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<td>著者</td>
<td>Watanabe, Akio</td>
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<tr>
<td>掲載誌・巻号・ページ</td>
<td>Journal of Special Education Research, 4(1): 17-20</td>
</tr>
<tr>
<td>刊行日</td>
<td>2015-08</td>
</tr>
<tr>
<td>資源タイプ</td>
<td>Journal Article / 学術雑誌論文</td>
</tr>
<tr>
<td>版区分</td>
<td>publisher</td>
</tr>
<tr>
<td>権利</td>
<td>©2015 The Japanese Association of Special Education</td>
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<td>DOI</td>
<td>10.6033/specialeducation.4.17</td>
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PDF issue: 2018-12-08
The Last Message of Kazuo Itoga: “Let These Children be the Light of the World”: A Historic Perspective of “Guaranteeing the Right of Development to All”

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Key Words: Kazuo Itoga, centenary year of birth, Ohmi Gakuen, Let These Children be the Light of the World, Guaranteeing the Right of Development to All

Introduction

In 1946, Kazuo Itoga (1914–68) co-established Ohmi Gakuen, an institution for children with special needs. 2014 marked the centenary year of Itoga’s birth, and is the same year in which the Convention on the Rights of Persons with Disabilities was ratified in Japan. It is said that war is the biggest contributor and cause of disabilities. 2014 also marked the Centenary of World War I, and 2015 marks the 70th anniversary since the end of World War II.

This paper examines the historic meaning and impacts of the thinking, works, and practices of Itoga—known as “the father of welfare for children with disabilities”—by sketching the post-war history on “the right to education” of children with disabilities in Japan.

Profile and Works of Kazuo Itoga

Itoga was born in 1914 in Tottori, a small coastal city facing the Sea of Japan. He used the pen-name, “Inaba-Ippeki (因幡一碧)”, a reference to “the blue sky and sea” of his hometown of Tottori. During his high school studies, Itoga fell ill and took a two-year leave, eventually being baptised in 1932 at the age of 18. Although his initial goal was to become a doctor, he thought “A doctor can save a life, but not the soul!” He finally undertook studies in Philosophy, at Kyoto Imperial University in 1935. After his university graduation, he worked as a substitute teacher at an elementary school in Kyoto for a few years. In the lead-up to World War II, he was exempted from military service due to illness, and he instead started work for the Shiga Prefectural Government in 1940.

At the end of World War II, Itoga was Director of the Food Provision Division in the Shiga Prefectural Government. Food shortages in the Japanese post-war environment caused Itoga to work long hours and frequent overtimes. In 1946, he contracted tuberculosis due to physical exhaustion. When Itoga was worried about the future of his career, his close friends, Taro Ikeda and Ichiji Tamura, visited him and requested earnestly the establishment of a shelter to give provisions to the orphans and mentally disabled children that the war had left in its wake. He was motivated by faith and thus, between the three friends, Ohmi Gakuen was established, with Itoga serving as its Principal. In addition to Ohmi Gakuen, Itoga, Ikeda and Tamura founded several other welfare initiatives. Among these was Biwako Gakuen in 1963 for people suffering from serious mental and physical disabilities.

In 1968, while talking about “Let These Children be the Light of the World” in an induction lecture to new staff of the Shiga Prefecture Children’s Welfare Organisation, Itoga collapsed. He passed away the next day at the age of 54. His thinking, works, and practices are summarised in “The Work by Kazuo Itoga in Three Volumes” (1982–83). Commemorating the centenary of his birth, books such as Itoga (2013), The Executive Committee of Centenary Projects of the Birth of Kazuo Itoga (2014), Hachiya (2015), and Tominaga
(2015, 2nd Ed.) were published. Itoga (1965) was translated into English as "Let These Children Be the Light of the World" (2002) as shown in Fig. 1. Itoga (2009) is also available in Chinese (online).

Educational Administration and Access

The Constitution of Japan transferred the sovereign power of the nation to the people of Japan. Chapter 3 of the Constitution decrees rights to the Japanese people such as "respect as individuals", "the right to life, liberty, and the pursuit of happiness" (Article 13), "equality under the law" (Article 14), and "the right to education" (Article 26).

