

Relationship between Germany and France is better than that of Japan and China. According to the research of Tagesschau.de, about 73.36% of French has positive image against Germany, and about 81% of German has positive image against France. In another research, made by a Japanese NPO, tells that the 9.6% of Japanese has positive image against China, and 5.2% of Chinese has positive image against Japan. There is one interesting event, which shows the relation of Germany and France. In 2006, the two countries published a French-German textbook on recent history. This news gives us an idea that Germany and France may know a better way on teach their history. This thesis will give an analysis of how Germany and France improved their relations from their approach against children, which are school education and international interaction of their children. The analysis follows the following three steps: 1. Find out the approach that may have improved their relation between Germany and France, 2. Search how those approach occurred, and 3. Find out whether those approaches have really improved their relation.

This analysis started by looking up school education in Germany. The research shows that, even though they have various textbooks in each states, they all teach the history of Nazi in detail. What they teach about W.W.II is not only facts about Nazi but they also make children to think about the responsibility of German against what Nazi did to the other. According to the previous researches, about the changes in education of the history of Nazi, there were four major steps made in West Germany, after the W.W.II. First step was from 1945 to 1947. West Germany tried to emerge from the Nazi style education. Second step was from 1947 to around 1960, education as a western strategy during the Cold War. Around 1960 to 1990, Germany went to the third step, in which they educated what Nazi had actually done. And from 1990, as the fourth step, they started to make children to think about the responsibility of Germany. From the previous researches, there were sufficient reasons for West Germany to shift their education from step one to step three, but there weren't sufficient reasons for them to make the shift for the fourth step. Therefor we can come to the hypothesis that the German student movement in 1968 was the reason for educational change.

The 1968 student movement was a remarkable event that could have changed the way Germans regard the Nazi's responsibility. The movement was mainly lead by the generation born around 1945 who claimed their parents' generation to face and accept the war responsibility as theirs, instead of forcing the entire responsibility only

onto Nazi. Since step four of German education shift was the step to make children to think German's war responsibility, it seems that there are some relations between this step and student movement. However, the German student movement didn't have any direct impact to education. This movement started as a protest against their parent's generation, but it actually ended up as an opposition against authoritarianism. Therefore they didn't give any direct impact to education, but it could be said that they were remote causes to shift their education to the fourth step. The student movement left numerous effects to the politics. The German social party called "Green Party" started to gain their power in the end of 1980's. Since this party had a large portion of members who were the activist during student movement, it could be said that the generation, who thought Germany should take the responsibility of supporting Nazi in the past, became older and got influence in the society, and made the shift in education smooth.

The researches on how Germany changed their education from the end of the war until present days, and whether the education has improved the German-France relation, showed that education was not the direct reason. By looking through some researches, it could be said that German-French relation had improved by 1990. Considering this fact, we can say that education is not the direct reason for improvement by 1990.

Contribution of Elysee Treaty and The Franco-German Youth Office are also worth considering. The Franco-German Youth Office was established based on the Elysee Treaty in 1963. The office supported 7.5million young people to have international interactions between Germany and France. Elysee Treaty is the cooperation treaty between 2 countries. It prescribes the cooperation of Germany and France in the fields of diplomacy, national defense, and educational issues. The treaty was concluded as a means of surviving in the international political fields for both countries. They included cooperation regarding educational issues in the regulation because they believed that rapprochement between Germany and France is essential to survive, and so cooperation in the field of education is necessary. However in fact, no effects on diplomacy and national defense, even when it concluded. Education was the only field which was effective in Elysee Treaty.

From the fact that the Franco-German office created over 7.5million young people's international interaction, a hypothesis was made that the international interaction is the way Germany and France have recovered their relation. After looking up some documents about the office, it can be concluded that the "international interaction may be one reasons of the why France and Germany could had recovered

their relation”, however there is not enough evidence to support this idea. There were some evidence that the activities of the office are assessable, but it was not enough to say that the international interaction themselves are contributed in terms of repairing the relation of two countries.

Finally, a research on French-German history textbook was made. This textbook was published in 2006, so it is obvious that the textbook is not a reason of the German-French relations recovery. Although, by going through textbook’s history, it could be said that the textbook is a result of two countries hard effort. France and Germany also tried to make such textbook from 1925 to 1938, and in 1951, none of these challenges succeeded. Germany and France finally managed make the textbook in 2006. It could be considered that the textbook is a result of 81 years effort, beginning from 1925.

This research, went through the history of German education in the post-war period. By analyzing the effect of student movement to the education, the aim of Elysee Treaty, efficacy of youth generation’s international interaction, and the significance of the creation of German-French textbook. As the conclusion, it can be said that international interaction has some effects on improving nations’ relation to certain extent, however there was not enough evidence to support the theory. Although, through this research, we can see that Germany had made great efforts to face their history. It is impossible for Japan to do exactly the same thing as Germany has done, but there should be some aspects which we could learn from them to build a better relationship with China.