



Sunday, August 8, 2010

**The International Janusz Korczak
Conference 2010 in Japan**
Conference Newsletter no. 3
国際コルチャック会議2010 ニュースレター



またいつかどこかで! See you at the next conference!

ニュースレターの発行も今回で終了します。次の会議でお会いしましょう。会議へのご協力ありがとうございました。

This is the last issue of conference newsletter. Thank you for your cooperation. See you at the next conference!

本日の予定 Today's conference program

本日の会議プログラムはすべて明治大学アカデミーコモン校舎 2 階にて行います。プログラム進行に変更があります。以下の表から確認してください。

All of the conference programs of today are held in Lecture Hall, Floor 2, Academy Common Bldg., Meiji Univ. Please be notified that some of the programs have been changed.

10.00 – 12.00	Special lecture	特別講演
	Mr.&Ms. Yokota	横田滋・早紀江
	Parents and their Child's Human Rights	失われた子どもの人権と私たち
12.00–13:30	Lunch Break	昼食休憩
13.30– 15.30	Closing Event	閉会行事
	Award of "Korczak Merit Prize" to Dr. Shigeaki Hinohara コルチャック名誉賞記念トーク 日野原重明氏 (聖路加国際病院理事長) 「コルチャックの子どもへの熱い情熱に触れて私が感じていること」	
	A talk with Mr. Hinohara and Ms. Kuroyanagi 日野原重明氏と黒柳徹子氏の対談	
	Closing the Conference by Batia Gilad Chair of the IKA and Fumikatsu Inoue Chair of the JKA 閉会の言葉 バチア・ギラッド IKA 会長 井上文勝 JKA 代表	

昨日の会議より Conference report of the third day

日本での子どもの権利 Children's Rights in Japan

昨日の最初のセッションは「日本での子どもの権利」でした。日本のこどもの権利が十分に実現されていない状況について発表が行われました。小田倉泉さんは、日本の競争社会において子どもたちがどのような悩みを抱えているかを報告しました。国連子どもの権利委員会による『第三回日本に対する最終所見』では、現状について以下のように指摘されています:

70. 本委員会は、日本の学校制度が並はずれて優れた学力を達成していることを認識しているものの、学校および大学の入学をめぐる子供たちの数が減少しているにもかか

わらず、過度の競争への不満が増加し続けていることに留意し、懸念する。本委員会は、また、高度に競争主義的な学校環境が、就学年齢にある子どもの間のいじめ、精神的障害、不登校・登校拒否、中退および自殺に寄与しうることを懸念する。(福田・世取山仮訳、配布資料より)

正木健雄氏は、日本の子どもの生物学的な健康管理上の統計データより、子どもたちに健康と発達上のさまざまな危機的な変化が生じているにも関わらず、有効な対策が講じられていない実情を発表されました。

Yesterday's first session was "Children's Rights in Japan." The speakers presented the current insufficient implementation of children's rights in Japan. Izumi Odakura reported how the children in Japan struggle due to the excessive completion of the society. In the 3rd Concluding Observations made by Committee on the Rights of the Child, U.N., they wrote as follows:

70. The Committee recognizes the exceptional academic excellence delivered by the Japanese school system, but notes with concern that, in spite of the reduced numbers of children competing for admission to schools and universities, complaints about excessive competition continue to rise. It is also concerned that this highly competitive school environment may contribute to bullying, mental disorders, truancy, drop-out and suicides among children of school-going age.

Takeo Masaki also pointed out biological and health-administrative statistical data taken from show a number of alarming changes in child health and growth in Japan. However, most of them are often overlooked.

教育実践 Educational Practices

午後の2セッションでは、「教育実践」をテーマに6つの発表が行われました。発表者は、オランダ、ロシア、イスラエル等の出身で、国籍の多様さのみならず、ビデオを提示したり、参加型のワークショップを開催したり、俳優のように演技したりと、発表方法についても国際会議ならではの多様さがありました。いずれもコルチャックの思想と方法論が現代においても有効であることを証明するものでした。イスラエル・アヴィハイル学校を紹介する小冊子には以下のような記述があります(発表者 Tzipi Marhaim):

変容するイスラエルの現状と今日の子どもたちを教育する困難さは、寛容性や他者への敬愛の念の欠如、暴力、階差社会といった問題をもたらしています。このことにより、イスラエルの教育者や教育に携わる者に、価値観や道徳について真摯な議論が求められてきました。(中略)ひとりひとりの子どもの個性や社会的特性に重きを置いた教育環境を創設する必要があります。

われわれは、教育においてコルチャックが遺した思想をさまざまに組み合わせることで、こういった問題が解決できると信じています。

午後のセッションの発表者、Joseph Berding 氏は、コルチャックの子どもの権利に関する思想の基本を上手に3つにまとめています:

1. 子どもは育つために最適な環境が与えられるべきである

子どもにとって安全な環境を作る。反面、自分自身で発見できるような、物理的、精神的な

意味での余白を残す。

2. 子どもには今を生きる権利がある

子どもには今現在を生きる権利がある。子どもの遊びといえども、現実の体験であり、単なる大人への準備ではない。

3. 子どもにはあるがままと生きる権利がある

子どもの長所、短所を含めてこどものあるがままと大人は受け入れなくてはならない。

本会議で行われた活動のすべてが、コルチャックの遺産が現代社会においてさらにその価値を増していることを証明しています。

In the afternoon session, we had as many as six educational practices. The presenters are from Holland, Russia, Israel, etc. In addition to this variety of nationality, the presentation also showed great variety. Some showed their work with video, some held a workshop involving the conference participants, some acted like an actor on the stage, etc. All proved the successful implementation of Korczak's philosophy and methodology in modern educational settings. We can find the following statement in the brochure of Avichail Experimental School (report by Tzipi Marhaim):

The changing Israeli reality and the complexity of educating children today, including a lack of tolerance and respect, violence and socio-economic gaps, have forced educators and others in our country to discuss questions of values and morality in depth. ... there is a need to create a teaching environment that will stress the personal and social qualities of each individual.