The Change in Definition of “Ability” and “Development”

Itoga dedicated himself to integrating welfare, education and medical care. At Ohmi Gakuen, which was initially a welfare institution, he opened a medical office in 1948, and an official elementary and junior high school section in 1949. Ohmi Gakuen represented a unique environment where orphans from the war, mentally disabled children and children of the institution's staff were all fellow peers. Itoga was aware, however, that children with severe disabilities required constant supervision and permanent protection, and that there was a limit to what one could learn depending on the severity of their disability.

An oriental proverb "Mental training based on facts 末上練習）" was Itoga's personal motto to live and work, continuously challenging what he deemed possible or true. At Ohmi Gakuen, Itoga witnessed that children with severe disabilities could learn and adapt to change. Furthermore, inspired by what he
saw on a field trip to Europe in 1960 to 1961, Itoga took interest in the idea and activities of the normal-
the Right of Development to All" was proposed after
a collective discussion at Ohmi Gakuen.
In his book published in 1965 (2002 in English),
Itoga mentions:

_The fact is that in Biwako Gakuen, children are
growing up by reaching those levels of development
very slowly, but steadily, in such extreme situations
where they are faced with death. They give us enor-
mous strength and a glimmer of hope. It is impor-
tant to mobilize the powers of country and society
for them to realize the development of their minds._
(Itoga, 2002: p. 295)

_We must remove such an illusion of efficiency, too.
We can't tell how much children are being undermined
by those blind beliefs in intelligence and the gospel of
efficiency. If we realize that mentally retarded children
and severely handicapped children are able to develop
themselves fully as humans, then we have to reflect on
the meaning of education._
(Itoga, 2002: p. 296)

_This qualitative change in our way of thinking is
putting us on the starting point to realize the funda-
mental principle that the development of all, literally
all people's lives must be guaranteed for its sake./Ohmi
Gakuen, other facilities for many purposes and Biwako
Gakuen...are small but concrete appeals in order to
support the right to development of all people to truly
construct Japan's social programs. They are also one of
the social resources that support sound human devel-
opment. They are no more and no less, there is nothing
special about them._
(Itoga, 2002: p. 298)

**Conclusion: Guaranteeing the Right of
Development to All**

The practices at Ohmi Gakuen challenged the classic view that children with mental and physical
disabilities could not be educated, and proved that
education can change and develop the innate ability
of an individual child.

The concept "Guaranteeing the Right of Develop-
ment to All" proposed by Itoga and the staff of Ohmi
Gakuen in the 1960s, led to a change in the interpre-
tation of The Constitution of Japan and The Funda-
mental Law of Education in the 1970s. In 1979, access
to the compulsory education system including visit-
ing education programs was granted to all children
with disabilities. This represented a paradigm shift,
where education access was provided on the basis of
"developmental needs", not of "ability".

Japan's current education system is compulsory
for all children (with or without a disability) aged
between 6 and 15 years old, and a significant major-
ity of students continue their studies through to high
school. Since the year 2000, students with disabilities
who hope to continue education are able to enter an
upper secondary division of special schools without
screening. In 2004, a nationwide guideline targeting
medical care in schools was established which saw an
expansion of school nurse appointments. Today, al-
most all the children with disabilities, including those
suffering severe and/or multiple disabilities which
require special health care, receive school education
from elementary school through to high school level.

Itoga's messages and ideas are important to con-
sider, not just in the context of providing education
and support to children with disabilities, but also
to extend the access and availability of education to
children who are bullied or withdrawn from school,
have low socio-economic backgrounds, suffered from
crises such as earthquakes, and the children of immi-
grants.

The author hopes that the centenary anniversary
of Kazuo Itoga's birth presents an opportunity to pro-
mote studies into the impacts of his thinking, works,
and practices. Since his ideas were formed at the in-
tersection of various beliefs and disciplines such as
Christianity, Buddhism, Western and Oriental
thought, philosophy, welfare studies, pedagogy, medi-
ical science and psychology, further analysis should be
conducted with the cooperation of researchers from
both within and outside of Japan.

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