

Discussion

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Thank you, Professor Kim, for your kind introduction.

Geography is an elder member among the academic disciplines, with a record of intellectual speculation and research that began with the initial questions such as: How far? Which direction? How do I make certain I can return to the original location? The evidence of those questions and the responses gradually made their way into very early drawings and written records from different parts of the world. Geography was on the minds of the earliest peoples. This was perhaps the result of the relationship between geographic knowledge and survival.

While there were many developments in geography as an academic pursuit, I like to identify five turning points in the development of the discipline that I think represent significant advances. The turning points provide me with a spatial lineage of geography's journey. The turning points represent developments that provided geographic science the advancement to a new methodology or information base that changed the future of the discipline. They are:

Turning Point 1: The Earth is Spherical: 6th Century BCE to the 3rd Century BCE
(preceded circumnavigation in 1519)

Turning Point 2: The development of Cartography and mapping

Turning Point 3: The development of the Chronometer for longitudinal measurement

Turning Point 4: Aerial photography and satellite imaging

Turning Point 5: Geospatial technology; Geographic Information Systems; Geographic Positioning System

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The three papers presented in the Naming and Border Issues in Geography Education Session reflect the cumulative changes brought about by the turning points in the discipline, but focus mainly on the contemporary teaching of geography since the development of geospatial technology. There is one compelling condition that advances each of the papers in this session to the geospatial era. It is the recognition that students entering elementary, secondary, and university education today belong to the digital native generation. Young people in school today in many regions of the world have never lived without the availability and use of technology, and one aspect is geospatial technology.

The first paper by Prof. Ali Demirci presented the recent changes that have occurred in the curriculum and in the teaching of geography in secondary schools in Turkey. The overarching message of this paper is that there are three major components of the changes in Turkey over the past two decades. They are: 1) progress; 2) performance; and 3) potential in geography education.

Progress in the development of geography education at all educational levels in Turkey has been substantial, but the most recent advance has been in the applications of geospatial technology among secondary school teachers and students. The paper reported that beginning in 2004 there were professional development opportunities offered to secondary geography teachers in Turkey, largely at the initiative of a dedicated group of didactics faculty members in higher education and support from the Ministry of Education. According to the paper, progress resulted from well planned initiatives to prepare students for the geodigital age as well as for scientific geographic study using geographic information systems.

Performance within the geospatial initiatives at the secondary school level has been evaluated by individual researchers and through the review of the curricular impacts in a sampling of high schools. A large investment in Information Communications Technologies has enabled schools to introduce the Internet to classrooms and laboratories and to provide web based applications directly from the Internet. At the same time the opportunities for university studies and careers in geospatial technology have been used to increase student interest and promote geography education. The paper described a convenient, successful collaboration to introduce spatial literacy and technology in the study of geography.

The potential role for geospatial technology in geography education is being researched in Turkey. The provision of classroom and specialist teachers will require a

major commitment from the Ministry of National Education and appropriate agencies at the provincial and district levels where educational policy is implemented. The transition to a geospatial based geography education will take both time and investment. The paper provides information that the transition to the greater inclusion of geospatial mythologies will take place on a gradual basis. As the transition occurs it will be possible for scientific studies of geographical naming to be integrated into the curriculum. Geospatial technology will enable students to inquire regarding the origins, international policy implications, and territorial associations that accompany geographical naming.

Geography education at the secondary school level in Turkey is on a pathway to make technology a powerful classroom resource to use in researching and solving problems.

The second paper by Professor Yilmaz Ari presented a review of the origins and changes in sea names as they appear in textbooks and on maps. Again, there are three overarching messages in the paper: 1) Progress in geography in higher education; 2) Maps as evidence for inquiry; and 3) Research on Turkish geographical naming.

Progress in geography in higher education in Turkey has been substantial in the past two decades. Currently there are both geography and geography education departments, but a transition is underway to amalgamate the two types of departments. Geography has become a major growth discipline in higher education with departments and faculty members numbering 55 and 317 respectively. These changes represent both great opportunities as well as significant challenges for those departments. The paper reports that adjustments are underway to place graduates in career positions where their expertise in geography may be applied. The increase in the number of departments has been successfully managed in other countries, such as South Korea, and the evidence is that geography departments in Turkey will have a sustained, but well managed growth.

Maps as evidence of sequential geographical naming of both seas and land features have a long tradition in Turkey. The author explained this is largely a result of Turkey location and the movement of groups of people through and into the region. Each subsequent group introduced names, changed existing names, and in some cases used multiple names for the same feature. There are textual records, maps, and verbal accounts, including mythological reports that account for geographical names. Linguistically, early maps used the old Turkish language with major attention to the direction of a place or sea relative to the land region or a particular place. The

importance of directions and natural characteristics of a place in designating a geographical name was highlighted by the paper. Of particular interest is the way that directions and naming were based on color. For example, the Turkish term *kara* means black, and *Karadeniz* is the Turkish name for the Black Sea.

