nities to deepen the understanding of the hazard maps.

4) In order to enhance the capacity of children, who take on the future, to cope with disasters, instructions of disaster prevention to children by using hazard maps are important. Systematic instructions of disaster prevention with proper understandings of localities of home shall be promoted in school education such as geography education.

The Association of Japanese Geographers, towards the realization of recommendations, calls for a collaborative effort and promotion on building measures for earthquake disaster mitigation to alleviate earthquake damages, to relevant organizations and academic societies involved in such practice. The Association also strengthens concrete efforts in the fields, such as: 1) continued promotion of active fault study, 2) application of geographic expertise to hazard maps such as land condition map and GIS, 3) education on disaster mitigation in lifelong learning, and 4) realization of systematic disaster mitigation education in geography education.

**The Argument on the Policy of Integrated Curriculum for Geography Education**

**The Argument on the Policy of Integrated Curriculum for Geography Education**

FUKUSHIMA Yoshikazu
Senshu University

Since mid the 1980’s, the crisis of geography education has been immanent as the academic ability of Japanese university students has declined, and the ratio of geography education at high schools has decreased. How can geographical studies contribute to comprehensive courses? In Japan, social evaluation of geography is poor, mainly because it is thought to lack social contribution and social appeal.

Recently not only private schools but also even public schools and preparatory schools are looking to practice the integrated curriculum enthusiastically. This Geography Education Committee is presenting the structure of integrated curriculum through elementary school to high school in this symposium. The ideas on a spiral and interlocking curriculum and on the establishment of geography as a subject conscious of post social studies have already been presented.

The present is a good time to propose an attractive integrated curriculum including harmonizing regional geography and systematic geography. While working for Senshu University for over twenty years, I came to understand that geography is different from economics which can constitute the systematic context of science. It can be said that geography is connected to every science. We should introduce the integrated curriculum as soon as possible in order to remove the poor image of geography and to develop geography education.

**The Issue of Achievement and Integration in Geography Education**

KON Masami
OIHAMA High School

I indicate geographical study's main points in elementary, junior and high school.

1. To be allied with elementary, junior and high school and share with their teaching contents each other.
2. To allot part of the contents of teaching to other subjects.
3. To elicit delight in geographical study.
4. To plan geographical study in line with development stage.
5. To practice diversification of teaching method.
6. To make out “knowledge infusion” as learning style of new type.
7. To aim at real worldwide image in geographical study.

That is, we should think about how to bring out the student's eagerness to study. Therefore we must examine the contents of teaching and
work out our teaching method. We need to know that most children who live in contemporary society don’t understand the concepts of geography and lack knowledge. Moreover we should know that we are responsible for their failure.

The Trend of Integrated Curriculum in the World

IDA Yoshiyasu
University of Tsukuba

The purpose of this study is to examine the integrated curriculum of elementary school, junior high school, and high school by focusing on Taiwan. Integrated curriculum is employed in many countries of Europe and North America. Therefore geography is educated with consistency of school system in these countries. But geography learning is divided among elementary school, junior high school and high school in Japan.

In Taiwan, there was a shift to education content which focuses on concept and way of learning rather than knowledge learning content. Taiwan’s education system, based on content of U.S.A., introduced the integrated curriculum of elementary school and junior high school. It has changed to learning which introduces a skill from systematic study. In short, the concept of “the way of learning” has spread in Taiwan. Geography education of Taiwan includes the content of GIS. Many Taiwanese students in high school study about GIS and analysis with GIS. In this way, geography education of Taiwan is advanced in the world.

In the rapid reform of such education content in Taiwan, there is criticism even in Taiwan. However, the education of Taiwan will give suggestions to the education of Japan in the viewpoint of the consistency. The geography education of Japan need to look at geography education of Taiwan, and investigate the possibilities for similar development.

