

Discussion

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“We preserve what we love; we love what we understand; we understand what we study” is Dioum’s quote restated among colleagues in the education community. Adding the teacher perspective to this week’s seminar allows the teacher voice to be heard. We as teachers are happy to use our voice because there IS power in names. The positive energy we have seen this week is repeated when we discuss geographic names.

One way to move forward to resolving the *East Sea/Sea of Japan* issue is to use education rather than the perception of constant, head on or argumentative statements regarding the issue. We know that lasting change can happen slowly and classroom teachers can present lessons on the temporal and spatial change of geographic place names.

To help summarize the session, I’d like to refer to Professor Ryu’s paper on the International Hydrographic Organization and the *East Sea/Sea of Japan* issue. Basic explanation of the IHO and dual name issue expanded public knowledge by explaining the Australian and French proposals with the IHO Working Group. Alternate proposals and open dialog are useful skills to highlight in the classroom. American students are open to options and alternatives when it comes to understanding the geopolitical make up of a country and its geographic features. I think it also features the option of choice. Professor Ryu refers to the dual name resolution and students can be made aware that countries bordering a feature can still have their voice represented.

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Varying hypotheses regarding the *East Sea/Sea of Japan* issue was presented by Professor Dormels. He stated information based on review of sea names in maps from Central and Eastern European atlases. This paper really kept my interest because maps are near and dear to my heart. I am a cartophile through and through. Professor Dormels penned a very interesting view on non-western European atlases. As a teacher, I found this to be a great source of ideas for a classroom assignment, especially in light of the comment that persons who listen to a name over and over should be able to find it on a map. The use of various atlases in looking at alternate toponyms shows that there are many examples of features known by more than one single name. We as teachers want to educate our students and, to quote Ambassador Yoo from yesterday, “to change that red light to green... or at least to yellow”

Finally, Dr. Kwak and Professor Lee hit the high points of historical toponymy with their focus on the Korean perspective using historical maps and noting Japan’s use of dual marks of the *East Sea/Sea of Japan*. Collecting evidence from maps, documents, and such add to the arsenal of information that can be accessed in the classroom. Professors Soh and Kim couldn’t present today, but their point that both countries having reasons to use preferred names is taken with the statement that no name is eternal but human and cultural desires show that the name should last as long as possible. The points on name variability can be used in the classroom, especially when teaching non-Western history to American students.

Using the *East Sea/Sea of Japan* dual name issue allows teachers to open the door to representing Northeast Asian historical point of view in curriculum. Students are hooked into a lesson using topics of disputes or at least the perception of controversy and they remember it. Thank you again for allowing us to share our teacher perspective in the geographic naming community. We hope that the door remains open for future dialog and collaboration of lesson ideas, activities, and geographic understanding.