

CURRICULUM VITAE

Social Status: SAMURAI Class of Aichi Prefecture.

Born: November 21st 1894 (MEIJI 27)
Name: YOSHIDA, Akio

May 29 1914: Graduated from the Main Course of Central Military Junior Cadet School.

May 31 1914: Appointed Cadet Officer and sent to the 51st Infantry Regiment. War Ministry.

June 6 1914: Joined the 51st Infantry Regiment. (The 51st Reg. Inf.)
Appointed Private First Class. " "

Aug 1 1914: Promoted to Corporal " "

Sep 1 1914 Promoted to Sergeant " "

Dec 1 1914: Entered Military Academy.

May 25 1916: Graduated from Military Academy.

Jun 1 1916: Returned to original Regiment.
Promoted to Sergeant-Major as a probational officer. (51st Inf. Reg.)

Nov 22 1916: Passed the Officer's selection Board under Art. 12 of Military Personnel replenishing Ordinance.

Dec 26 1916: Appointed 2nd Lt., Inf. Cabinet.
Attached to the 51st Infantry Regiment. War Ministry.

Feb 10 1917: Received the 8th Court rank, Senior Grade.

Apr 1 1920: Promoted to 1st Lt., Infantry.

May 31 1920: Raised to 7th Court rank, Junior grade.

Nov 1, 1920: Decorated with the Single Ray of the Rising Sun, 6th Class, for service in War between 1915-1920. Awarded sum of 800 yen.

July 5, 1921: Relieved of present duties and attached to the 2nd Infantry Battalion. of the Independent Garrison. War Ministry.

Jan 27 1925: Decorated with the 5th order of Sacred Treasure.

June 1 1925: Raised to 7th Court rank, Senior Grade. (The promotion reported to the Throne)

Aug 7 1925: Relieved of present duties and attached to the 33rd Infantry Regiment. War Ministry.

Mar 11 1926: Appointed Capt., Infl. Cabinet.
Relieved of duties and appointed the Battalion Adjutant in the 33rd Infantry Regiment. War Ministry.

Aug 6 1926: Relieved of previous principal and additional duties and appointed a Company Commander in the 33rd Infantry Regiment. War Ministry.

10 Aug 1928: Appointed Commander of machine gun unit in the 33rd Inf. Regiment. War Ministry.

6 Mar 1930: Assigned to Headquarters of the 16th Division. War Ministry.

1 Aug 1930: Promoted to the 6th Court rank, Junior grade.

11 July 1931: Decorated with the 4th Order of the Sacred Treasure.

1 Aug 1934: Promoted to Major, Infantry. Cabinet.

2 Dec 1935: Raised to the 5th Court Rank, Senior Grade.

2 Dec 1935: Appointed Battalion Commander of the 20th Inf. Reg. War Ministry.

1 Dec 1936: Appointed Adjutant of the 19th Inf. Brigade. War Ministry.

10 July 1936: Decorated with the Small Cordon of the Rising Sun for services in the 1931-1934 Incident.

2 Aug 1937: Assigned to the Army Technical Headquarters and concurrently appointed staff member of the Personnel Bureau of the War Ministry. War Ministry

15 July 1938: Promoted to Lieutenant-Colonel, Infantry. Cabinet.

15 Aug 1938: Decorated with the 3rd Order of the Sacred Treasure.

16 Jan 1939: Relieved of the concurrent post and assigned to staff member of the Military Affairs Bureau of the War Ministry. War Ministry.

15 Sep 1940: Raised to the 5th Court Rank, Junior Grade.

15 Oct 1941: Promoted to Colonel, Infantry. Cabinet.

29 Apr 1940: Decorated with the Middle Cordon of the Rising Sun for services in the CHINA Incident.

Translated by Teikichi YAMAMOTO
3/14/49

Akio YOSHIDA.

Social Status: SAMURAI class of Aichi Prefecture

Born: Nov 21st - 1894 (MEIJI 27)

May 29, 1914	Graduated from the main course of <u>Military (Central)</u>
	Junior Cadet School
May 31st 1914 do	^{appointed} Assigned as an officer's cadet and ^{attached} attached to
	^{Infantry Regiment} The 51st Reg Inf. (War Ministry)
June 6, 1914 do	Joined The 51st Reg ^{Infantry Regiment} Inf. (The 51st Reg Inf. ^{Tub})
June 6, 1914 do do do	Appointed to ^{Private First Class} Pfc. (-" -)
Aug 1, 1914 do	^{Promoted} Appointed to corporal (-" -)
Sept 1, 1914 do	^{Promoted} Appointed to sergeant (-" -)

Dec 1 1914	Entered ^{Military Academy} Army officers cadets' College .
May 26 1916	Graduated from ^{Military Academy} the above college .
June 1 do ¹⁹¹⁶	Returned to the original Regiment.
June do do ¹⁹¹⁶	Promoted Appointed to Sergeant-Major as a probational officer
	(The 51 Reg. Inf)
Nov 22 do ¹⁹¹⁶	Passed the ^{Army Officer's} selection ^{Board} Committee under the Art 12 of Military personnel replenishing Ordinance.
Dec 26 do ¹⁹¹⁶	Appointed to 2nd Lt. ^{2nd Lt.} 1st Lt. Inf. (Cabinet)
	Attached to ^{Infantry Regiment} The 51st Reg. Inf. (War Ministry)
Feb 10 1917	Granted the 8th court rank, senior grade. Granted senior 8th class of the court rank

April 1	1920	Promoted to 1st Lt., Infantry Appointed to 1st senior Inf.
May 31	1920 do	Raised to 7th court rank, junior grade. Granted the 7th class of the court rank.
Nov. 1	1920	Decorated with the Single Rayed ^{4th} Rising Sun, ^{6th class,} order for the service in ^{war between 1915-1920.} TAISHO 4-9 War (The World War I) Awarded with a lump sum ^{of} 4800.-
July 5th	1921	Relieved of the previous ^{present} duties and Attached to The ^{Infantry Battalion} 2nd Bat Inf of The Independent Garrison (War Ministry)
Jan 27th	1925	Decorated with the 5th class order of Sacred treasure.
June 1st	1925	Raised to 7th court rank, senior grade. Granted senior 7th class of the court rank.

		(The promotion had been reported to the throne)
Aug 7th 1925		Relieved of the ^{present} previous duties and Attached to The 33rd ^{Infantry Regiment} Reg Inf. (War Ministry)
Mar 11th 1926		Appointed to Capt, Inf. (Cabinet)
Mar 11th 1926 do do do		Relieved of the previous duties and Appointed the ^{Battalion} Adjutant to the Commander of a Battalion of in the 33rd ^{Infantry Regiment} Reg Inf. (War Ministry)
Aug 6th ¹⁹²⁶ do		Relieved of the previous principal and additional duties and appointed to a ^{a company commander in} Captain of the Co. of the 33rd ^{Infantry Regiment} Reg Inf. (War Ministry)

Translated by
IWANAGA, Ichiro

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|--------------|---|------------------------|
| 10 Aug 1928 | Appointed commander of the
machine gun unit ⁱⁿ the 33rd
Infantry Regiment | War Ministry
(Army) |
| 6 Mar 1930 | Assigned to the Headquarters of
the 16th Division | War Ministry
(Army) |
| 1 Aug 1930 | Promoted ^{to} the 6th Court Rank,
Junior grade | |
| 11 July 1931 | Decorated with the 4th Order of
Merit with the Sacred Treasure | |
| 1 Aug 1934 | Promoted to ^{Major,} Infantry major (Cabinet) | |
| 2 Sept 1935 | Raised to the 6th Court Rank, Senior grade | |
| 2 Dec 1935 | Appointed battalion commander | |

	of the 20th Infantry Regiment.	(War Ministry)
1 Dec 1936	Appointed adjutant of the 19th Infantry Brigade.	War Ministry Same
10 July 1936	Decorated with the Small Cordon of the Rising Sun for the services in the 1931 - 1934 ^{incident} War.	
2 Aug 1937	Assigned to the Army Technical Headquarters and appointed concurrently staff member of the Personnel Bureau of the War Ministry.	(War Ministry)
15 July 1938	Promoted to Infantry Lieutenant-colonel.	(Cabinet)

13 Aug 1938 Decorated with the 3rd Order of
Merit with the Sacred Treasure

16 Jan 1939 Relieved of the concurrent post
and assigned to staff member
of the Military ^{Affairs} Bureau of
the War Ministry. (War Ministry)

16 Sept 1940 Raised to the 5th Court Rank,
Junior grade

15 Oct 1941 Promoted to Colonel, Infantry. (Cabinet)

29 Apr 1940 Decorated with the Middle Cordon
of the Rising Sun for his services in the

China Incident.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)PageDIRECT EXAMINATION of YOSHIDA, Akio,
by Mr. Banno.

