International Congress on Environmental Ethics
and Environmental Education in Thailand:

Environmental Education for Environmental Ethics

The objective of this 3rd Congress of the International Association of Earth Environment and Global Citizen is to explore the possibility of a comprehensive environmental ethics and its embodiment in environmental education. Towards these ends we will exchange information in the symposium and during discussion time, and take part in hands-on activities in workshops on both the Thai and Japanese sides. In the symposium we will demonstrate the use of the internet in making educational information available. We will also exchange information from the perspective of environmental morals and environmental culture. There will be both a general research presentations and a students’ meeting. In addition, during our eco-tour we will do bird watching and following a nature trail in a national park, as well as planting mangroves at a forestry area.

Any person with interests in environmental ethics and culture, Thailand’s rain forests or international understanding is invited to participate in the tour. Any person who would like to make a research presentation is invited to apply.

1. Sponsored and hosted by

Sponsored by:

On the Japanese side; The International Association of Earth Environment and Global Citizen (Third International Congress).

On the Thai side; Rajabhat Institute Phranakhon.

Hosted by:

On the Japanese side; The Japanese Society of Environmental Education.

On the Thai side; Chulalongkorn University, UNESCO of Thailand, Rajabhat Institute.

2. Purpose

This Symposium’s aims are to promote networking on the Global Environment and to provide workshops for Environmental Ethics and Environmental Education between Thailand and Japan.

3. Preparation with Konan Univ’s Cooperation


4. All participants (Official Congress)

5. Detailed schedule (including informal activities such as preparation for the Congress)

**August 16 (Wed)** General participants arrive in Bangkok (beginning of formal Congress).
17 (Thu) Sightseeing: Ruins of Ayutaya, shopping etc.
18 (Fri) AM: Back to Bangkok  PM: Visit to UNESCO in Bangkok.
19 (Sat) Congress: Opening address, keynote speech, workshop 1, student meeting.
20 (Sun) Congress: Research presentations, symposium, workshops 2.
21 (Mon) Eco-tour: Planting mangroves in Samut Phaguph Temple and Night Safari in Khao Yai National Park (Stay in Khao Yai).
22 (Tue) Nature trail and bird watching in Khao Yai National Park in early morning, farewell party in Bangkok at noon, first group leaves for Japan at night.
23 (Wed) Second groups leave for Japan.

6. Program of the Congress

**19th of August (Sat)**
9:00  Registration
9:30–10:00 Opening address
by the Presidents of the Congress from the Thai and Japanese sides:
Dr. Preang Kitratporn, President of Pranakhon and Prof. Fumiaki Taniguchi, President of International Association of Earth Environment and Global Citizen.
10:00–10:30 Memorial message
Thai side: Miss Laddawan Kanhasuwan, Head of Environmental Education Program of Rajabhat Institute, Phranakorn.
Japan side: Prof. Kaoru Takasaka, Visiting Professor of Chulalongkorn Univ.
10:30–12:00 Keynote Speech
Prof. Taniguchi, President of the International Association, and Dr. Chamniern Vorratnchaiphan, Director of Field Activity Division of Thai Environmental Institute, (TEI).
12:00–13:00 Lunch Time
13:00–14:00 Parallel Workshops
Room 1 (Room 1): Dr. Pipat Patanaponpibul (Chulalongkorn Univ.)
“Artificial Mangrove for Developing Environmental Ethics.”
Room 2 (Room 2): Ms. Sumiko Kawanishi (Teacher at Meijo-gakuin High School)
“Demonstration for analysis of water and NOx in the air in Environmental Education.”
14:00–14:15 Tea break
14:15–15:45 Continuing Workshops
15:45–17:30 Student meeting
“Earth Environment and Global Citizen in near future seeking for the cooperation in two countries.”
18:00~  Party
20th of August (Sun)
8:30 Registration
9:00–12:00 Research Presentation
   “Environmental Ethics and Environmental Education”.
12:00–13:00 Lunch Time
13:00–15:30 Symposium (Panel Discussion)
   Demonstration of Educational Materials for Environmental Studies using Konan University’s Internet CD-ROM participated in by Kaoru Takasaka (Prof. of Konan), Trisilpa Boonkhachorn (Assistant Prof. of Chularongkorn), Siriwat Soondarotok (Assistant Prof. of Rajabhat), Takatoshi Watanabe (Lecturer of Konan).
15:30–15:45 Tea Break
15:45–17:45 Parallel Workshops:
   Workshop 3 (Room 1): Prof. Fumiaki Taniguchi (Konan Univ.)
      “The Environmental Education of Mind through Sandplay World.”
   Workshop 4 (Room 2): Prof. Laddawan Kanhasuwan (Rajabhat Institute, Phranakhon)
      “Environmental Ethics for Energy Conservation.”
17:45–18:00 Closing Ceremony
   by Prof. Fumiaki Taniguchi and Dr. Preag Kitratporn.

18th of August  Visit to UNESCO
21th and 22th of August
   Eco-tour: Planting mangrove in Samut Phaguph Temple and fieldwork activities in Khao Yai National Park. (Stay at a bungalow in Khao Yai National Park).

