

M.L. オズボーンの捕虜教育工作と「貫戦史」としての心理戦

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本稿は、朝鮮戦争期に実施された国連軍に夜捕虜教育工作において中心的な役割を果たした一人のアメリカ人の経験を辿りながら、アジアの時空間を貫いて展開したアメリカにおける心理戦のダイナミズムを描きだそうとするものである。ここで考察の対象とするアメリカ人とは、M.L.オズボーンである。彼は、第二次世界大戦中の中国戦域における対日心理戦に従事した。大戦終結後も、占領下の日本で教育改革を担い、さらに朝鮮戦争では捕虜教育工作、そして沖縄やベトナムでは広報・プロパガンダを主たる任務とする心理戦を担うなど、約30年にわたってアジア地域におけるアメリカの心理戦や情報工作活動に深く関与した人物であった。

本稿は、これまでほとんど検討されてこなかったオズボーンの手記を分析史料として、オズボーンが、①第二次世界大戦期に中国戦域において、どのように対日心理戦に関わっていたのか、②GHQ/SCAP 占領期から朝鮮戦争期にいたる日本や韓国で、どのように心理戦や捕虜教育に携わったのか、③沖縄やベトナムで、どのような心理戦任務に従事していたのかという点に注目しながら、アメリカが第二次世界大戦からベトナム戦争にいたるまで、絶え間なく心理戦を闘いながら、その作戦展開範囲を中国大陸から日本列島、朝鮮半島、沖縄、ベトナムへと押し広げていったことを実証的に明らかにした。

M. L. Osborne's Role of the POW Orientation Program and Psychological Warfare as Trans-War History

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The purpose of my paper is to examine the dynamism of U.S. psychological warfare from World War II to the Vietnam War by analyzing a U.S. officer's operation. His name was Monta L. Osborne, and he engaged in psychological warfare in China, Japan, South Korea, Okinawa, and South Vietnam from the mid-1940s to early 1970s. This paper focuses on the following three aspects: First, what were the operations that Osborne conducted as psychological warfare against Japanese soldiers and internees during WWII in the China theater? Second, what did he do in Japan during the Allied occupation as an expert of secondary education programs and in South Korea during the Korean War as the director of the POW orientation program? Third, how did he conduct public information activities in Okinawa during the U.S. occupation and what psychological operations did he lead against North Vietnam soldiers, officials, and civilians during the Vietnam War?

In conclusion, this paper clarified the following three points. First, Osborne's role of psychological operations in China, including the political education/orientation program for

Japanese internees, provided helpful keys to developing the GHQ/SCAP education program to diminish ultra-nationalism in Japanese minds and enable them to understand democracy. It pointed out the political complexities that existed between psychological warfare as brainwashing and “democratic education.” Second, his operation in both China and Japan created an important basis of techniques for two elements of the Korean War: propaganda operations against the North Korean and Chinese people and the POW orientation program of the United Nations Command. Third, Osborne’s experiences in Asia indicated that U.S. psychological warfare techniques were developed as a measure to prevent Communism and infuse democracy into the people not only in enemy countries but also in friendly nations during the Cold War.

This paper provides significant keys for considering the historical structure of Asia during the Cold War by studying the dynamism of U.S. psychological warfare from the perspective of Trans-War History.