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* The witness stated he was born in 1894, and he lived in Shizuoka Prefecture. The witness identified exhibit No. 2377 as his affidavit. This affidavit stated * that from March 1930 to December 1935 he was with the Headquarters of the 16th Division, in charge of school training and was a captain. From August 1937 to March 1941 he was in the Personnel Affairs Bureau, and then later in a section of the Military Service Bureau of the War Ministry, where he took charge of school training. His rank then was major, later Lieutenant Colonel.

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His statement includes what he learned about school training while in office and investigations which he made while making this affidavit. He was not directly concerned with youth training, but since it had much to do with school training his * statement would include what he knew of it.

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* He stated that national training, especially youth training, has been carried out by the leading powers since the end of the World War I, and each nation had characteristics and developments of its own. Those countries had striven to realize a common ideal based on World War I lessons. Japan, however, did not have such institutions and systems. The young men and boys of the laboring class had no definite educational institution for compulsory education. Men of intelligence feared that they might be infected with evil ways which would badly affect the future of the state. Investigations of youth training by leading powers showed that if left alone, Japan would fall far behind the other's progress. In short, this tendency was world-wide, was carried out assiduously by the other powers, * and made Japan and its people awake to the need of carrying out this training. The deficiency of civic training shown in the great earthquake prompted Japan to adopt school training in 1925 and youth training in 1926.

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The reason for the adoption of these systems is clear from the speech delivered by Colonel IMAMURA, chief of the Enlistment Section of the War Ministry. He stated that a large section of public opinion was for adoption in those days, and the bill was carried unanimously.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)

Page

18445 Instruction No. 5 of the Education Ministry, issued April 13, 1925, explained that * school training had for its object the physical and mental discipline of the students and elevation of their character. This aims at fostering patriotic feeling, the spirit of self-sacrifice, independence, self-reliance, and the habit of discharging their responsibility well, using moderation, obeying orders, and physical development. It aimed at fostering an indomitable spirit.

18446 The aim of youth training was made clear by the speeches of the Minister of Education and War at the Major Generals meeting held in December 1925. They realized that they keenly felt the necessity of youth training, development of sound body and mind, and elevation of character. The War Minister stated that the aim was exactly the same as school training-- physical and mental discipline, fostering of esprit de corps, and elevation of character. This training is national education, and not training for military purposes. Unless it is universally propagated, the * character and constitution of the youths in the army will not be improved, and this will lead to the improvement of other youths. The training will do much toward strengthening national defense.

18447 In 1930, in the House of Peers, Colonel IMAMURA, then Chief of the Enlistment Section, explained the condition of national training in Europe and America, and gave the reasons why they were adopted in Japan, also stating the aims. Japan believed that it would be most simple to adopt military drill as a school course to foster fortitude, the habit of observing discipline and decorum, valuing labor, as well as to develop physical education and the nation's character. The military authorities did not intend to force the military training to be adopted. The reason for sending officers on active lists to the school is that military drill * was existent in name only since the end of the Meiji era. It had no beneficial effect on the discipline of the students because they ceased to place confidence in retired officers, and it was concluded that if school training was to be developed, active officers should be attached to schools. Military authorities believed that physical and mental discipline through youth training would result in strengthening national defense.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)

Page

18448 They further believed that a reduction of actual service would not affect education in the army. They were willing to agree to the proposal of the Education Ministry. The training was to be carried out under the guidance and control of the school directors, and it comprises social education under control of departments responsible in the Education Ministry and the Prefectural authorities. The military authorities maintained an attitude of cooperation * and assistance.

The Army used to be extremely cautious in warning officers attached to schools to be careful not to give rise to public misunderstanding. Instruction No. 5, the excerpt from the speeches by the Ministers of Education and War and IMAMURA's speech, show this.

18449 The main object was to discipline physically and mentally the students and youths at large. The knowledge of fighting technique was nothing more than a * by-product of the enforcement of training. At the annual meeting of officials concerned, they would direct attention to this object. In 1925 the War Minister stated that school training would be carried out for purely educational and not for military purposes. While one of the objects was to strengthen national defense, it was contrary to its true aim to be eager to acquire military technique in the extremely concrete sense.

18450 The War Minister stated that once it is universally inculcated and accomplished, the Army would derive much benefit from it because many physically and mentally healthy youths * would join the Army, raising the efficiency of training in peacetime and increasing the fighting strength in an emergency. It was therefore concluded that so long as there are sufficient establishments in the barracks, the reduction of the period of active service would not affect national defense adversely.

After the China Incident, in view of the war situation, the nation, especially teachers and students, awoke to the importance of national defense. As the war situation developed, these two types of training came to be carried out. The number of officers attached to schools, training teachers and youth training school teachers called to the army increased, and teachers in charge of training became scarce.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)

Page

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* To meet the demands of the time, the military authorities placed special volunteer officers in charge of training and ordered officers who had been attached to schools to assist the youth training schools. The military did everything to overcome difficulties in carrying out training.

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In view of the fighting lessons learned at the outset of the China Incident, Japan was obliged to reorganize its military cadet system. A one year system was extended to two years, and the privilege of reduction of active service given to those who had passed the examination of youth training schools was abolished. In 1929 the youth training school was renamed "The Youth School" and became compulsory training. To carry out actively the training of university students, it became compulsory instead of optional. Circumstances caused the students to take much more interest in military affairs. The war situation demanded the repletion * of armaments, and since from fifteen years experience they had established this system, the military authorities consulted with the Education Minister about the system. As a result, the outlined program of instruction in the schools to which officers on the active list were attached was amended and the Instructions No. 5 of the Educational Ministry was issued.

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* The object of training was made clear as being to give basic military training to students and to cultivate the spirit of sincerity and loyalty and to carry out physical and mental training, thus raising the standard of character and strengthening national defense.

The rule was laid down by which students were to be guided and trained. In the past it had been the practice to warn the students not to be restricted to the non-important details of military technique, and students were apt to neglect the simplest matters. This was likely to produce a harmful effect on the mental training. It was necessary to pursue the basic training in a strict and orderly manner with discipline. The authorities endeavoured to select capable officers, and preliminary education was given to the officers expected to be attached to the schools.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)

Page

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* A section in charge of this training was established in the War Ministry, and Major Generals in Divisions were placed in sole charge of school training. In Regimental Districts the section in charge of youth training was well organized. Due to the fact that a large number of officers on the active list went to the front after the outbreak of the China Incident, the principle of one officer to one school had to be replaced by that of one officer to several schools. To fill up vacancies, retired officers and special volunteers were appointed. This did not sufficiently relieve the situation, and they were obliged to attach one officer to several schools. The abilities of these officers showed a marked decline, causing stagnation of training in schools.

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Teaching materials were individual drill, force drill, marksmanship, field duty, semaphore signalling, * distance surveying, cartography and lectures on military affairs. There had been some alterations since the establishment of the system. The training with these materials aimed to discipline students instead of aiming at acquisition of military technique. This point was repeatedly explained to the officers and to all administrative officers concerned with school training.

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As for hours, the drill in the case of middle schools was two to three hours per week, and one and one-half hours in the colleges and high schools, and in universities was optional. In addition, there were to be field exercises for four to six days annually and the students of normal schools had to take a short course in military affairs for three weeks before graduation. * Training hours were amended in 1941, showing that the teaching hours in a year in the middle school was from 70 to 100 with 4 to 5 days of field exercise, depending upon the grade; high school and college 60 to 70 teaching hours in a year and 7 days in field exercises; in the university 60 teaching hours in a year with 7 days of field exercise.