We will have translating times in Opening Address, Memorial Message, and Keynote Speech on the first day, and Symposium (Panel Discussion) on the second day by following translators:

- Dr. Saowalak Suriyawongpaisal, Chairperson, MA. Program in Japanese Language and Literature, at Chulalongkorn University
- Dr. Chomnaed Setisarn, Lecture, Japanese Section, at Chulalongkorn University
- Dr. Rangsima Boonsinsukh, Guest Lecture, Japanese Section, at Chulalongkorn University
Procedure of the Symposium

19th of August (Sat)
9:00        Registration
9:30–10:00  Opening Address
            by the Presidents of the Congress Dr. Kitratporn and Prof. Taniguchi:
            15 minutes for each person including translation time (Thai / Japanese).
10:00–10:30 Memorial Message
            by Miss Kanhasuwan and Prof. Takasaka:
            15 minutes for each person including translation time.
10:30–12:00 Keynote Speech
            by Prof. Taniguchi and Dr. Vorratnchaiphan:
            45 minutes for each Speaker including translation time.
12:00–13:00 Lunch Time
            1 hour.
13:00–14:00 Parallel Workshops
            2 hours and 30 minutes for each Workshop in English.
            Workshop 1 (Room 1): by Dr. Patanaponpibul,
            “Artificial Mangrove for Developing Environmental Ethics.”
            Workshop 2 (Room 2): by Ms. Kawanishi,
            “Demonstration for analysis of water and NOx in the air in Environmental Education.”
14:00–14:15 Tea Break
            15 minutes.
14:15–15:45 Continuing Workshops
15:45–17:30 Student Meeting
            “Earth Environment and Global Citizen: seeking cooperation between Japan and Thailand
            in the near future”: 1 hour and 45 minutes.
            4 students from each side, Japan and Thai in English.
            7 minutes for each student (8 students = 1 hour).
            45 minutes for discussion.
            Chairpersons Miss Kamata and Thai student.
18:00~      Party

20th of August (Sun)
8:30        Registration
9:00–12:00  Research Presentation
            “Environmental Ethics and Environmental Education”
            30 minutes for each presenter (in English) in Room 1 and Room 2.
Room1: -Environmental Ethics-
        Chon Poosuwan
        “Structure and Condition of Coral Communities of Chawlaw Beach, Chantaburi Province, Thailand”
        Yasuko Kamata
        “Mental Environment and Personality”
Hideki Oshima
“Seeking ‘Topophilia’—Learning through walking, watching and hearing”

Paial Suriyawongpaisal
“Global Polluted Culture”

Room2: -Environmental Education-
Subin Poosuwan

Chris Storey
“Care and Citizenship in Environmental Education”

Chompoonkut Thanabodee, Robert Steele
“Using Environmental Education in Building Environmental Ethics through Magic Eyes Chao Phraya Barge Program”

Rie Kashihara
“The History and Present Circumstances of Japanese Environmental Education”

Yoshiyuki Iio

Yoshihiro Furuya
“A study combination of various sectors for the practice of environmental education -in the adaptation of the practice in Kamakura city-”

Makoto Honjo
“Traditional Culturel Food and Environmental Education”

12:00~13:00 Lunch Time
1 hour.

13:00~15:30 Symposium (Panel Discussion)
2 hours and 30 minutes.
“Demonstration of Educational Materials for Environmental Studies”: 10 minutes for Coordinator including translation time, Prof. Takasaka. 50 minutes for Demonstrator including translation time, Prof. Takasaka. Panelist, Assistant Prof. Soondaratok. Panelist, Assistant Prof. Boonkhachorn. 30 minutes for each Panelist including translation time. 30 minutes for discussion. Operator, Mr. Watanabe.

15:30~15:45 Tea Break
15 minutes.

15:45~17:45 Parallel Workshops
2 hours and for each Workshop in English.
Workshop 3 (Room 1): by Prof. Taniguchi, “The Environmental Education of Mind through Sandplay World.”

17:45~18:00 Closing Ceremony
by Prof. Taniguchi and Dr. Kitratporn
7 minutes for each person in English.
Opening Address
Opening Address

International Congress between Japan and Thailand

'Environmental Education for Environmental Ethics'

Fumiaki Taniguchi
President of the International Association of Earth-Environment and Global-Citizen

We held the first Congress of the International Association of Earth-Environment and Global-Citizen (IAEG) at Peking University in China in 1999. During the Congress, we established the Society of Informational Exchange for Environmental Education between Japan and China as the Chinese branch of IAEG. This resulted in forming an international network between Japan and China.

This time we are very happy to expand our network into Thailand, as we hold this third Congress 'Environmental Education for Environmental Ethics' at Rajabhat Institute Phranakhon in Thailand. Although between Japan and Thailand we have had long-term cultural and economical exchange, I am sure that we can form a stronger connection between the two countries by this Congress. Through these exchanges it is clear to us why we have to take action locally, on a regional level as well as globally, for we are aware that current environmental problems are caused on the global scale.

The main purpose of the Congress is to make a connection between Konan University and Phranakhon Rajabhat Institute and also Chulalongkorn University by using the Internet. By this means we can create materials for environmental education both internationally and in real time.

At the same time, we have planned eco-tours to Korat and Khao Yai National Parks in which we can experience nature. Our feelings for nature are based on awareness and sensitivity. I believe firmly that people can nurture their sensitivity, and thus we can gain a higher sense of crisis and the power to take action to restore nature. In the eco-tour we will be planting and growing mangroves and through these activities we can feel a real sense of the life-forms and I hope that we can each keep this sense alive within ourselves in our future activities.

In conclusion, I would like to express my thanks to the President of the Congress on Thai side, Preung Kitratporn, President of Rajabhat Institute Phranakhon; to Laddawan Kanhasuwan, Specialist of Rajabhat Institute Phranakhon Graduate School; to Siriwat Soondaratok, Vice-Chief of the Environmental Education Center at Rajabhat Institute Phranakhon; to Sawowalak Suriyawongpaisal, Professor of Chulalongkorn University and to Trisilpa Boonkhachorn Associate-Professor of Chulalongkorn University.

