

Abstract of Doctoral Thesis

The Contemporary History of Children and Persons with Disabilities Expanding into the Local Life Campaign in Ena District of Japan: Focusing on their Life-Composition Movement

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This thesis reveals the historical development of the movements of children and disabled people in Ena district, which is known for its life-composition (*Seikatsu Tuzurikata*) movements for local education, from post-WW2 to the 1980s. It studied life-compositions written by local teachers, by mothers of children with disabilities, by children with and without disabilities, and by persons with disabilities. The research investigated related unpublished documents and interviewed people involved in these movements, based on theoretical frameworks in pedagogy, sociologies, and folklore studies. Previous studies on educational movements in Ena district mainly described the actions and contributions of teachers. This thesis, contrarily, found that teachers played the leading role especially at the early stage of the movement, but other actors -- children and persons with disabilities, their parents, their supporters, and the local citizens -- also played the significant roles. In the first stage, teachers became active to achieve their autonomy of education and organized education administration in Ena district. In the second stage, mothers of children with disabilities participated in the movement to realize school education for their children. Children with and without disabilities wrote life-compositions and their writings contributed to improve communication among them and related actors. In the third stage, the “companion group” of people with disabilities wrote life-composition as they expanded their activities in the local society by conducting wastepaper collection. Their mothers and local citizens edited their life-compositions and spread them among local citizens, which contributed to better understanding in the local community and to encourage their movement. In conclusion, this thesis reveals the development process of the group, which consists of people with various disabilities, as well as their parents, teachers, supporters, and the local citizens. It was the socializing process of forming local society as the group learn the lives of disabled children and people through life-composition.