Training in machine guns, infantry guns, field and mountain guns, tanks and aviation had been carried out in accordance with the wishes of individual students since 1936 with the assistance of military units in their school district.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)

Page

18457 This system was established as an exception to school training in 1941, and the students could * receive this training in place of general training. School training was a part of school education. At first it belonged to the gymnastics course, but was created independently of gymnastics in 1939. School directors were responsible for enforcement under the control and guidance of the Education Ministry.

On matters as the outlined program of instruction of interest to both the Education Ministry and the War Ministry, after agreement was reached the Education Ministry issued notifications concerning them to various schools.

18458 The War Ministry held itself responsible for inspection and authorization of school training, and its enforcement was based * on the regulation concerning training inspection of the schools to which the officers on the active list were attached and other regulations.

Based on the ordinance of April 13, 1925, Imperial Ordinance No. 135, officers on the active list were attached to the schools according to the provision of the law. The Education Ministry collected inspection reports and written applications of various schools and presented them with its written opinion to the War Ministry every April and consulted with it. After agreement was reached between them, the War Ministry notified the public of the assignment of officers to particular schools. The War Ministry never decided on the schools on its own authority or forced others to comply with its decisions.

18459 * The War Ministry took charge of personnel affairs and education of officers attached to the schools, and their appointment and dismissal. From time to time it gave detailed instructions to the schools concerning the enforcement of training from its own standpoint, for improving the technical skill of officers, and education was carried out by the units to which they belonged at some appropriate period in the year. The War Ministry bore only the personnel expenses of officers attached to the schools, and the Education Ministry the rest.

(March 14, 1947)

(DEFENSE - Division I, General - YOSHIDA-Direct)

Page

As to the sale of rifles and ammunition used in training, the War Ministry sold them at cost price, since weapons were in great demand since the outbreak of the China Incident and many schools bought and used light machine guns manufactured by private companies.

18460 Youth training was under the jurisdiction of the Education Ministry and the prefectural * government offices. The military authorities cooperated and assisted from the side.

With respect to the relation of these two types of training to military service, there had been a demand for the reduction of the period of active service for those who finished the middle school course, but it was stated in the speeches at the time of the adoption of this system that the privilege of the reduction of the period of active service was not compensation for completion of the course of training.

18461 The result of the training was that its rigorous enforcement had beneficial effect on the physical and mental discipline of the students. * Manners of the students were changed, and the training had a beneficial effect on public morals. Students exhibited the virtues of courtesy, respect for the old, simplicity, indefatigable assiduity, a strong sense of responsibility and cooperation. In high schools, colleges and universities, the results fell far short of expectations.

18462 Many prefectural and school authorities attempted to organize the educational organs well so that the school training might produce a beneficial effect on the students. While some high schools, colleges and universities realized the anticipated results, in most schools the results fell short of expectations. The applicants for training from universities was fewer because training was an optional course up to 1939. * Most students were indifferent.

During ten years since the enforcement of training, the health of the students gradually improved.

(March 17, 1947)

(DEFENSE - Division I, General - YOSHIDA, Direct)

Page

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In response to further questioning by counsel the witness stated that very little or no result was obtained from the training from the point of special military technique. Any results were extremely small. In 1932 at an inspection the witness saw what little effect the training

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had. In 1936 * he inspected new conscripts and found that the acquisition of military technique, despite long training, was so irregular that they had developed bad habits which were difficult to break. The reason for the poor training was lack of teaching personnel, little time given to military drill and the lack of time for drill, lack of material and equipment, and space.

CROSS-EXAMINATION by Mr. Tavenner

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Witness stated that he had been a member of the Military Service Bureau from 1937 to March 1941. The method of coordination between the War and Education Ministries was as in the past that the War Ministry contacted the Education Ministry in accordance with items presented by superior officers. There was nothing particular or special mentioned except that military training in higher schools and junior college was increased by 30 minutes per week.

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By superior officers he meant those who ranked him while he was in charge of school military training, the section chief, bureau chief, Vice Minister and Minister.

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The Cadet System is outside his province since it belonged to the actual Military Service Branch. The Cadet System is a special qualification given to a graduate of a young men's training school in becoming an officer cadet, * but this privilege is open to graduates of other schools.

The Training Institute was a separate matter from the Cadet System. The Training Institute was a four-year course. Generally, he believed that the course included 400 hours military training, 200 hours morals and civics, 200 hours ordinary courses, and 100 vocational training, but he did not know the details.

(March 17, 1947)

(DEFENSE - Division I, General - YOSHIDA, Cross)

Page

18,474 The Youth School was not combined with any other school. It was a special one open to young men of the laboring classes who were unable to go to other schools. * The name Young Men's Training Institute was changed to Youth's School in 1935. In 1939 the school military training of the Youth Training School became compulsory, but the name was changed to Youth School in 1935. All young workers were compelled to attend Youth Schools in 1937. However, the compulsory system had not yet been established, and * many did not attend and nothing could be done about it. In 1937 attendance was required in principle but many, because of home duties or because of various occupations, could not and did not attend. To secure attendance night courses were opened to permit attendance outside of working hours. The system actually became compulsory in 1939.

18,475 He had no remembrance * at what time in 1937 they were required to attend. Military training became independent of gymnastics in 1939. No special regulation was issued. Before that, everything had been given under the name of gymnastics and when they were separated a notice was sent by the Education Ministry. He did not remember the date of it and could not guess. * In case of any such revision, the Education Ministry would send out notices to the effect that a change had been made and he believed that the military training course was established independently through some such notification. Before the action was taken, a proposal from the War Ministry was submitted and after much study the proposal adopted.

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Talk of such matters began in the summer of 1936 and an actual proposal was made in May 1937. The matter was discussed between the two ministries from May 1937 until 1939.

The witness stated that the influence of military personnel in the schools steadily grew until the schools were completely under the control of the military.

When asked about TAKIKAWA's statement in Exhibit 131 that after the Manchurian and China incidents the military gained more and more influence and the university became eventually under the control of the military, the witness stated that the statement was a great mistake. Officers assigned to military training in the schools were under the

(March 17, 1947)

(DEFENSE - Division I, General - YOSHIDA, Cross)

Page

supervision and control of the head of the school and never interfered with the administration. The Army had emphatically instructed the officers assigned not to interfere, except in military training. The officers, when asked, would give their personal opinions, but only as individuals. Since school administration is considered by the faculty council, no one could imagine that one officer could influence the administration.

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When asked whether he based this on instructions or on actual practice, the witness stated that since the officer assigned to Kyoto Imperial University, in order to get more * hours for his course, would have to have the consent of the faculty council and the permission of the president, he did not think that that one officer could influence in one way or another and he did not think that officers attached to other schools could do the same.

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When asked whether in his own affidavit he had stated that the War Ministry gave detailed instructions to the schools concerning enforcement of training from its special standpoint, he said he had stated so, but he had meant that the instructions were given to the officers assigned, not to the schools. * He presumed it was a mistake in translation because he had not said such a thing in Japanese.

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When asked whether the army officers, by lecture and training, endeavored to inspire a militaristic and ultra-nationalistic spirit in the students, the witness said the question made no distinction between youth schools and military training. The youth school was under the jurisdiction of the Ministry of Education and the prefectural governors. The War Ministry was on the side lines.

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When asked with respect to OUCHI's affidavit, Exhibit 130, whether he recalled the type of lectures that were being delivered and the effect they had on the students of Japan and if he agreed with it, the witness said * that he was not familiar with the facts in OUCHI's statement, but he would like to make a few remarks. At that time there was a great deal of ideological confusion in Japan. It was the tendency which sought to destroy the fundamental character of the Japanese state, and it was necessary to consider some

(March 17, 1947)

(DEFENSE - Division I, General - YOSHIDA, Cross)

Page

18,489 protection. It was believed in the field of education that to safeguard and maintain the independence of Japan a just concept of the state should be fostered among the students, and if the people did not have * this concept, they could not prevent the collapse of the country. The lectures were given to implant a stronger and healthier concept of state, but he did not think it went anywhere near ultra-nationalism or would have caused any harm to the mental and spiritual condition of the students. Since the officers attached were under the direct supervision of the heads of the school, and were instructed by the Army not to overstep the bounds or to interfere in other than military subjects, even though such lectures were carried on, he did not believe they would be destructive of the nation.