Once again I would like to express my gratitude for their cooperation in holding this Congress. This Congress has been hosted by The Japanese Society of Environmental Education and sponsored by the Kansai Branch of The Japanese Society of Environmental Education to whom I would also like to express much gratitude. Personally I would also like to appreciate Kaoru Takasaka, Professor of Konan University, for his kind assistance.
Keynote Speech
Keynote Speech

Environmental Ethics and Environmental Education:
The Development of Environmental Morals and Environmental
Education Materials through International Networking

Fumiaki Taniguchi
President of The International Association of
Earth Environment and Global Citizen

1. Introduction: Current Global Environmental Problems

Environmental problems have expanding on a global scale. Ozone depletion and acid rain are examples of natural environmental destruction. Environmental pollution and pollution of food are examples of social environmental destruction. Modern people's human-centred world-view and mental pathology are examples of mind-environmental destruction. Additionally, the endocrine disruption problem is the biggest current crisis effecting all life forms. If we are to solve environmental problems we must establish the principles of environmental ethics and education. This is the basis for environmental morals and the production of environmental educational materials.

2. An Integrated Understanding of Environmental Ethics

We need guidelines for preservation activities and these guidelines are what we commonly refer to as 'environmental ethics.' However, our usual understanding of 'environmental ethics' tends to be vague and ambiguous. We need to identify two aspects of environmental ethics. One aspect is the principles of environmental ethics, the theoretical framework. The second aspect concerns our everyday activities and this is the practical application of environmental ethics, or environmental moral. Therefore, we need to work towards a new, clearer understanding of environmental ethics and this will involve the integration of the theoretical framework and the practical application, environmental moral, aspects of environmental ethics.

3. An Integrated Understanding of Environmental Education

The new integrated understanding of environmental ethics can be embodied by environmental education. But, as with environmental ethics, our understanding of 'environmental education' also tends to be vague and ambiguous. Likewise, we can identify two aspects of environmental education. One aspect is the principles of environmental education, the theoretical framework. The second aspect is the practical application of environmental education, the production of environmental educational materials. A new, clearer understanding of environmental education will involve the integration of the theoretical framework and the practical application aspects of environmental education.
4. International Development of Materials for Environmental Ethics and Education

Konan University's liberal arts programmes include an environmental studies course which has 16 different subjects. 11 professors teaching environmental studies have put together a CD-ROM. We hope that with the cooperation of Peking University in China, Rajabhat Institute Phranakhon and Chulalonkorn University in Thailand we can develop more useful materials by using the Internet. In tomorrow's Symposium (20th) we will show you our CD-ROM materials. Today I will show you my own CD-ROM materials. I would like to ask you to think about suitable contents for the CD-ROM materials.

5. Conclusion: Integration of Local Activities and Global Thinking

It used to be said, "think globally, act locally" but at this present time we need to integrate these two norms. Through local activities we gain wisdom and this wisdom can be the origin for thinking globally. At the same time through global thinking we gain insight into the guidelines for local activities. This we can call intelligence.

Thus, through forming an international network for environmental ethics and education we can integrate the theoretical framework and the practical application in environmental ethics and education, enabling us to develop environmental morals and environmental educational materials at both the local and global levels.
Panel Discussion
Panel Discussion

Demonstration of Educational Materials for Environmental Studies using the Internet

Coordinator: Kaoru Takasaka, Professor of Konan Univ.
Panelist: Siriwat Soondarotok, Assistant Professor of Rajabhat Institute Phranakhon
Panelist: Trisilpa Boonkhachorn, Assistant Professor of Chulalongkorn Univ.
Operator: Takatoshi Watanabe, Lecturer of Konan Univ.

1. Outline of the Symposium
Prof. Takasaka will introduce the contents of computer programmed educational materials for environmental studies by Internet which Konan University's professors in various academic background made.

2. Introduction to the contents of Internet
(1) Masahisa Ota, Professor of the faculty of Science, Konan University, 'Our dwelling Universe'
(2) Yatsuka Matsuda, Lecturer of the High Science Technology Center of Osaka Prefectural University, 'Global Air Pollution'
(3) Yuzo Tamari, Assistant Professor of the faculty of Science, Konan University, 'Environment surrounding Humans'
(4) Sakingo Imai, Chief of the Institute for Health of Kobe City, 'Endocrine disrupting chemicals'
(5) Hisatake Tetsuya, Professor of the faculty of Letters, Konan University, 'Environment and Cosmology'
(6) Okubo Noriko, Assistant Professor of the faculty of Law, Konan University, 'Environmental Law and Environmental Policy'
(7) Kaoru Takasaka, Professor of the faculty of Letters, Konan University, 'Environment and Literature'
(8) Suzuki Zenji, Emeritus Professor of education, Osaka Kyoiku University, 'What is Environmental Education?'
(9) Shokichi Tani, Director of Keiyunosato Hospital, 'Medical Environment and Bio Ethics'
(10) Fumiaki Taniguchi, Professor of the faculty of Letters, Konan University, 'Solution for Earth Environmental Problems'

3. The Purpose of The Panel Discussion
Two Thai researchers will present on environmental ethics and education in Thailand,
(1) Siriwat Soondarotok, Assistant Professor of Rajabhat Institute Phranakhon, 'Thai Agriculture and Environmental Education'
(2) Trisilpa Boonkhachorn, Assistant Professor of Chulalongkorn University, 'Thai Literature and Environmental Morals'
In the Panel Discussion we will discuss about the possibility whether Konan educational materials by the Internet could be improved by adopting the contents which Prof. Soondarotok and Prof. Boonkhachorn propose. We also discuss how we can cooperate with Universities in Thailand for future international networking.

4. Demonstration of International Networking
Lecturer Watanabe will demonstrate international networking between Konan University and Rajabhat Institute Phranakhon and also Chulalongkorn University in real time.
Workshops

Parallel Workshops

19th of August (Sat) 13:00—15:45

Room 1: Dr. Pipat Patanaponpibul (Chulalongkorn Univ.)
“Artificial Mangrove for Developing Environmental Ethics.”

Room 2: Ms. Sumiko Kawanishi (Teacher at Meijo-gakuin High School)
“Demonstration for analysis of water and NOx in the air in Environmental Education.”