We believe that a combination of ideas from Korczak's legacy in education can provide a suitable solution to these problems.

Joseph Berding, a presenter of the afternoon session, skillfully summarizes Korczak's idea into three:

1. The rights to a life of one's own

Create a safe environment for the child. However, leave the space literally or spiritually to discover things on his or her own.

2. The right to today

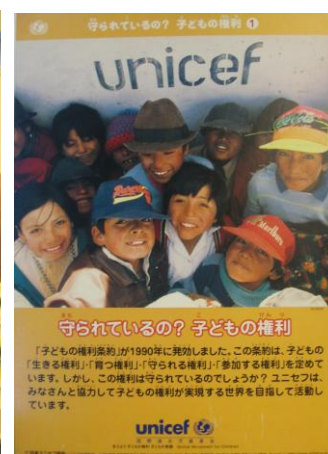
Let children live in the here and now. Their play is all about actual experiences and not a waiting room.

3. The child's right to be as he or she is.

Accept the child they way it is, including its talents and short comings.

All of the conference sessions have proved the significance of Korczak's legacy is growing more and more in the modern society.

展示会もお見逃しなく Don't miss the exhibition



"NO CHILD'S PLAY"

CHILDREN IN THE HOLOCAUST - CREATIVITY AND PLAY

Approximately one and a half million of the six million Jews murdered in the Holocaust were children. The number of children who survived is estimated in the mere thousands.

The Holocaust brought the childhood of these youngsters to an untimely end. Nevertheless, even those murdered in the Holocaust and the few who survived continued to be children, although they took on additional functions. In many cases, they became breadwinners and gave their parents the encouragement and hope to continue their desperate daily struggle for survival.

However, whenever they could be children like others, they played, laughed, were creative, and expressed their fears and hopes.

We shall remember them forever.

אביב פון לארושער נעמא, די 9 אריוקע
דייזלע וינעמא, וועלעכע איז אומגע-
קומען אין אויטוויצער גאו אויוון צוואנען
מיט איר יונגע מוטער חנה וינעמאן.

Ghettos

A group of children in the Warsaw ghetto, September 1942

During World War II (1939-1945), the Nazis and their accomplices separated Jews from their non-Jewish neighbors and incarcerated millions of them in ghetto-walled quarters inhabited only by Jews, who could not leave without permission. The horrific conditions in the ghettoes encompassed hunger, disease, filth, and cold-blooded enemy troops. More than 375,000 of the 650,000 Jews who were packed into the largest ghettos, Warsaw, died within two years. Many children attempted to help support their families by accepting jobs and smuggling food into the ghettos.

At the same time, the adults made a strenuous effort to provide children with food and schooling and organized activities for young people.

A Dream

When I grew up and was the age of 20, I'd set out to see the real world. I'd make a name for myself as a writer. I'd live and work like you guys.

I'd be with Anne
After the family became smaller
I'd meet new friends and enemies.
I'd have a career myself!
From the morning, anything was on the line.
I'd never meet the outside world.

I'd meet all the Ruffians and the kids.
I'd see the Promises and the Splendor
of a new life when the problem first appeared.
I'd be over Niagara Falls.
And remember myself in a meeting, Sabina's date.

I'd slip over the cloud cover, right of this
And the mountain land of the night.
And over a career myself!
From the morning, anything was on the line.
I'd never meet the outside world.

By using I'd cross the great language island
And the main of things.
And the Holy Land of the Old Testament.
And over the land of the unexcused father.
I'd be already, already, leaving home.

And thus, heading in the unshamefulness of this world,
I'd find out I was not a child.
A child was never the same as I was.

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Toward a New Life

After the war, hundreds of thousands of survivors, including thousands of orphaned children, emerged from the ruins of Europe and sought a way to establish their lives anew. Some attempted to return to their homes, but most exhausted this solution since their families had perished. The Allies established camps for displaced persons in Germany, Austria, and Italy. Very slowly, the survivors began to return to life. Some married, and a few even brought children into the world. Concern for children's welfare was shown in the camps; orphanages, a search system for family members, and education systems were set up. Of approximately 250,000 Jews who reached Displaced Persons camp after the war, 100,000 - including several thousand children - emigrated to Israel.

Photograph taken at the port of Haifa in the summer of 1949.
Photo: International Center for the Holocaust and the Holocaust Museum, Montreal.
The photo shows a group of Jewish survivors who were displaced persons in the Displaced Persons Camp in Haifa, Israel. The photo shows a group of Jewish survivors who were displaced persons in the Displaced Persons Camp in Haifa, Israel.