On the learning content, it is time to consider the preparation of a curriculum makes skill central from systematics. And the curriculum of integrated education which achieves skill is required in Japan. In Japan, school geography will not develop if such an integrated curriculum is not introduced.

The Integration of Geography Education in Elementary School and Junior High School

KOGUCHI Hisatomo
Toyoda Elementary School in Nakayama

Social studies in elementary school and junior high school changed by government guidelines for teaching 1989. In new social studies, sample study was emphasized, and it became important to learn methods of study and survey. Especially, the change in geography education of junior high school overturned the conventional way of thinking.

The conventional geography education aimed to form an image of the world by studying various areas. On the other hand, the new geography education attaches great importance to training in geographic perspectives and geographical skill.

In 1998, the government guidelines for teaching were revised. As a result, the country and the area to be learned in detail largely decreased. The country and the area explained in detail with a new version textbook was reduced to only 3. In geography education, the role allotment of elementary school and junior high school became clear.

However, the following problem emerged. In elementary school, study of place names tends to be lacking. Therefore place name knowledge of primary schoolchildren is insufficient. Study of place names is done mainly in junior high school. Therefore, in junior high school, training of geographic perspectives and geographical skill are insufficient. In addition, in Japan, geographic perspectives and geographical skill are not yet clear.

The school hours assigned to social studies in elementary school and junior high school were reduced. It is important to think about integration of geography education.

I considered integration of geography education of elementary school and junior high school as follows.

(1) Study about place names should begin with elementary school. Interest in place names of primary schoolchildren tends to be stronger than junior high students.

(2) Geography education of junior high school
should aim at training in geographic perspectives and geographical skill. A junior high student is better at logical thought than a primary schoolchild.

(3) Choice of teaching materials should be based on training of geographic perspectives and geographical skill. I think that we must avoid geography education which focuses on learning only the place names and products.

**What a Consistent Syllabus of Geography Education should be from Junior & Senior High School’s Point of View**

**OHNO Arata**
Komaba Junior & Senior High School at University of Tsukuba

A new 12-year geography syllabus from elementary through senior high schools is required since the present syllabus has been criticized for lacking systematization. The syllabus proposed here is based on the working experience at the 6-year consistent middle school. Through this new syllabus, students are expected to learn global issues with positive attitudes in spite of the reduction of class hours.

The syllabus consists of the following three view points.

(1) Contents and materials should be required to understand the structure of present world.

(2) Appropriate contexts should be selected for particular materials.

(3) Traditional materials at elementary level are closely connected to the local community, junior high to individual nations and senior high to the globe. However some of the materials for elementary school students can be learned more effectively in a global context. This traditional limitation should be revisited.

Concretely, the scale of the studied area was divided into four (local community, individual nation, cultural region and the earth), and studied while selecting four areas and focusing on a particular theme. In a word, learning without limiting the area depends on the school level. For example, from local community to cultural region is taken up when students study Islamic people, because Muslims live in the entire world, requiring a global perspective. Though this syllabus, the scale of the area can be selected when we recognize the accompanying themes and context.

My ideas are still incomplete, and I want to deepen idea on syllabus presented this time through continuing discussions in the future.

**What a Consistent Curriculum of Geography Education should be from Junior High School’s Point of View**

**FUKUDA Hudeki**
Hannou Kaji Junior High School

The government curriculum guidelines for elementary school social studies insist that students should be in the appropriate condition for learning with their interest and concerns, and have some activities such as observation, research or experience, then they need presentation practice. So many new students of junior high school seem to feel social studies pleasant. And also they are good at working to complete the projects attractively with high motivation.

On the other hand, they tend strongly to short cut the process from hypothesis to verification because they have not been trained in this process. The ability in reading comprehension and the vocabularies of new students are so poor that students should be given a well examined theme, the teacher lets them learn it’s factors carefully and memorize the basic terms to be able to work at elementary schools. To ensure good results, the head teacher of social studies and each class teacher needs to create a curriculum which has been designed to understand basic context to be learned.