Parallel Workshops

20th of August (Sat) 15:45—17:45

Room 1: Prof. Fumiaki Taniguchi (Konan Univ.)
“The Environmental Education of Mind through Sandplay World.”

Room 2: Prof. Laddawan Kanhasuwan (Rajabhat Institute, Phranakhorn)
“Environmental Ethics for Energy Conservation.”
Research Presentation

Room 1: Environmental Ethics

Room 2: Environmental Education
Structure and Condition of Coral Communities of Chawlaw Beach, Chantaburi Province, Thailand.

Chon Poosuwan

Born in Thailand, 1974. Completed a Bachelor Degree of Science (B.Sc. in Aquatic Science), Department of Aquatic Science, Burapha University, Thailand in 1994. Completed a Master Degree of Science (M.Sc. in Biological Sciences), Department of Biology, Brock University, Ontario, Canada in 1999. At present, Guest lecturer, Department of Biology, Rambhi Barni Rajabhat Institute, Chantaburi.

The study of the structure and condition of the coral communities off Chawlaw Beach, Chantaburi Province was first done during June to December, 1995 and a recent follow-up survey was completed in December, 1999. The methods used in this study involved the Manta-Tow survey technique for a rough visual estimation of reef area and the Line intercept transect method for determination of benthic covers, and reef profiles.

Using the Manta-Tow survey technique some 14 km² of reef area was estimated. It extends eastward from Lam Sadet almost to Kham Noo Rivermouth about 7 km long and 2 km wide a distance of 1.5 km offshore. Though, a total reef area is quite large it is formed by a number of coral communities or coral patches. This is presumably due to a limitation of stable substrate.

Coral communities on six representative locations were quantitatively surveyed using Line intercept transect techniques. Results revealed that no coral zonations are clearly distinguishable because the coral communities occur on relatively similar contours. Most coral communities are predominated by massive, hemispherical-shaped corals. *Porites lutea, Favia* spp., *Favites* spp. and *Goniastrea* spp. are examples. Total living coral covers range from 10 % to 50 %. And at least 46 species of scleractinian corals belonging to 31 genera were recorded in the first study.

A follow-up survey in 1999 using the Manta-Tow visual survey showed a stunning decrease in coral cover throughout the reef area. Less than 5% of remaining total coral cover was estimated. The number of coral species was also reduced to 10 species. The areas previously predominated by stony corals are now taken over by colonial anemones (*Palythoa* spp. and *Zoanthus* spp.) and benthic macro algae (*Padina* sp.). The drastic decrease in coral cover and shift in community structure could have been a result of the 1997-98 El Niño.
Mental Environment and Personality

Yasuko Kamata

Born in 1974 in Japan, major in Educational Psychology and Personal Psychology at Osaka University Graduate School, and also teach at Osaka Nursing School in Japan. Presented at the International Symposium’98 in Konan University on the title of 'Environmental Ethics and Education', and at the International Congress’99 in Peking University on 'the Possibility of Environmental Education from the viewpoint of Educational Psychology'.

1. Introduction

In Japan newspapers have been reporting serious crimes by youngsters every day. In schools and homes there is also some juvenile misconduct and delinquency. These phenomena have been prevailing in Western countries such as U.S.A. and the U.K. for sometime, however we can witness these kinds of problems in every city all over the world these days.

Personal Psychology researches the developmental process of humans’ inner world, 'Mental Environment' in order to grasp the way individual personality is formed. Through this theory we know that the mental environments of juvenile delinquents are distorted.

First I would like to grasp the mental environment of youngsters by the theory of Personal Psychology, secondly I will discuss ‘Mental Health’ for resolving the current pathological phenomena, and thirdly I focus on Environmental Education as a method of embodying mental health.

2. The Pathology of the Mental Environment

In school it is difficult to form intimate relationships between teachers and students. For instance, in elementary schools, because there are many students who walk around the classroom or chat with other students during lessons, the teacher cannot instruct. This phenomenon is called ‘the collapse of class’. In junior high schools, there are some students who become furious and are violent towards teachers who scold them. These students say that they always feel an irritated impulse which will be escalated easily and can drive them over the edge. This unstable and impulsive shadow nature can be too powerful to control as one grows older, this can then sometimes result in a serious crime.

3. The Mental Health in Personality

Due to the above phenomena it is elucidated that the relations between teachers and students, or adults and children, have become fragile these days. It is also clear that children cannot control or tolerate their own impulses at all.

Psychologists think that a stable, intimate relation between a mother and an infant is indispensable in infancy, because this relation can be the origin of the individual's capability for trusting others in their life. This is called ‘Basic Trust’. Psychologists also consider that children's faculty to control their impulses depends upon discipline during childhood. If children are not trained very well and are excessively protected by their parents, they cannot deal with their own impulses by themselves when if they become adult. We can say that their 'Frustration Tolerance' is extremely low.

4. The Efficiency of Environmental Ethics and Education

Thus, the personality individuals develop is closely related to their growing environment. If parents want to foster a child with a healthy mental life, the parents must provide them with stable backgrounds from which to build up a sound inner world. From these basic ideas Allport,G.W. and Maslow,A.H. proposed the ideal models of personality, 'Matured Personality' and 'Self-realized Personality'.

From the viewpoint of sound mental health we can approach environmental ethics and education. Environmental education, such as fieldwork must be very efficient for fostering personalities with sound health mental. Then, environmental ethics can be theoretical framework for environmental education.
"Seeking ‘Topophilia’ --- Learning through walking, watching and hearing"

OSHIMA Hideki
Lecturer, Rissho University

Introduction
I have some classes on life-long learning and teaching profession in university. In this report, I introduce cases of ‘town watching’ in my class activities.

1. What is ‘Topophilia’?
A phenomenological geologist Yi-Fu Tuan coined ‘Topophilia’. Tuan says this word ‘can be defined widely so as to include all emotional connections between physical environment and human beings.’

