000

Same as above for Oct 44

Total students employed: 1,998,216 (Sex breakdown not given)
 ? Total no. of all students 9,007,349 No. given (by addition 15,258,593)?
 Percentage of mobilization students 22.2? *by type of school*

Type of school: Univ., Tech., & Normal 125,259
 Middle 1,149,470
 Primary 723,487
 1,998,216

Type of work: Munition Prod. 974,489
 Food Prod. 1,031,598
 Natl Defence and Evac. 154,434
 Medicine 2,522
 2,163,043 ?

?

Rept on Educ. Min. by J. economist, prepared for MFC (cont. 3)

Reorganization of Commercial Schools, etc., into industrial ones. Est. and enlargement of scientific course in schools. Abolished schools and classes.

Number of reorganized schools: total 406. 14 of these at technical school level; remainder at middle school level. Largest no. of latter (279) were reorganized into engineering schools.

In addition statistics (not clear) on newly established and enlarged classes; and on abolished schools and classes.

Standard of rewards for students, monthly:	Male	Female	(remainder when living costs ded.)
Univ. and xxxx college	70*		} 30
Tech. normal, prep for Univ. and college	60	50	
Middle 3rd grade and higher	50	40	25
Primary (7 & 8) and middle (1 & 2 grades)	30	28	

These rewards sent from factory to school to which student belonged. From them were deducted expenditures for food, dwelling, etc.; 10% of remainder received by school as cost of mobilization; balance was forced saving, which was paid when student graduated.

Rewards of lower grade students (2 & 1 primary middle; 7 & 8 primary) paid to parents and brothers of students.

Rewards determined by grade of school, rather than by individual, type of work or factory.

Rewards not changed thru a year.

Rept on Educ. Min. by J. economist, prepared for MFC (cont 4).

Training of students in factory:

Before 17 Jul 44 instruction was held as a rule 6 hrs/wk. Three methods:

a. report at school 1 day/ wk

b. hold instruction in factory by turns

"c. a certain proportion of students went to school every day by turns and another students rest in factory."

But because of growing impnce of student labor, this instruction ~~gradually~~ abolished. Since Jul 44 instruction was held only at regular holiday of factories or before and after work by few schools.

Usually students allotted in factories mixed with workers or laborers. For training the group allotment better than the mixed allotment, however for several reasons not able to allot students by groups. Therefore training in factories was by foremen for individual students. But in many factories students took a short course (ca. 1-2 wks) in working methods, etc.

School factory: Better from educational point of view than stationing students in factories, "hence education authorities promoted to reorganize schools to factories, but in actual number of school factories were not so many. . ." Many girls' mid. schools made military clothing. Types of schools that were reorganized into factories:

technical schools which had practical training establishments and which were utilized directly for production

Girls middle schools which were favorably situated geographically to affiliated factories, school factories mainly engaged in assembling parts of airplane, radio, etc.

Transl of report from Welfare Ministry re Utilization of students.

Labre

- 25 Feb 44 Cabinet decision "Outline of Emergency War Measures", on which was based the yr-round mobilization of students
- 7 Mar "Outline for Mobilization of Students", Cabinet decision under which this carried out.
- Mar 44 latter part. ca. 150,000 students mobilized to meet urgent demands of Air and Ships dept
- First quarter 44. Additional 720,000 students mobilized for impnt genl industrial use
- 2nd quarter 44. "Emergency Measures relative to the Urgent Need for Incr. Aircraft Prod." cabinet decision which provided for mobiliz. of students from lower grades of mid sch and higher of primary; some 1,050,000 mobilized under this.
- 3rd quarter 44. mobilization of 300,000 children of primary grades.
At this time total no. mobilized other than for agric. reached 2,300,000
- Nov 44. 66,000 Science students in 1st yr of Univ., Higher and Techn Schools and higher grades of Middle were assigned to Air Dept 1

Methods of Mobilization: Univ., Higher School and Technical School students of the 2nd and 3rd school yrs, and students of Mid. schools of the 3rd yr and above are subject to mobilization for one continuous yr. Science and engineering students from Univ. and Technical schools are assigned with consideration for their respective special technical backgrounds, and students ready for graduation are distributed with regard for their future vocations. Other students in academic fields are in genl assigned in groups according to their class."

Transl. of rept from Welfare Min. re Utilization of students.

Training: 6 hrs/wk reserved esp for educ. and training; in addition periods of rest from work, holidays, etc. utilized for educ.

Hours: 10 hrs or less, never more than 12, "even though work after hrs is assigned." limitation on night work.

Wages:	Men	Wo.
Univ.	70	
Higher and Techn. School	60	50
3rd yr middle and above	50	40

IMANISHI, Chief of Educ Sec, city of Sakai. (1932-45) gskl

cont
Content. Militaristic and nationalistic emphasis since China Incident. In war emphasis on sci and phys. training. Mil and phys. training greatly increased. Began from age 14, both boys and girls; even in primary sch there was some physical training for both.

more
Morale. "Since the bombing the teachers and students have thought more of food than of educ." No special prop for sch students. Shock of bombing bad but not injure their personalities. "Their morale was high thruout the war." Astonished at surrender because they had been taught that Japan would ~~win~~ surely win, teacher let face bec of this.

cont
Evac. 13 primary sch bombed and burned; 80 pupils and 8 teachers killed. Schools were evacuated to country before bombing, Mar 45. School shortened 2-3 hrs per day, also ~~the~~ children worked raising vegetables, lived in schools.

cont
Labor. Upper classes of prim sch and above conscripted; went to factories and quit school.

more
Teachers. Govt gets change in teaching by lecture meetings with teachers, conducted by Educ. Min; just give out info. no attempt to check. "The teachers prefer the more democratic educ and are glad to be free of the wartime restraints."

cont
(Did shcools sponsor any special programs for aiding in the war effort?) Scrap collection, welfare work, etc.. but this was mainly done by other organizations. . . .