

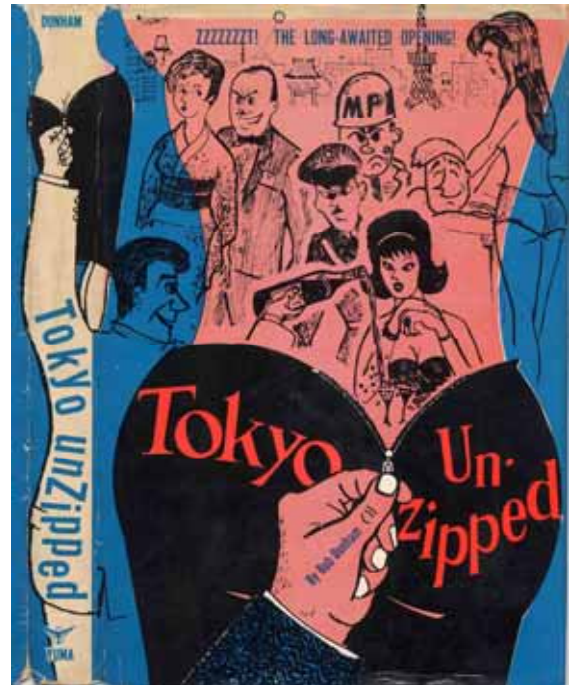
**IT WAS A STRANGE TIME to be Japanese.** Prostitution was a terrible blow to national pride but prostitutes were not the only Japanese who were complicit with the Occupation. ‘The panpan openly, brazenly *prostituted* themselves to the conqueror – while others, especially the “good” Japanese who consorted with the Americans as privileged elites, only did it figuratively. This was unsettling’ (Dower 1999: 136). 「女はパンパン、男がやつぎ屋」 [Onna wa panpan, otoko ga katsu giya]. Endo Takeo’s bleak cartoon above caught one of the most bitter aspects of defeat (Dower 1999).

## READING 2: PARTY TIME

- ▼ “Now Babysan is not a gold digger. She is – in her strange and unusual way – sincere. She brings the sunshine into her boyfriend’s life and she expects, naturally enough, to be rewarded for her efforts.” [*Babysan, A Private Look at the Japanese Occupation*, by Bill Hume (Kasugi Boeki, 1953)].



## Tokyo Unzipped, by Bob Dunham (1963) ▼



JAPAN'S POST-WAR HONEYMOON with its foreign visitors went on and on. With Shanghai 'lost' to a unified Communist China, the world was ready for a retread of Meiji exoticism.

### READING 3: THE END OF THE AFFAIR: MACARTHUR LOSES HIS GRIP...AND LASHES OUT

**MacArthur overreacted** to the Korean War, urging Prime Minister Yoshida Shigeru [吉田茂 1878-1967] to create a standing army of 350,000 men. Knowing that real Japanese rearmament would cause big problems in Asia and provoke unrest in Japan, Yoshida played for time, and the Japanese army only reached 75,000 men.

**April 11 1951** President Truman dismissed MacArthur, who was also commander of UN forces in Korea, for insubordination because MacArthur wanted all-out war against China.

**April 16 1951** MacArthur was given a hero's farewell, carried live in NHK. School children were excused classes, 200,000 lined the streets. The emperor went to MacArthur's residence to say goodbye. There were plans for a memorial.

**April 17 1951** General MacArthur returned to a hero's welcome in the US. Two days later he told Congress in a famous speech that "Old soldiers never die, they just fade away..."

**APRIL 22 1951** IN A SENATE INTERVIEW, MacArthur was asked if the Japanese could be depended on to defend their new freedoms. Could the Japanese be trusted more than the Germans? Here is MacArthur's reply: **"Well, the German problem is a completely and entirely different one from the Japanese problem.** The German people were a mature race.

If the Anglo-Saxon was, say, 45 years of age in his development, in the sciences, the arts, divinity, culture, the Germans were quite as mature. The Japanese, however, in spite of their antiquity measured by time, were in **very tuitionary condition. Measured by the standards of modern civilisation, they would be like a boy of twelve as compared with our development of 45 years.**

Like any tuitionary period, they were susceptible to following new models, new ideas. **You can implant basic concepts there.** They were still close enough to origin to be elastic and acceptable to new concepts.

The German was quite as mature as we were. Whatever the German did in dereliction of the standards of modern morality, the international standards, he did it deliberately. He didn't do it because of a lack of knowledge of the world. **He didn't do it because he stumbled into it to some extent as the Japanese did.** He did it as a considered policy in which he believed in his own military might, in which he believed that its application would be a shortcut to the power and economic domination that he desired....

**But the Japanese were entirely different.** There is no similarity. One of the great mistakes that was made was to try to apply the same policies which were so successful in Japan to Germany, where they were not quite so successful, to say the least. **They were working on a different level."**

#### READING 4: “LIKE A BOY OF TWELVE...”

#### FOR MANY IN JAPAN, MACARTHUR’S WORDS came as a terrible slap in the



**face.** People realized to their shame how they had snuggled up MacArthur and many regretted their friendly feelings towards SCAP and the Occupation. From this point on, MacArthur’s name began to be purged from memory. Plans for a MacArthur memorial were abandoned. No MacArthur statue was ever built and MacArthur never became an honorary citizen.

**“MACARTHUR’S CHILDREN”** The Japanese had spoken of themselves as “MacArthur’s children” - and now he called them children. Japan’s new Self-Defence Force was “America’s Army”. The new economy was entirely dependent on American indulgence and support. The weakness of Japan was never more naked or evident. The inequality of the relationship was there to see.

#### **Goodbye MacArthur didn’t mean Goodbye America.**

**28 APRIL 1952:** This inequality was formalised in the San Francisco Peace Treaty サンフランシスコ講和条約 [San Furanshishuko Kōwa

Jōyaku]. When Japan signed up to “Pax Americana”. The price was high: Rearmament under the US ‘nuclear umbrella’; continued US bases on Japanese soil; Okinawa stayed American; Soviet Union did not sign Treaty => continued to claim disputed islands near Hokkaido; Communist countries such as China refused to sign the Peace Treaty because it locked Japan into US sphere of power; US Senate refused to sign treaty unless US made separate treaty with Taiwan; The US-Taiwan treaty meant Japan lost the China market

**IN EFFECT, JAPAN BECAME “FREE, BUT NOT FREE”** Free to become the world’s 2<sup>nd</sup> largest economy, but not free politically or in terms of foreign policy. Even in her greatest period of prosperity, Japan’s greatest freedom was the freedom to make money. Japan became the rich kid of East Asia, extended a generous allowance by Uncle Sam, but not really allowed to grow up.

**JAPAN ACHIEVED AN EXTRAORDINARY TRANSITION** from the *Menace* of East Asia to the Post-War *Phoenix* 戦後不死鳥 but, politically, she was not encouraged to fly. ‘*Made in Japan*’ [日本製] became a mark of quality and reliability the world over, but ‘*Thought in Japan*’ let alone ‘*Dreamed in Japan*’ were not part of the deal.

<b>QUESTIONNAIRE</b>	CLASS NAME	WEEK NO.
NAME	STUDENT NO.	DATE
<b>1. WHAT WAS THIS CLASS ABOUT?</b>		
<b>2. WHAT ARE THE MAIN QUESTIONS IT RAISES?</b>		
<b>3. WHAT IS IMPORTANT ABOUT THIS SUBJECT?</b>		
<b>4. ANY OTHER COMMENTS?</b>		