Then how can we get ‘Topophilia’?

2. MIYAMOTO Tsuneichi’s “Walking, watching and hearing”
MIYAMOTO Tsuneichi is one of the famous folklorist in Japan. He is more of a peerless field worker than a scholar. We decided to go out from the classroom to seek ‘Topophilia’, led by the spirit of his pamphlets ‘Walking, watching and hearing’; these are tourist guides that he edited in his later years.

3. ‘Town watching’ class in university
‘Town watching’ is a type of participatory leaning activity practicable for all people. Once you walk in your town with a little group, you must discover something new which is unseen in your ordinary life. In my class, students walked for ‘treasure-hunting in town’ and they reported their discoveries, and shared their impressions with each other.

Conclusion: meanings of participatory learning
Some students had antipathies against such a ‘childish’ activity. But many of them recalled their bias after the activity.

It is easy to understand environmental issues only at the rational level. But there is a gap between understanding and doing. Participatory learning activities like ‘town watching’ have the potential to gain Tuan’s ‘emotional connections’ through the student’s bodies.
**Global Polluted Culture**

Paisal Suriyawongpaisal

Advisor in Petroleum Authority of Thailand.

Introduction

*The spread of Capitalism after the end of the cold war threatens the world environment and ecological system.*

*Capitalism creates a new global culture, Polluted Culture including Individualism, Materialism and Consumerism.

Capitalism: the new global culture

*The 3-core polluted culture concept of Capitalism upheld as the global religion or culture will bring catastrophes to human kind.*

*The first world consumes 80% of the world national resources and dumps their wastes outside their geographic territories.*

*The rest of the world is following this Polluted Culture consumption pattern.

New Economy: Wealth creation or depletion

*Information technology transforms the whole world into a tiny village, and creates a new economy.*

*The technology facilitates speculation businesses that boost up unrealistic wealth.*

*The technology enhances more consumption and luxurious lifestyles.

Globalization Process: Only the strong survive

*The process intensifies competition that only the smartest, wealthiest and strongest corporations, mostly from the developed world, will prevail.*

*The process will destroy indigenous culture and lifestyles.

Summary

*The new-world polluted culture will accelerate global pollution process as well as moral decline.
Room 2

Action Processes for Environmental Awareness and Public Participation,

A case study: Conservation of Chawlaw Coral Reef, Chantaburi

Subin Poosuwan

Born in Thailand, 1936. Certificate in Fine Art (Sculpture), Rajamangala Institute of Technology, Poh-Chang Campus, in 1959. Bachelor Degree of Education (B.Ed. in Biology), Academic Collage, Bangsaen Campus. Last post, Collage lecturer, Department of Biology Rambhai Barni Rajabhat Institute, Chantaburi. At present, Technical Advisor, Association for Chawlaw Beach Conservation, Chantaburi.
Care and Citizenship in Environmental Education

Chris Storey

Ph.D. candidate in environmental philosophy at Lancaster university, UK; lecturer in English at Nara Industrial University and Konan University, Japan.


Publications:
‘All is Leaf: Goethe’s Intuitive Intellect and Environmental Philosophy’, *The Trumpeter*, Volume 15, 1998.

Over the years many environmental educators have come to realize that environmental education must develop the affective elements of understanding and awareness, that is develop feelings of care and responsibility towards non-human nature. Initially environmental education was mainly classroom-based, cognitive learning. This development of the cognitive aspects of environmental education is very important but cognitive learning alone is not enough. We must also develop the affective elements of learning and so develop care and responsibility for the non-human world. We can achieve this through fieldwork projects, outdoor activities and through the arts.

But we must develop more than an attitude of care in environmental education. We also must guide young people to develop citizenship. In the modern world people more and more are becoming passive consumers of material goods rather than active citizens. The global free-market economy has led to ever-increasing numbers of people moving around looking for work at an ever-increasing rate. Families and friendships are broken up. This is especially so in the bigger cities, which are becoming the homes for more and more of the world’s population. Communities are being destroyed in the modern world. When community is lost, local democracy is also lost and as a result people have less control over their lives and in the decisions that directly affect the quality of their lives.

We can say that people are becoming more and more disempowered. We need to regain community as well as satisfying work and relationships and to feel that we are creative, empowered citizens in control of our lives and participating in the decision making processes. We can only fully realize our selves in the context of our mutually supportive community, and this necessarily includes the non-human environment.

How are we to help young people become citizens? As with environmental awareness, fieldwork projects are very important in developing citizenship in young people. Learning to work together in a team with other students, teachers and people in the wider community will help develop citizenship skills. The students become empowered and learn to make decisions and manage projects together. Another important aspect of citizenship education is for students to learn about the democratic systems and processes of their country at the local, regional, national and indeed international levels. In developing citizenship students will become equipped with the skills necessary to take an active part in their democracy once they reach adult life. We must guide young people to acquire the skills to be active citizens, not just passive consumers.
Using Environmental Education in Building Environmental Ethics through Magic Eyes Chao Phraya Barge Program

Chompooaute Thanabodee
Program Director in Magic Eyes Chao Phraya Barge Program

Robert Steele
Director of Education in Magic Eyes Chao Phraya Barge Program
Room2

The History and Present Circumstances of Japanese Environmental Education

Rie Kashihara, graduate student of Nara Women's University

Field of concern: Environmental Ethics and Environmental Education.

1. Transition of a Viewpoint on Environmental Education

From the early 1870's to 1940's, environmental learning was taught mostly in science education and social studies. Science and social studies started with teaching an outline of science and natural geographical or historical facts. They were based on a student's curiosity to nature and the familiar environment, and then they provided learning through common and practical materials and by learning the culture and history of the students' hometown by degrees. Developing this learning in science and social studies involved deepening students' understanding of nature, extending the view of the learning over a wider area. In the postwar period, due to environmental destruction the idea of nature conservation spread. Thus, schooling also incorporated a view to grasp the environment which had been dealt with independently of the human world until then, as it related to humans, in the curriculum.