According to the paper there are many opportunities to engage in research on the derivation and use of geographic names in Turkey. It has not been a prominent research interest despite the attention that has traditionally been given to regional geography within the discipline. The application of scientific toponomical studies has potential. The relationship between names and the meaning of those names in the Turkish language as a research focus seems to address a topic in geographic study that has not been adequately examined in Turkey. Name changes in Anatolia are one topic for research that would include the development of a national data base of geographical names, their historical derivations and uses as cultural markers. International disagreement regarding names is another research topic cited in the paper. Currently the name used for the body of water between Turkey and Greece is *Ege Denizi* in Turkic and *Aegean* in Greek. The paper reports that it is one of the most deeply rooted naming issues between the two countries. The paper notes that there was no agreement among Turkish scholars in the early days of the Republic with at least two names used by textbooks and maps with reference to the sea. Furthermore the influence of mythology accompanies the report of *Aegeus* drowning in the sea and thus becoming the source of the name.

The paper builds a strong case that research regarding geographical naming has a role in Turkish geography. The materials for research are apparent in the paper and the conclusion presented that little has been undertaken to pursue scientific toponomy in Turkish geography. Perhaps a comparative study of Turkish and Greek geography textbook narratives and maps would provide an initial entry into the topic among graduate students. The call for research on toponyms is apparent within the paper.

The third paper in the session reported on the innovative use of sea names and national territorial issues in geographical education in South Korea. The author, Kim Young-Hoon, has provided a comprehensive summary of the importance of geographical naming within the Korean geographical context. There is a well founded reason for the concern with geographical naming resulting from the long standing dispute over the name of the body of water located between Japan and the Korean Peninsula, called the *East Sea* by Koreans and the *Sea of Japan* by the Japanese. As with the prior papers,

there are three components of the presentation: 1) Clearly established educational objectives; 2) Content selection; and 3) Outcomes desired.

The Korean curriculum includes impressive materials used by teachers and students in the study of territory, with special attention to the naming of the *East Sea* and Dokdo, and other issues in the region. The resolution of those issues is viewed by the South Korean geography educators as contributing to peace and harmony within northeast Asia. Thus, the educational objectives for geographical naming are very clearly developed and implemented in the most recent national curriculum guide in geography and social studies. The objectives for the study of geographical naming are based on evidence from early maps and written texts and on the emotional attachment of the Korean people to the *East Sea*. The objectives for the study of naming are based on both objective and emotive evidence woven together into concepts validated by maps and other documents within a multidisciplinary approach that includes geography, history, science, literature and art.

The content selected for the study of geographical sea naming has two components: surface names and naming of underwater features. Geography is the only discipline that devotes this amount of attention to naming of sea features. Sea surface and underwater naming are also a component of the larger geographical issue of territoriality and national territorial claims. The relationship between the two topics, sea names and territorial education, was elaborated in the paper and provides an important means to study national territorial rights and sovereignty. The content is well integrated so that naming and territorial issues are complementary. The use of territoriality in geography education represents a powerful concept that is not widely used in other regions, but that has particular relevance to South Korea.

The South Korean curriculum has a clearly stated set of learning outcomes to be attained from the teaching of geography. The students are expected to gain understandings of the historical and cultural heritage of the peninsula and its surrounding waters and islands through the study of toponymy. Learning is enhanced through the use of maps and other visuals so that a strong image for the meaning of a name and its territorial representation is developed. Students develop an understanding of a peoples' attachment to place and the cultural and emotive significance a geographical name or territory represents. Nationalism is an educational outcome desired by every country, and South Korea is no exception. Both objectivity and subjectivity may be used to attain that outcome. However, the curriculum and the

teachers who implement the study of home country and territory should maintain a balanced approach. Students should grow intellectually through critical thinking and the weighing of evidence in support of their positions on territorial issues as well as considering the positions that other groups have on the same issues. The paper presents a convincing case for the inclusion of educational outcomes of the South Korean curriculum with regard to geographical naming and territorial issues. The international community of geographers engaged in naming issues and geography educators engaged in pedagogical research look forward to reports on the outcomes of the innovative approach to teaching about geographical naming and territory.

I would like to thank the three authors of the papers presented in this session for their management of time, their well developed content, and their enthusiasm in pursuing the topic of geographical naming within diverse classroom contexts.