

# Discussion

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Good morning distinguished presenters, colleagues, and participants.

Today morning we have four papers and the papers present the implications and insights of toponym in several ways.

One of the topics we discuss today is how toponym can be treated in geographical education themes, and we also discuss what has a certain value of toponym in terms of geography education and political geography. Now, I find this inter-relation with the cases of the Virginia's East Sea bill and Algeria lesson.

The first paper by Professor Stoltman discusses the value and importance of geographical naming issues in geography education. He argues that geographical name is not just place names or area features names shown on a map and it is more to the name the place word representing it. It is a holistic substance of geographical context existed behind geographical features. Professor Stoltman well articulates this perspective in his paper.

The second paper by Professor Johnson discusses their academic value and importance of toponym in political geography perspectives. He also presents five categories of toponym topics treated in political geography over the last 20 years, which is very useful to make clear political geography approaches to toponym.

The third paper by Professor Choi's paper is delivering the dual naming issues of East Sea and Sea of Japan occurring recently in the Virginia State Board of Education. His paper presents in details about the procedures and processes of the Virginia's East Sea textbook bill and stresses on the next steps of the dual naming of *East Sea* on textbook and educational relation in order to expand the Virginia's success to other states in the U.S.

The last paper by Mr. Atuoi presents the lessons and impacts of colonization into geographical naming. He is an expert who has worked for a long time in the international toponym arena, especially in the United Nations of Experts on Geographical Names.

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From his professional experiences and knowledge on toponym, he delivers the Algeria's cases in details about the changes and patterns of geographical names in colonized countries. The Algeria's lessons and experiences are useful to understand how the colonized country has been restored their place names to original names or how much troubled in the restoration process.

From the papers stated above, my discussion can be started by focusing on the inter-relationship between social justice, geographical names and geography education. I agree on the issue of social justice in geographical naming that as Stoltman stated in his paper, social justice enables students to delve into contexts and consequences relative to geographical naming of a place or features. Thus, social justice to geographical naming provides not only an opportunity to rethink cultural traditions of a place but also to examine naming issues relative to social justice in geography education.

Therefore, from the all papers discussed toady morning, we can conclude that the geographical naming issues provide a means to study historical and cultural traditions of a geographical place and to provide an opportunity for critical thinking and problem-solving relative to geographical education and political geography.