2. The Problem of Pollution in Environmental Education

In 1971, the problem of pollution had been put into practice mainly in social studies through amendment of part of the course of study, because pollution problems and environmental hazards had become more striking. However that education had tended to emphasize the opposition between the enterprise which caused an accident and the victim, and to criticize the former. As a result, reference to environmental problems from a wider view were limited. After that, due to the promotion of environmental education in the Stockholm Conference in 1972, and the activities of local governments and NGOs, the idea of environmental education came to be emphasized. The intention is to understand and reconsider the relation of humans and environment systematically and fundamentally, without being limited only to the problem of pollution. Therefore, there is the aim of providing systematic environmental education from elementary school to high school. The course of study provided a system for teaching basic environmental subjects from elementary school to junior high school. Thus, in 1977 the subject "The Modern Society" was set up in high schools in place of Social Studies to synthesize what students have learned for 9 years in elementary and junior schools. The subject deals with the relation of humans and environment directly, and refers to the cultural environment also.

3. The Present Circumstances of Environmental Education

Taking up environmental education in schooling spread wider in the 1990's. Environmental Education was established around 1989, and an effort was made to spread it. The Ministry of Education guided teachers to teach environmental matters within the limit of regular subjects at first. However because the Ministry recommended teaching in cross curricular and synthetic methods in this way, environmental education came to promote the stress on practical activities. As a result, new subjects were set up, "Study of Life" and "Integrated Studies". It is desirable for such teaching to link closely to the practice of each subject. In many universities, some classes and departments of environmental studies and environmental education have been established. In order to be effective, systematic environmental education also needs to connect with home education and social education. It is most important that the principles of environmental ethics come to be integrated in various studies and subjects, while at the same time providing the ground for the various practicies of environmental education.
Environmental Education for Technical Education in the 21st Century in Japan

- Necessity of Careful Creation of Nature and Environment -

Yoshiyuki Iio

Shizuoka prefectural Hamamatsu Jyohoku Technical High School,
Graduated Shizuoka University, Master of Engineering
Director of Environment Club in Hamamatsu Jyohoku Technical High School
An environmental counselor registered in the Environment Agency of the Japanese Government
Shizuoka Environmental Harmonics Educational Imagination Committee
Concerned with environmental education through the psychological approach, regarding nature and mind.

Today, Japan as a technological country, is converting from a mass production, mass consumption and mass waste to a sustainable society and is making a changeover in sense of values to wealth. Therefore, in technical education, Japan is getting more concerned with environmental education and training engineers who can consider nature and environment. My high school stands in Hamamatsu City, one of most the important industrial cities. We have undertaken characteristic environment educational activities through volunteer activities and manufacturing for 10 years.

Introduction
Around our high school there is Hamamatsu Lake, Tenryu River and Nakatajima Sand Dune, an egg-laying area for red turtles and a colony of migratory birds.
Our concrete activities are voluntary activities, preservation activities, recycling activities, careful creation of nature and environment, research and study of nature and environmental problems and information activity.

Fruit of environmental education activity
Subject as environment education (“Technology and environment” First grade. “Global environmental problems” Third grade)
Use working clothes made from PET bottles.
Training leaders of environmental club.
Cooperation with Parents and Teachers Association
Junior ecology club

Theme for the future
For economic growth we realize the importance of the sustainable society, and creative activity for the environment in the new education process, which is considered Technical Education in the 21st Century in Japan by the Ministry of Education.
In the future, we must positively incorporate environmental education in technical education. And it is important to train engineers who can consider nature and the environment with a wealth of humanity and creativity.
A study of the combination of various sectors for the practice of environmental education
- in the adaptation of the practice in Kamakura city -
Yoshihiro Furuya

Environmental preservation department, Kamakura city, An environmental counselor registered in the Environment Agency of the Japanese Government

Outline of Kamakura city

There are many historic and cultural assets scattered about Kamakura. In 1966, the foundation of Kamakura purchased the forested hills. It was a memorable incident as it was the first model of National Trust in Japan. The citizens of Kamakura have a strong environmental consciousness. It’s a nice place for environmental education.

Environmental policy in Kamakura city

We have a fundamental concept in the basic plan of Kamakura City. “The Establishment of an environmental municipality”. It means that all people who are members of the region will cooperate and act together to establish an environmentally friendly society through regional efforts.

Promotion of Environmental Education

To build an environment-friendly society, it is important that every citizen has a strong environmental consciousness and exercises this in all activities that impact on the environment.

To help promote such an attitude, the Kamakura City Office and the citizen's organizations are promoting some events for environmental education.

- Acid rain monitoring by all junior and junior high schools in Kamakura
- Measurements of water quality of rivers near the schools
- Classes taught by city officers
- Nature observation by children
- Handicraft using recycling grasses

Combination of various sectors

Each sector has some problems in the practice of environmental education. We need the combination of the various sectors.

I am expecting more environmental education in schools. There is continuous and stable incentive.
Traditional Cultural Food and Environmental Education

Makoto Honjo

Profile
Shinbigaoka Primary school teacher, Kashiba-city, Nara.
Attending Nara Education Graduate School, Natural Environment Education Center.
Graduated Nagoya University, Agriculture.
Director of the Okuyoshino Nature Research Society and Nara Environmental Education Society.
Executive Committee of The Japan Society of Environment Education of Kansai Branch.
Investigating fresh water life, deer and antelope in Okuyashino, Nature Cultural and Material in Asuka.

Propose traditional culture of food as teaching material in environmental education

1. Modern food problems

2. Example: Kakinoha-sushi, Japanese tea.
   Culture of leaf-wrapped food.
   Seasonal and regional food preservation.
   The origin of Nare-sushi is the Southeast Asia.
   Wisdom of post generations in environmental education.