18,490 Some of the lectures were written, but he was not
18,491 familiar with those going back to 1931. * At least some of the instructions he is speaking about were in writing. * The instructions were issued around 1931 and he had been attached to the headquarters of the Kyoto Division, and such instructions were issued by the divisional commander about the time of the Mukden incident.

18,493 When the witness was asked whether teachers who failed to cooperate fully in the program testified to by OUCHI were punished by dismissal from school or imprisonment in 1937 and thereafter, the witness stated that this was purely a school administrative affair with which the Army had no connection and the military had no authority to do such a thing.

18,494 The witness stated * that there was no general revision of text books on military subjects, though revisions were made in the infantry manuals from time to time as required. When asked whether the textbooks of Japan were revised in 1945, he said that he could not reply because he was totally unfamiliar with any matters relating to any time after August 1941.

18,496 When it was pointed out to him that the testimony of MAEDA, the Minister of Education from August 18, 1945 to January 13, 1946, had stated that he had ordered text books destroyed because they taught ultra-nationalism and militarism, the witness stated * he knew nothing about it since he had no connection in 1945 with military training.

(March 17, 1947)

(DEFENSE - Division I, General - YOSHIDA, Cross)

Page

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The witness said that the two books, * "The Fundamental Principle of the Japanese State" and "The Way of Loyal Subjects" were printed by the Education Ministry and he did not know if they were published and circulated at the suggestion of the War Department.

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The witness stated that the system put into effect in 1936, in which machine guns, infantry guns, field guns, mountain guns, tanks and ammunition were used in high schools and university training was not designed to attain military technique.

REDIRECT EXAMINATION by Mr. Banno

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The witness stated that the glider was used as a teaching material in line with the purpose of the training, that is, the upbuilding, of character. Special emphasis was placed on its use because it took several men to handle and put the glider to flight and the purpose of the use of this material * was to promote cooperative action and thinking, to develop individual responsibility, since if one member of the crew failed to cooperate, the glider would not fly.

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The Japanese people at the time were lacking wholly in scientific knowledge and this was one means by which to cultivate the scientific spirit. The students would soon tire from long practice with the rifle and to renew their interest and spirit, other teaching materials were introduced. In response to the desires of the students themselves, * the Education Ministry proposed the use of these materials.

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When he referred to text books in his cross-examination he was referring only to text books used for school military purposes. * He was referring only to military manuals. There were no instances of any student failing to graduate merely because of failure in school military training courses.

DIRECT EXAMINATION OF NAKAMURA, Keinoshin
by Mr. Okuyama

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Witness stated he lived in Tokyo and had no occupation.* He graduated from the Law College of Tokyo Imperial in 1922. He immediately entered the Home Ministry and his first * post was with the Fukuoka Prefectural Office. Since then he

27 May 1947

MEMORANDUM FOR: Mr. D. N. Sutton

FROM : Mr. Pedro Lopez

SUBJECT : Witness - YOSHIDA, Akio (Not yet called for any particular defendant)

1. Attached is the decoration info on the above named witness assigned to you.



PEDRO LOPEZ
Associate Prosecutor
for the Philippines

27 May 1947

Name YOSHIDA, Akio
(Not yet called by any individual; testified 14 March; suggested by Mr. Sutton)
Aichi Prefecture
Born 21 Nov 1894

<u>Date</u>	<u>Kinds of Orders</u>	<u>Post</u>	<u>Merit</u>	<u>Commending Ministry</u>
10 Jul 1936	Minor Cordon of the 4th Order of the Rising Sun	Major, Infantry	Manchurian Incident	War Ministry
29 Apr 1940	Intermediate Cordon of the 3rd Order of the Rising Sun	Lieut.-Colonel, Inf.	Chinese Incident	War Ministry

DEF LOC # 691

I M T F E

The United States of America et al

Against

ARAKI, Sadao et al

SWORN DEPOSITION

Deponent : YOSHIDA, Akio

Having first duly sworn an oath as on attached sheet and in accordance with the procedure followed in my country I hereby depose as follows.

Def. Doc. No. 691

I, YOSHIDA, AKIO, ex-Colonel, was born on November 21, 1894. My present address is NANCHU village, KAMO District, SHIZUOKA Prefecture. From March, 1930 to December, 1935, I was attached to the H.Q. of the 16th Division serving as an officer in charge of school ^{military} training. In these days I was an infantry Captain not long afterwards being promoted to Major.

From August, 1937 to March, 1941 I served in a section of the Personnel Affairs Bureau, and then in a section of the Military Service Bureau of the War Ministry and took charge of school ^{military} training. At that time I was a Major, later being promoted to Lieut. Colonel.

The following statement includes what I learned about school ^{military} training during my tenure of office and what I investigated in connection with school ^{military} training in making this affidavit. I was not directly concerned with youth training. But it has much to do with school ^{military} training, so that my statement will include what I know of it.

1. The reason why the system of school training and youth training was adopted.

National training, especially the training of youths, which had been carried out by leading powers since the close of World War I had characteristics and developments of their own according to their respective internal

Def. Doc. No. 691

conditions. Those countries had striven for the realization of a common ideal towards the development of these trainings, based on the lessons they had learned from World War I. On the other hand, Japan was the only country that did not have such systems and institutions. Not only had the young men and boys of the labouring class of Japan who formed the greater part of the youths, no definite educational institution after finishing compulsory education, but they were left to be infected with the evil ways of the world in pre-war and post-war times. Such being the case, men of intelligence feared that this might cast a gloomy shadow over the future of the state. The investigation of the youth training which had been carried out by leading powers showed that, if let alone, Japan alone would be far behind the progress of leading powers. In short, this world-wide tendency, especially national training, which was being carried out assiduously by other powers, compared with that of Japan, made the Japanese Government and people awake to the necessity of carrying out this training. After all, the deficiency of civic training revealed at the time of the great earthquake in 1923, prompted Japan to adopt the system of school ^{military} training in 1925 and subsequently the system of youth training in 1926. The conditions of youth training in leading powers are described in the addended material entitled, "The condition of youth training in Europe and America."

Why and how these systems came to be adopted are clear from the note of the speech delivered by Colonel IMAMURA, the then chief of the Enlistment Section of the War Ministry, which is included in the addended material. According to this note, a large section of public opinion was for the adoption of these systems in those days and the bill was carried unanimously in both Houses of Parliament. This note shows how the popular feelings, especially the spirit of the youths were deplorably bad in those days. The above is an explanation of the manner in which these systems were adopted. Especially the purpose of adopting these systems is clear from the instructions of the Education Ministry and from the repeated speeches delivered by the Minister of Education and the War Minister at that time. For instance, the Instruction No. 5 of the Education Ministry, which was issued on April 13, 1925, explained the purpose in adopting training in schools as follows:

"The ^{military} training in schools has for its object the physical and mental discipline of the students and elevation of character; in other words, it aims at fostering patriotic feeling, the spirit of self-sacrifice, independence and self-reliance and cultivating the habit of discharging their responsibility well, using moderation, obeying orders and developing physically."

Further, it aims at fostering an indomitable spirit. As for youth training, its aim was made clear by the speeches delivered by the Minister of Education and the War Minister at the meeting of Major Generals attached to the Headquarters of the Divisions, which was held in December, 1925. "I realized keenly the necessity for youth training, development of sound mind and body and elevating of character. Therefore, I am planning to put these systems into effect." The War Minister stated, "The object of youth training is exactly the same as that of training in schools; its aim is physical and mental discipline, fostering of esprit de corps and elevation of character. This training falls into the category of national education and not, as is generally misunderstood, training for military purposes. Once this training is universally propagated, the character and constitution of the youths who are to join the Army will be improved and this in turn will lead to the improvement of character and constitution of other youths. In that case, this training will do much towards the strengthening of national defense."