The second claim has regard to geography education at high school. The government curriculum guidelines on geography and history of high school support that harmonized teaching among every subjects should be considered, and the relation between junior high school social studies and civics and that between geography and history should be considered. Even a course is divided so clearly into each subject that it is hard to integrate the curriculum over subjects. Therefore I think that the subject approach; current issues on geographical themes, for example environment, urban, population, depopulation or welfare, should be adopted. These themes are effective to stimu-
late the students to think spontaneously and understand about today’s society. Practice of a subject approach needs close cooperation beyond academic sectors like ‘area studies’.

I would therefore like to suggest integration of subjects such as geography, history and civics into the same system as junior high school.

**What an Integrated Curriculum of Geography Education should be from High School’s Point of View**

IZUMI Takahisa  
Senshu University Matsudo High School

Recently, unified middle and high schools have been watched with keen interest. Moreover, the symposium titled “cooperation between schools”, has been often held in many learned societies of geography and social studies education. The reasons are shown as follows.

Firstly, since school education has been inserted into the system of lifelong education, geography teachers have to take children’s development into consideration in their long life span. Secondly, since most students who have graduated from junior high school go to high school, there are some problems that have to do with their low level achievement in high school. So geography teachers have to search the background of formation of each student’s achievement in their life for effective teaching.

With these points in mind, I propose a framework of integrated curriculum of geography from high school’s point of view as follows.

At the elementary school level, it is said that most children have an interest in knowledge at their development stage. So I insist on learning about regional geography of local and national level connected with globalization to develop their recognition of the region. In junior high school level, it is said that student’s worldview enlarge and their capacity for abstract thinking, begins to grow at this stage of their development. So I insist that learning about regional geography of the world and systematic geography is necessary to develop the ability to understand geographic concepts. At high school level, it is said that most students at this stage of development have the ability to engage in critical thinking. So I insist on learning about some contemporary issues arising from local level to global level bases on the concepts of systematic geography, develop the capacity for social participation as a citizen.

**What an Integrated Curriculum of Geography Education should be from Colleges of Technology’s Point of View**

HIHARA Takashi  
Tokyo Metropolitan College of Technology

Colleges of technology are higher educational organizations under the jurisdiction of the Higher Education Bureau of MEXT (Ministry of Education, Culture, Sports, Science and Technology). Colleges of technology, unlike universities or junior colleges, provide lower secondary school graduates with a five-year consistent education. The curriculum is organized based on the research of the teachers. That is, Colleges of technology educate the same age student as upper secondary schools without following the same Courses of study. In this presentation, the idea of an integrated curriculum of geography education based on practice experience in College of technology is described.

The problems of present day geography education of Japan can be pointed out as follows: (1) Under the new Courses of Study and comprehensive five-day school week system from April 2002, since the educational reform attaches importance to “freedom from pressure”, the student’s amount of knowledge decreases and the improvement of academic ability becomes a problem. (2) The Courses of Study show the system of “elementary–secondary education”, reflecting the organization of MEXT. However, when circumstances of high school where geography is on optional subject and course after graduating is various are considered, the system of “compulsory–high school education” is more important.

Points for better integrated curriculum of geography education are set out as follows: (1) To foster academic ability, during compulsory education, it is necessary to hold the geography achievement test continuously as extra-curriculum study. (2) In compulsory education when all of the students study geography, it is necessary to educate the regional geography of Japan and world to foster the image of modern...
world. (3) In high school, it is necessary to establish two optional subjects corresponding to the student's future course. One is systematic geography which puts emphasis on method for "the zest for living as economic man"; the other is regional geography which put emphasis on knowledge for "the zest for living as a member of society". Each high school can prepare one or both optional subjects depending on the diverse situations of students. (4) The regions to be studied should be considered by best fixed scale in compulsory education and by multi-scale geography in high school.