3. Theme for the future.
   Establishing a national and international network for the practice of environment education on food.
Other Participants

Chamniern Paul Vorratnchaiphan

Born in Thailand, 1946. Completed a Doctor in Political Science, Department of Spatial Planning, Dortmund University, West Germany in 1990. At present, Director of the Grassroots Action Program (GAP) at Thailand Environment Institute (TEI).

Songphon Sukijbumrung

Acting Head of Environmental Education Section, at Department of Environmental Quality Promotion.
Student Meeting
Student Meeting

“Earth Environment and Global Citizen: seeking cooperation between Japan and Thailand in the near future”

Japan side: Konan University Fumiaki Taniguchi Office

1. Introduction
   As members of Taniguchi seminar, we study environmental ethics and education. So far we have investigated local and global environmental pollution and considered ways to resolve environmental pollution.

2. Recognition of Environmental Problems: Environmental Destruction and Pollution
   (1) Destruction and Pollution of the Natural Environment: Deformed Monkeys
   (2) Destruction and Pollution of the Social Environment: Minamata Disease
   (3) Destruction and Pollution of the Mind Environment: Mental Therapy (Sandplay World)

3. Environmental Education and Activities: Restoring the Local Environment and Creating Green Spaces
   (1) Agriculture
      The purpose of this activity is to experience nature through physical activities, the pleasure of growing crops and the importance of food. And we think that this experience provides one solution to environmental problems. We grew vegetables and rice in 1999.
      - Organic Gardening
      - Rice Planting
      - Issues in Japanese Agriculture
   (2) Biotope
      Biotope is the space of the minimum unit that is necessary for a habitat of life. The background, as we have seen, is “global environmental problems”. It especially results from the feeling close to us of loss of “diversity of species”. Natural environment close to us is being destroyed not only in the cities but also in lonely places. The BIOTOPE has the purpose of restoring such lost natural environments close to us.
      - Concept of Biotopes
      - Creating a Biotope at Hirono Ground
      - Observations made at the Biotope
   (3) Field Investigations
      - Experiencing Nature
      - Eco-tours: China, Thai, Canada

4. Creating Networks
   We endeavour to make Creating Networks from local to global one using the Internet.
   (1) Networking with Universities at Home and Abroad
      - Peking university in china
      - Rajabhat Institute Pranakorn
      - University of Victoria in Canada
   (2) Students' Homepage
   (3) Academic Associations and Congresses, International Symposium etc.
Introduction

to

International Association of Earth-Environment

and

Global-Citizen (IAEG)
Prospectus

The Reason for Establishing the Association
Despite the acceleration of environmental destruction we have as yet found no viable and concrete solutions.

On the one hand, we have the problem of the perceptions, values and assumptions prevalent in modern industrial societies whereby so many people are typically self-seeking, self-absorbed and consumer-oriented. The perceptions, values and assumptions of the younger generations in Japan offer a striking example of this problem.

On the other hand, most of our experts are limited within their own fields of specialization and are generally unable to work towards finding integrated solutions to global environmental problems.

To find viable solutions to environmental problems we must pursue our activities from both the theoretical and practical levels. We therefore need to make connections with others around the Earth-Environment to share information. We need to focus on the global viewpoint, and so we must recognize ourselves, first and foremost, as Global-Citizens by establishing the International Association of Earth-Environment and Global-Citizen.

Purpose of the Association
In the International Association of Earth-Environment and Global-Citizen we focus on Earth-Environment with in the three horizontal axes: “Nature and Lifeforms’ Environment”, “Society and Cultural Environment”, “Spirit and Mind Environment”; each of which can provide the basis for study sessions. Additionally we focus on Earth-Environment within the three vertical axes “Environmental Ethics; Theory”, “Environmental Education; Practice”, “Environmental Information; International Information”, each of which can provide the basis for sectional meetings. We will try to find solutions for global environmental problems from the viewpoints outlined above and we can then tackle these problems through research meetings as follows. Transcending the borders between countries we shall recognize that we are Global-Citizens and understand the phenomena of the Earth-Environment, accordingly we can recover our only earth.
<Study Sessions and Sectional Meetings>

In the horizontal axis three sectional meetings, in the vertical axis three research study session are organized.

<table>
<thead>
<tr>
<th>Study Session</th>
<th>Sectional Meeting</th>
<th>a. Theory</th>
<th>b. Practice</th>
<th>c. Information</th>
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<tbody>
<tr>
<td></td>
<td>Lifeforms Phenomena and Essence</td>
<td>with Inquire into Phenomena</td>
<td>Natural Preservation</td>
<td>Japan, China, Thailand, Korea, Canada, England, Australia, etc.</td>
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<td>Ecological Research</td>
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<td>Field Work</td>
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<td>2. &quot;Society and Cultural Environment&quot;</td>
<td>Social Phenomena and Essence</td>
<td>Local Activity</td>
<td>Counseling</td>
<td>Local Network</td>
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<td></td>
<td>Cultural Phenomena and Essence</td>
<td>Life-long Education</td>
<td>Autogenic Training</td>
<td>Hyogo, Osaka, Kyoto, Nara, Shiga, Mie, Wakayama, Tokyo, Kyusyu, Hokkaido, etc.</td>
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<td>Environmental Audit</td>
<td>Sound Play</td>
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<tr>
<td>3. &quot;Spirit and Mind Environment&quot;</td>
<td>Spiritual Phenomena and Essence</td>
<td>Counseling</td>
<td>Therapy</td>
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<td></td>
<td>Mind Phenomena and Essence</td>
<td>Autogenic Training</td>
<td>School Education</td>
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<td>Sound Play</td>
<td>Education</td>
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<td>Therapy</td>
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<td>for realizing of sustainable society, and nurturing a global citizen with sound mental health.</td>
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<td>Environment</td>
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<td>Education for realizing of sustainable society, and nurturing a global citizen with sound mental health.</td>
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</tbody>
</table>

<Enterprise of the Association>

The Association encourages people to be Global-Citizens and to support various research projects and practical enterprises for recovering the Earth-Environment. For that reason the Association will hold international symposia, make a homepage and publish an online journal and newsletter.