At the meeting of some members of the House of Peers which was held in 1930, Colonel IMAMURA, the then chief of the Enlistment Section of the War Ministry explained the condition of national training in Europe and America and the reason why these two systems came to be adopted in Japan. At the same time, he stated the aims of this training as follows: (see attached sheet 3)

Def. Doc. No. 691

"As is clear from all circumstances under which these systems were adopted, we believed that it would be most simple and effective to adopt military drill as a course of the school in order to foster the spirit of fortitude, and to cultivate the habit of observing discipline and decorum, valuing labour, as well as to develop physical education and thus to elevate the nation's character. The military authorities had not the slightest intention of forcing this military training to be adopted. Now, I shall explain why officers on the active list came to be attached to the schools: Military drill which had been adopted as a school course as early as 1894 by MORI, the then Minister of Education, became existent in name only since the end of the Meiji era. The main reason why it had no beneficial effect on the discipline of the students was that the students ceased to place confidence in the retired officers in charge of this training. In view of this fact, we concluded that, if school training was to be developed, officers on the active list had to be attached to the schools. Therefore, the military authorities believed that physical and mental discipline of the students through training in schools and youth training would result in the strengthening of national defense. ^{At the same time,} on the basis of the above forecast, they arrived at the conclusion that the reduction of the period of active service could not adversely affect the education in the Army. Thus, the military authorities were willing to agree to the proposals of the Education Ministry. This train-

ing was essentially to be carried out under the guidance and control of the school directors, and at the same time it comprises a social education under the control of the departments responsible in the Education Ministry as well as the prefectural authorities. The military authorities maintained an attitude of utmost cooperation in this program and assistance to it."

Thus, the chief aim of this system was to discipline physically and mentally the students and the youth at large. It goes without saying that the enforcement of this training would result in strengthening national defense. The military authorities gave hearty approval to the establishment of these systems and were willing to cooperate in realizing the anticipated results. This was because the military authorities were anxious to save our country from moral decadence and to maintain the lasting peace and welfare of our country in view of the post-war international situation and the chaotic trend of thought in our country. Therefore, the military authorities had not the slightest intention of militarizing our nation which some who opposed them feared. We used to be extremely cautious in warning the officers attached to the schools to be careful not to give rise to public misunderstanding. The Instructions No. 5 of the Education Ministry, April 13, 1925 (see attached sheet 1), the excerpt from the speeches delivered by the Minister of Education and the War Minister at the meeting of Major Generals attached to the Headquarters of the Divisions which was held in December, 1925 (see attached

sheet 2) and, the excerpt from the speech delivered by Colonel IMAMURA, the then chief of the Enlistment Section of the War Ministry, at the meeting of some members of the House of Peers which was held in 1930, (also attached).

2. Development of training in schools and youth training.

(1) Spirit directed toward a definite aim - its inauguration.

As was stated in the preceding chapter, the main object of school training and youth training was to discipline physically and mentally the students and youths at large. The acquisition of knowledge of fighting technique was so to speak, nothing more than a by-product of the enforcement of training.

At the meetings of the officials concerned, which were held annually by the central administrative agencies, they would direct their attention to this object. In this connection at the meeting of Major Generals attached to the Headquarters of the Divisions which was held in 1925, the War Minister and others stated in their speeches that school training should be carried out for purely educational purposes and not for military purposes. At the same meeting, they stated, "Indeed, one of the objects of school training is to strengthen national defense, but this is not the immediate object. It is contrary to its true aim to be eager to acquire military technique in the extremely concrete sense. Thus, I hope you will understand that the true spirit of this system aims at bringing up a healthy man, both physically and mentally."

Def. Doc. No. 691

As for the strengthening of national defense, the War Minister stated in his speech delivered at the conference of prefectural governors held in 1926, "Once youth training is universally inculcated and the elevation of the character of our youth is accomplished, the Army, a part of the national organization will derive much benefit from it, because, in that case, many physically and mentally healthy youths will join the Army. This will raise efficiency of training in peacetime and will increase the fighting strength of the Army in case of emergency.

"Once the youth is disciplined physically and mentally and improvement in character brought about, the Army will be sure to derive much benefit from it. Therefore, we arrived at the conclusion that, so long as there are sufficient establishments in the barracks, the reduction of the period of active service will not affect national defense adversely." Thus, he regarded training as leading to the strengthening of national defense.

(2) After the China Incident.

In view of the war situation after the outbreak of the China Incident, the nation at large, especially the teachers and students, naturally awoke to the importance of national defense. As the war situation developed and due to its suddenness, these two types of training inevitably came to be carried out. On the other hand, the number of officers attached to the schools, ^{teachers of military} training ~~teachers~~ and of teachers of the youth training schools who were called to the colors increased gradually. As a result, teachers

Def. Doc. No. 691

in charge of training became scarce, which prevented training from being carried out smoothly.

Nevertheless, in order to meet the demands of the times and comply with the wishes of the prefectural offices, the military authorities placed the Special Volunteer Officers in charge of training of the schools and at the same time ordered officers who had been attached to the schools to assist the youth training schools in their training. Thus, the military authorities did everything in their power to overcome difficulties encountered in carrying out training.

In addition, in view of the lessons we had learned from the fighting at the outset of the China Incident, we were obliged to reorganize the military cadet system; that is, one year system was extended to two years, the privilege of the reduction of the period of active service which had been enjoyed by those who had passed the examination of the youth training schools was abolished. In 1939 "the youth training school" was renamed "the youth school" and it became^a compulsory course. In order to carry out actively the training of the students of the universities which had been inactive, the training became a compulsory instead of an optional course. In addition, the circumstances caused the students to take much more interest in military affairs than ever before. In view of the fact that the war situation demanded the repletion of armaments and from fifteen years experience since the establishment of this system, the military authorities consulted

Def. Doc. No. 691

with the Educational Minister about the system. As a result, the outlined program of instruction in the schools to which officers on the active list were attached was amended and the Instructions No. 5 of the Educational Ministry was issued.

The true spirit of this amendment remained essentially the same as before. The object of training was made clear in the revised outlined program of instruction as follows:

"The object of training is to give basic military training to students and to cultivate the spirit of sincerity and loyalty and to carry out the physical and mental training, thereby raising the standard of character and strengthening national defense."

Thus, the rule was laid down by which students were to be guided in training. Since in the past we had made it a practice to warn the students not to be restricted to the non-important details of military technique, the students were apt to neglect the most simple matters which formed the basis of training. Therefore, this trend seemed likely to produce a harmful effect on the mental training which should be carried out side by side with physical training. Thus, we realized the necessity of pursuing the basic training in a strict and orderly manner and disciplining the students physically and mentally.

(2) Persons in Charge of Training

As for the officers attached to the schools, the authorities endeavored to select capable officers. In addition, preliminary education was given to officers who were expected to be attached to the schools to take the place of other officers. In the War Ministry, the section in charge of this training was established. In the Headquarters of the Divisions, Major Generals attached to them were placed in sole charge of school training. In the Headquarters of the Regimental Districts, the section in charge of youth training had been well organized. Therefore, they strove to establish this system. Nevertheless, because of the fact that a large number of

officers on the active list went to the front after the outbreak of the China Incident, the principle "One school, one officer" had to be replaced by the principle "Several schools, one officer". In order to fill up vacancies, we appointed retired officers and special volunteer officers. But this did not sufficiently relieve the situation. At length, we were obliged to attach one officer to several schools. What was worse, the abilities of these officers showed a marked decline, which became the cause of the stagnation of training in schools.

(3) Training Curriculum

1. Teaching materials of training in schools.

Teaching materials were individual drill, force drill, marksmanship, field duty, semaphore signalling, distance-surveying, cartography and lectures on military affairs. There had been some alterations since the establishment of the system. I had already stated in the foregoing chapter that the training by means of these teaching materials chiefly aims at disciplining students physically and mentally instead of aiming at acquisition of military technique. In order to make this aim clear, the military authorities repeatedly explained this point to officers attached to the schools, the divisional commanders, major generals attached to the Headquarters of the Divisions and regimental commanders who were directly concerned with school training. Excerpts from these speeches are given on attached sheet 4.

2. Hours of drill in a week and days of field exercise in a year.

As for the hours of drill in a ^{week} ~~year~~, two to three hours in the case of the middle schools, ^{at least} one and a half hour in the colleges and high schools, and school training was an optional course in universities. In addition, it was stipulated that field exercises should be carried out for four to six days annually and that the students of the normal schools should take a short course in military affairs for three weeks before their graduation. This provision was amended under the Instructions No. 12 and No. 30 of the Education Ministry which were issued respectively in 1931 and 1941, but there was no extensive amendment. According to the Instructions, No. 30 of the Education Ministry, the schools were classified into three -- the middle schools, the higher schools and universities. The training hours in a week were different according to the standard of the school. But training hours in a week and a year were equal in the school of the same standard.

Field exercises and the course of military affairs had been carried out for three weeks in the last grade in the normal school. But this was amended so that field exercises were carried out for five days annually from the first grade to the third grade and for seven days by the fourth grade and the courses of military affairs were to be held for ten days in the fifth grade.

It was also amended so that in the high schools and the colleges the courses of military affairs were held for seven days in the last grade. As military training became the compulsory course in the universities, hours of training in a week and field-exercise days in a year were added.

Training hours emended in 1941, which were longest, are as follows:

		Teaching Hours in a Week	Teaching Hours in a Year	Days of Field Exercise in a Year
Middle School	) The 1st Grade	2	70	4
	) The 2nd Grade	2	70	4
	) The 3rd Grade	3	100	5
	) The 4th Grade	3	100	5
	) The 5th Grade	3	90	(5)
High School and College	) The 1st Grade	2	70	7
	) The 2nd Grade	2	70	7
	) The 3rd Grade	2	60	(7)
University	) The 1st Grade	2	60	7
	) The 2nd Grade	2	60	7
	) The 3rd Grade	2	60	(7)

The parenthosized passages show the hours of the course of military affairs.

3. The ^{military} training curriculum of the youth school.

"The Youth Training School" was renamed "The Youth School" and ^{military} training became a compulsory course. But I cannot dwell upon it, because materials are not available.

4. Creation of exceptions to school training in the form of special training and glider training.

Training in machine guns, infantry guns, field guns, mountain guns, tanks and aviation had been carried out in compliance with the wishes of individual students since 1936 through the assistance of military units in various districts in which their schools were situated. This system was newly established as an exception to school training in 1941, and thus the students were enabled to receive this training in place of general training.

(3) Responsibility for Carrying out the System

1 School Military Training

1. School training was a part of school education. (At first it belonged to the gymnastics course, but the school training course was created independently of gymnastics in 1939.) The directors of the schools were responsible for the enforcement of it under the control and guidance of the Education Ministry, the same as for the enforcement of other education.

2. Regarding the enforcement of such matters as the outlined program of instruction which were directly concerned with both the Education Ministry and the War Ministry, it was customary that, after agreement was reached between them, the Education Ministry issued the notifications concerning them to various schools (There were differences in importance according to Ordinances of the Education Ministry, instructions and notifications, as the case may be.)

3. On the other hand, the War Ministry held itself responsible for the inspection and authorization of school training, the enforcement of which was based on "the regulation concerning training inspection of the schools to which the officers on the active list are attached" and "the regulation concerning the authorization of school training".

4. Based on the ordinance concerning the service of the officers on the active list in the school (Imperial Ordinance No. 135, April 13, 1925), officers on the active list were attached to the schools according to the ordinance concerning the service of officers on the active list in the school (Ordinance of the Education Ministry and of the War Ministry, April 13, 1925). Therefore, according to the provision of Article I of the regulation relative to the application of the

laws, the Education Ministry collected the inspection reports and written applications of various schools which were presented by directors or founders of these schools, and presented them together with its own written opinion to the War Ministry every April and consulted with it. After agreement was reached between them, the War Ministry notified the public of the schools to which officers on the active list should be attached for the year. Therefore, the War Ministry never decided on these schools on its own authority or forced others to comply with its decisions.

5. The War Ministry took charge of personnel affairs and the education of officers attached to the schools. Similarly, it took charge of the appointment and dismissal of these officers and from time to time gave detailed instructions ~~to the schools~~ under the guidance of the Army concerning the enforcement of training from its own special standpoint. Above all, for the purpose of improving the technical skill which is essentially necessary for the officers, education was carried out by the units to which they belonged at some appropriate period in the year.

6. The War Ministry bore only the personnel expenses of those officers attached to the schools and the Education Ministry or the schools bore the expenses of the school training.

As for the sale of rifles and ammunition used in training, the War Ministry sold them at cost price according to the provision of the Weapons Sale Regulation. However, as weapons had been in great demand since the outbreak of the China Incident, many schools bought and used infantry rifles of the NAMBU type and light machine guns of the NAMBU type which were manufactured by private companies.

2 Youth Training

^{military} Youth training was under the jurisdiction of the Education Ministry and the prefectural government offices. Therefore, the military authorities merely cooperated and assisted from the side lines.

(4) Relation of these Two Types of Training to Military Service

There had been a cry for the reduction of the period of active service of those who finished the middle school course, but it was stated in the speeches at the time of the adoption of this system that the privilege of the reduction of the period of active service was not compensation for the completion of the course of training. The following list testifies to this fact:

1. Those who passed the examination of school training.

The Outline of System and Year of Execution	The Qualifications and the Period	The Outline of the Reason
<p>The execution of school training and the reduction of the period of active service in 1925.</p> <p>Revision in the Regulation relative to the application of the Military Service Law.</p>	<p>Persons who graduated from the school to which officers on the active list are attached and who passed the examination of the ^{military} training which was carried out by those officers shall be reduced their period of active service.</p> <p>1. Infantryman and Medical-man.--</p> <p>The period of active service shall be reduced by six months.</p> <p>2. One Year Volunteer. (Those who paid the money.)</p>	<p>It was admitted that as the result of the execution of school training, the reduction of the period of active service would not affect adversely the education in the Army.</p>

in 1925

The regulation concern- (1) Those who finished the
ing the attachment of course of the school of the
ficers on the active middle school grade.
st to the schools

1 year.

(Service maneuver extending
over 4 months shall not
be carried out)

(2) Those who graduated
from the school above the
higher school grade.

10 months.

(Service maneuver extending
over 4 months shall not be
carried out.)

The one year volun-
teer regulation and
the regulation rela-
tive to the applica-
tion of the one year
volunteer regula-
tion were repealed
and the system of
reserve officer
candidates was
established in
1927.

Revision in the
regulation relative
to the application
of the Military Service
Ordinance)

Revision in Army
replacement
Ordinance)

1. The qualification is
the same as the above.

2. The period of active
service is one and one
half year.

One year volunteer system,
antecedent of reserve officer
candidate, was inaugurated in
order to meet the demand to
foster a number of managing
officers on the reserve list
which were essential at war-
time as well as to develop
education, 1883.

Such volunteers were qualified
to be appointed officers on
the reserve list after one year
military training. Enforcement
of this system for many years,
however, gave rise to various
abuses. Hence, to ameliorate
the system to clarify the
purport of the system which
meant to replace military
officers corresponding to
officers candidate by amending
the basic principle and to
elevate the quality of officers
on the reserve list, a course
of study has been prolonged.

Abolishing money payment system of reserve officer candidates, stipulated pick up system. (Heretofore all those who paid money had been adopted as reserve officer candidates, but the new method of pick up system was classified into two kinds: A Grade for officers and B Grade for non-commissioned officers. 1933. (Revision in Army Replacement Ordinance)

1. Qualification and the Period of active service are the same as before.
2. Priority is given to those who passed the examination of training in appointment of reserve officer candidates.
3. In appointment of reserve officer candidates, importance was attached to the report of attached officer and results of training. In addition, it was directed to adopt A Grade candidates positively from among the graduates of higher schools.

Because of ineligibility of candidates to be appointed by means of school careers and money payment, abolished this system and applied pick up system. Substantially the quality of graduates of no lower than higher schools was generally superior; so it was directed to pay special attention in appointment of A Grade candidates.

Def. Doc. 691

Prolonged terms (active list) at army of candidates. 1938	1. Qualification: same as above. 2. Terms at Army; (active list) made this two years.	In view of the situation in general and past experience, it was regarded to be necessary to elevate their quality, made terms at army same as ordinary ranks.
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2. For those who finished curriculum of youth school.

<u>Outline of system and the year enforced</u>	<u>Qualification and Terms</u>	<u>The Outline of Reason</u>
Reduction of terms at army for those finished curriculum of youth training school, 1925 (Revision in Military Service Enforcement Ordinance) 1926; Youth Training School Ordinance (Imperial Edict No. 70)	Reduction of terms at army could be granted to those who finished the curriculum of youth training school or those not lower than such school and who are well-behaved and are superior in school and duty, according to Article No. 34 of Military Service Enforcement Law. The term of which is generally being 6 months.	It was due to the fact that there will be no hindrance for reduction of terms at army for those who have finished the course of youth training school and are excellent in school and service.

Def. Doc. 691

Revised youth training. 1. The reduction of terms It was due to the
school to Youth School, at army by six months has recognition of
1935 been abolished. However, necessity in c
the reduction was not nection with t
practically enforced at war situation.
such units which deemed
the reduction inadequate
in order to meet the
situation after the out-
break of the China
Incident, according to
the provision that the
term may be prolonged
at war time.

5. The effect which this system produced on the students.

1. The effect which this system produced on the cultivation of moral character of the students.

The rigorous enforcement of training had remarkably beneficial effect on the physical and mental discipline of the students. For example, when the students of a certain higher commercial school inspected a factory, the factory praised them for their conduct which was far more orderly and disciplined than ever before. Similarly, the railway authorities praised the students for their manners in the trains, which were entirely changed and which had a beneficial effect on public morals. Virtues exhibited by the students, such as courtesy, respect for the old, simplicity, indefatigable assiduity, strong sense of responsibility and cooperation, came to be regarded by men of intelligence as resulting from school training. In the case of the students of high schools, colleges and universities, however, the results fell far short of expectations.

2. The effect which this training exerted on school morals and school discipline.

In connection with this system, many prefectural and school authorities attempted to organize the educational organs well so the school training might produce a beneficial effect on the students.

The result was that training had a remarkably beneficial effect on the students, such as the enhancement of esprit de corps

of the school, enforcement of strict school discipline. However, as stated above, while some high schools, colleges and universities realized the anticipated results under the guidance of their directors, in most schools the results fell short of our expectations. Especially, the applicants for training from universities were few because training was an optional course up to 1939. Therefore, except students who took the course of training in earnest, most students were as indifferent to training as before.

3. The improvement of health and the effect of physical training

We had been concerned about the fact that, as shown by the physical examinations for conscription, the health of the students had been by far inferior to those of the youths in general. However, during ten years since the enforcement of ^{military} training, the health of the students had gradually improved.

Attached Sheet No. 1

The Instructions concerning the service of military officers on the active list in the schools

(The Instruction No. 5 of the Educational Ministry issued on April 13, 1925)

The ordinance concerning the service of military officers on the active list in the school; that is, the Imperial Ordinance No. 135, has recently been enacted and the Regulation relative to the application of the Ordinance concerning the service of military officers on the active list in the school was promulgated.

It is the matter for urgency that, in view of the present domestic and foreign situation, we should strive for the physical and mental development of the nation, elevation of their qualities and development of national power and prosperity. We had to depend upon education for the realization of these objects. Therefore, the educational system had been gradually established since the Meiji Restoration in order to realize these objects. With the amendment of the Education Law as of 1886, military training was adopted as a school course. Both teachers and students took the course of training so enthusiastically that the object of education was realized to a remarkable degree. As time went on, however, they were apt to lose sight of the original object of training, adhering too much to form at the expense of spirit. In view of this trend, the government and the public came to realize keenly the necessity of developing physical and moral education and strengthening national defense.

And now, turning to the trend of international affairs, the so-called national training or military preliminary education had made remarkable progress in Europe and America since World War I. These countries looked to this training for the cultivation of the spirit of fortitude of the nation, the proper guidance of public thought and for the inculcation of the idea of national defense in the minds of the nation.

It is a matter for regret that, in spite of the fact that our country had adopted military drill as a school course and that she had thus translated national training into action before leading powers followed suit, she fell behind them in more recent times. Such being the case, the authorities concerned framed a plan to make school ^{military} training more effective. For this purpose, they believed that it would be effective to make officers on the active list undertake the task of teaching. Therefore, they inquired into ways and means to put this into effect. Thus, this system of school ^{military} training has recently been established. The object of school ^{military} training is to discipline physically and mentally the students and to raise the standard of character. In other words, it aims at fostering patriotic feeling and a sense of responsibility, cultivating the spirit of self-sacrifice, independence and self-reliance and cultivating the habit of observing regulations, using moderation, obeying orders, ^{cultivating endurance & bravery.} It goes without saying that these disciplines in turn will lead to the strengthening of national defense.

Def. Doc. 691

This system of the service of officers on the active list in the school aims at raising the efficiency of teaching ^{of} ~~and~~ training and carrying out training more effectively, instead of aiming at making them take the place of teachers who had taken charge of training so far. Therefore, the officers on the active list are required, under the control and guidance of the school directors, to undertake the task of teaching, based on the detailed program of instruction ~~of the Education Ministry.~~ At the same time, they are required, in training students, to consider the degree to which students had been disciplined physically and mentally.

The prefectural governors and the school authorities should in compliance with these objects, strive to complete the equipment ^{for military training} ~~of the schools~~ and to achieve the anticipated results.

Attached Sheet No. 2

The excerpts from the speeches delivered by the Education Minister and the War Minister at the conference of Major Generals attached to the Headquarters of the Divisions, which was held in December, 1925.

1. The excerpt from the speech delivered by the Education Minister:

"In view of the domestic and foreign situations, the government authorities realized the necessity for the physical and mental training of young men generally other than students for the

purpose of raising the standards of character. Therefore, they are planning to put this system into effect -- a system that has already been under investigation. ^{The promotion of military} School training may be regarded as the forerunner of this training. The organization of youth training aims at disciplining physically and mentally, and raising the standards of character of the youths from the age of 16 to the age of conscription. This school shall be called "the youth training school". Unlike the Young Men's Association whose admission and secession had been voluntary, this school shall be a public institute under the control of the local bodies and shall be subsidized by the government. Its curriculum is morals, civics, general subjects of study and professional courses, ^{and training.} The directors and teachers of this school and of the technical continuation school and the reservists shall undertake the task of teaching. Training is to be carried out in appropriate season in various districts. Those who finish the course of the youth training school are entitled to the reduction of the period of their active service in the Army. This school, I think, will play an important part in building up the standards of character of the healthy nation and good subject and in developing national power."

2. Excerpt from the speech delivered by the War Minister.
^{The promotion of military} "School training has for its object the discipline of the limited numbers of boys and youths who will form the backbone of the nation in the future. The system of youth training will become

Doc. No. 691

perfect only when the training of all youths, which is expected to be carried out shortly, is materialized.

Therefore, the object of youth training in general is exactly the same as that of school ^{militar} training; it aims at disciplining physically and mentally boys and youths and fostering their esprit de corps, elevating the nation's qualities and strengthening national defense. However, the major portions of this training were given to the youths in general other than students, and lessons necessary for the vocational guidance were taught along with the above in order to train them as a useful people. Therefore, this education falls in the category of national education, and not military education as is sometimes misunderstood by the public. Once this training is universally inculcated, the health of youths who are to join the Army will be improved to a remarkable degree and this in turn will lead to mental and physical improvement of our youth, thereby doing much towards the strengthening of national defense. I ardently hope that, in compliance with the above-mentioned object, you will strive for its speedy materialization and for the realization of the anticipated results."

Attached Sheet No. 3

Excerpt from the speech delivered by Colonel IMAMURA, the then Chief of the Enlistment Section of the War Ministry, at the meeting of some members of House of Peers held in 1930.

"Facifism and internationalism, on the one hand, prevailed immediately after the close of the World War I, but on the other

Def. Doc. 691

the Boy Scout movement, school ^{military} training and citizens' field-exercise in America and Great Britain, military preliminary training in France and Italy, the Athletic Association movement in Germany and compulsory preliminary military training in Soviet Russia were very popular. These two tendencies of the times are apparently contradictory, but I think that these were, so to speak, the precautions against future events taken by leading powers, who had experienced the disastrous effects brought about by World War I. In other words, the peace movement was one that aimed at putting an end to war by inculcating the idea of the evils of war in the minds of the nation, while youth training was the means of exercising control over the nation, thereby enabling the nation to avoid the disastrous effects brought about by such a protracted war as World War I. Above all, it was natural that each nation should have come to recognize training as the most effective way to cultivate a respect for labor and esprit de corps of the youths and to discipline them physically in such a way as to enable them to cope with productive competition for the recovery of national power -- competition which ensued after World War I. These two movements are, in a way, similar to the propaganda for prevention of fire and the preparation of fire fighting organizations to deal with the fires.

Men of intelligence viewed with concern the ideological trends who, without having had the experience of disastrous effects brought about by World War I, fished in troubled waters.

Def. Doc. 691

Therefore, the Provisional Education Council composed of recognized authorities in educational circles introduced the proposition concerning the school training to the then Prime Minister in October 1917, urging him to establish the system of school training which should be guided by officers on the active list. Early in 1923, at the Regular Vice Minister's conference, they discussed how to brace up the spirit of men who had been given to self-indulgence. Some suggested that Japan should follow the example of Europe and America in carrying out a program of youth training. As a result, it was agreed between them that they should make it the subject of discussion at the Cabinet Council after the Education Ministry drew up a concrete plan. However, because of the fact that all these materials for research were burned at the time of the earthquake of September, 1923, and because of the pressure of business of the Education Ministry, the program for the training of youths was suspended for the time being.

In view of the disorderly conduct on the part of undisciplined common people revealed in the Great Earthquake of September and to implement the Imperial Rescript on Rousing of National Spirit which was promulgated in November of the same year, Education Minister OKADA inquired into ways and means to rouse the national spirit. Then he consulted with General UGAKI, the then War Minister, about the enforcement of this training and General UGAKI gave his hearty approval to it. As a result, it was decided that the

Def. Doc. 691

committee members of both the Education Ministry and the War Ministry should work out a concrete plan. Thus, the system of the service of officers on the active list in the school was established in 1925 and the system of the youth training in April, 1926. This is how these two systems were adopted. A large section of public opinion was in favor of them in those days. As you know, the said bill was carried unanimously in both houses as well as the Education Investigation Commission. Any enterprise is sure to meet with some opposition at the start. A section of the nation, especially some journalists, scholars and students, who were imbued by the radical ideas of Marxism, regarded these two training systems as the infringement of education by militarism and expressed fairly strong opposition to them. But opposition gradually became weaker. Fortunately, the general public came to understand the aim of these two systems of training and therefore we steadily realized good results. However, even today some persons attempt to distort the aim of training, sometimes by means of leaflets and sometimes by inserting exaggerated articles in the newspapers, etc. What those opposed to it stressed is substantially as follows: "School ^{military} training and youth training are, after all, neither more nor less than preliminary military education in the interests of the military authorities. By the same token, school ^{military} training and youth training are carried out by officers on the active list and by the reservists, and moreover, both are inspected by officers on the

Def. Doc. 691

active list every year or every other year. In this way, young men pursuing their studies are militarized year after year." In this connection, I should like to direct your attention to what I have already pointed out; that is, these two systems were adopted in order to cultivate the habit of observing discipline and decorum through physical and mental discipline of the young students and to develop health and raise the standards of character of the nation. Thus, the military authorities had not the slightest intention of forcing civilians high handedly to adopt them. Now, I shall explain why officers on the active list came to be attached to schools. Military drill which had been adopted as a school course as early as 1894 by MORI, the Minister of Education, had existed only in name ever since the end of the Meiji era, because it had produced no beneficial effect on the discipline of the students. Consequently, the students ceased to place confidence in the retired officers in charge of this training. In view of this fact, we concluded that, if school ^{military} training was to be developed, officers on the active list had to be attached to the schools. Therefore, the military authorities believed that physical and mental discipline of the students through school ^{military} training and youth training would result in strengthening national defense. At the same time, we arrived at the conclusion that the reduction of the period of active service would not adversely affect the education in the Army. Thus, the military authorities were willing to agree to the proposals on the part of

Def. Doc. 691

the Education Ministry. This training was essentially to be carried out under the guidance and control of the school directors and at the same time it comprises a social education under the control of the departments responsible in the Education Ministry as well as the prefectural authorities. The military authorities maintained an attitude of utmost cooperation in this program and assistance to it. Those who are impatient to realize the expected results of the youth training and those who advocate the merger of the technical continuation school with the youth training school often say; "Morals and Civics should be assigned to the courses of the technical continuation school, and training should be carried out under the control of the military authorities as pure military education. This is the case with Soviet Union. If this was materialized, training would be separated from Morals and Civics and it would be practically impossible to translate the class room moral education into action and to cultivate a respect for labor. Moreover, unless the education of the technical continuation school becomes compulsory, the enforcement of training will be confined to a small section of our youth and therefore we cannot hope to raise the standards of character of the nation. Therefore, the military authorities have not the slightest intention of doing this. The object of the inspection by officers on the active list is to determine whether or not students or non-students who have finished the course of training, are qualified to enjoy the privilege of the

Def. Doc. 691

reduction of the period of active service. Therefore, those officers have no power whatever to interfere with the curriculum of this training by over-stepping their jurisdiction. It is customary in various districts in Japan that the inspection officers state their views on the results of the inspection to the persons concerned at the local bodies' request and with the consent of the Education Ministry to help develop the training. In short, these two systems of training aim at raising the nation's standards of character.

To say that this ^{military} training system is in compensation for the privilege of the reduction of the period of active service or it is for the extension of the education in the Army is far from true purpose. This training is really an undertaking with the long-range view of future national prosperity. Therefore, the Education Ministry and the Military authorities are cooperating with each other in attaining the expected result."

Attached Sheet No. 4

Excerpt from the speech delivered by the War Minister
at the conference of the Divisional Commanders
which was held on June, 1925.

"The object of school ^{military} training is naturally different from that of the Army. If the inspection officers, who are in close contact with soldiers in the barracks, inspect the school training as professional soldiers, I am afraid that they may not be able to guide students properly."

Def. Doc. 691

Excerpt from the speech delivered by the War Minister
at the conference of the Major Generals
attached to the Headquarters of the
Divisions which was held in
December, 1925

"As was reiterated, the object of school training is different from that of the education in the Army. It is hardly necessary to say that, if the inspection officers pay chief attention to technical military matters at the time of inspection and if the inspection is carried out in the same way as in the Army, it will be incompatible with the actual condition of the schools, and the general public will misunderstand the object of training. . . ."

"The inspection officers should lay stress on the following points; the degree to which students are disciplined physically and mentally, especially the degree to which virtues such as discipline, moderation, cooperation, union and perseverance are cultivated and to what degree do they bear the national defense in mind."

Excerpt from the speech delivered by the Director
of the Military Affairs Bureau of the War
Ministry at the conference of the
Units' Commanders which was
held in April, 1926

"As you are well aware, the aim of school training is to discipline mentally and physically the students and not to acquire military technique.

Def. Doc. 691

"It is not proper to lay stress on individual military technique and on outward trifles without examining the degree to which the students are disciplined physically and mentally."

Excerpt from the speech delivered by the
Director of the Military Affairs
Bureau of the War Ministry at
the conference regarding the
change of officers
attached to the
schools.

Held in February, 1928

"The object of school training is to discipline the student physically and mentally. The technical results of training are, so to speak, a by-product of the enforcement of training."

He referred to the method of teaching as follows: "As stated above, the chief object of school training is not to acquire knowledge of military technique. However, you should not hold the extreme views that you may choose an original method of teaching that the end justifies the means. You must follow the established method of teaching which was adopted as the means of training. This is stated in the outline of instruction of military training, in the Instructions of the Educational Ministry."

DEF LOC # 691

on this 18 day of January, 1947

at Tokyo

DEPONENT YOSHIDA, Akio (seal)

I, BANNO, Junkichi hereby certify that the above statement was sworn by the Deponent, who affixed his signature and seal thereto in the presence of this witness.

On the same date

at Tokyo

Witness: (signed) BANNO, Junkichi (seal)

DEF DOC # 691

OATH

In accordance with my conscience I swear to tell
the whole truth withholding nothing and adding nothing.

YOSHIDA, AKIO (seal)