<Key Terms>


<Membership and Annual Fee>

Members shall be accepted by the acknowledgment of Executive Committee. Members shall pay annual fee which enable them to receive an online journal and newsletter of the Association.
International Association of Earth-Environment and Global-Citizen

Constitution

Chapter I. General Rules

Article I. Name
The name of this organization shall be; The International Association of Earth-Environment and Global-Citizen (IAEG).

Article II. Purpose
The purpose of this association is to promote awareness of humans as Global-Citizens, to contribute to the development of the study of earth environment issues, to promote an understanding of the issues of life and to support activities aimed at solving the environmental problems.

Article III. Plan of Operation
The plan of operation of the Association shall be:
1. To organize the National Convention, the International Congress and local research.
2. To research environmental issues in cooperation with foreign institutions.
3. To manage the Society of Informational Exchange for Environmental Education between Japan and China.
4. To exchange international information through the Internet, and to provide and to administer a homepage for the Association.
5. To publish an online journal and newsletter.
6. In addition, to conduct projects concerned with issues of earth-environment and global-citizen.

Chapter II. Membership

Article IV. Membership
Membership of the Association shall consist of three classes: regular members, graduate course members, and student members.

Article V. Application
Membership of the Association shall be open to any person who shares the stated purpose of the Association. Application for membership shall be made by filling in an application form of the Association and paying the admission fee and the applicable annual membership fee.

Article VI. Membership Rights
Members are entitled to attend the International Congress and research group and shall receive the online journal and newsletter.
Chapter III. Officers

Article VII. Officers
Elected officers of the Association shall be:
1. President (1)
2. Vice Presidents (2 or 3 people)
3. Advisors (2 or 3 people)
4. Council (15)
5. Executive Directors (20, to form the Executive Committee)
6. Secretaries(2 or 3 people)
7. Accounts Auditors(2)

Article VIII. Election of Officers
1. The President shall be elected by the Council.
2. The Vice President and the Advisors shall be nominated by the President.
3. The Council shall be elected from the Executive Directors.
4. The Executive Directors shall be elected from the members.
5. The Secretary shall be nominated by the Executive Directors.

Article IX. Task of Officers
1. The President shall be the representative of the Association and shall be responsible for the operation of the Association.
2. The Vice President, the Advisor and the Council shall assist the President.
3. The President shall preside at the Council meeting, and shall ask the Council and the Executive Committee for advice.
4. The President shall be the Chief Executive Director and shall preside at meetings of the Executive Committee and shall direct the Association.
5. The Executive Committee shall consist of the Planning Committee, the Editorial Committee, the Public Relations Committee and the International Exchange Committee.
6. The Secretary shall assist the operation of the Association in, for instance, accounts, day-to-day running, the National Convention, the Symposium and local research of the Association.
7. The Account Auditors shall audit the Association's finances.

Article X. Term of Officers
The officers shall serve for a term of 4-years. Future reelection shall be permitted.

Chapter IV. Meetings

Article XI. Executive Committee
1. The Executive Committee shall be summoned by the President.
2. If fifty percent plus one of the Executive Committee attend the Committee, the Committee will be recognized. However, attendance by letter of attorney is permissible.

3. The quorum needed for the Executive Committee is fifty percent plus one of the Executive Committee.

4. The Executive Committee may be enlarged by including Council members nominated by the President. Proceedings shall be followed as above as for a regular Executive Committee meeting.

Article XII. Council meeting
1. The council meeting shall be summoned by the President.
2. The council meeting will meet at least one time per year.

Article XIII. Annual Meetings
1. The annual meetings shall be organized by the members of the Association, and shall discuss the following: (1) execution of projects, (2) approval of officers, (3) approval of accounts, (4) membership fees, (5) revision of Constitution, (6) other matters at the request of the Executive Committee.
2. The Association will meet at least one time per year. The quorum needed for the meetings is fifty percent of the attendance.

Chapter V. Finances

Article XIV. Expenses
The Association shall be a non-profit making organization. All funds are constituted from annual membership fees, contributions and so on.

Article XV. Membership fees
Membership fees shall be paid at the start of the year. The amount of the annual dues is to be decided in a separate paragraph.

Article XVI. Budget and settlement of accounts
The budget is to be set by the Executive Committee. Reports of projects income and expenses shall be informed by the Executive Committee. All reports must be approved by the Account Auditors. All reports must be reported at the Annual meeting.

Article XVII. Fiscal year
The fiscal year is from April, 1 to March, 31.
Chapter VI. Bylaws of the constitution

Article XVIII. Next election of officers
The next election of officers shall be started from 2006.

Article XIX. Location of the general office
The general office of the International Association of Earth-Environment and Global-Citizen shall be;
   TANIGUCHI Fumiaki office, Department of Literature, Konan University.
   8-9-1 Okamoto, Higashinada-ku, Kobe, Japan.

Article XX. Location of the field office
The field office of the Association shall be;
   Hirono Fieldsite of Konan Univ.

Article XXI. Enforcement
The articles and bylaws of this Association shall be effective from April 1, 1999. This date being one year after the Preparatory Committee meeting.

Additional Information
Membership fees shall be: ¥4,000 per annum for regular members, ¥2,000 per annum for graduate course members, ¥1,000 per annum for student members. The admission fee shall be ¥5,000 (as of April 1, 1999).
## IAEG Officers of the Association

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td><strong>President</strong></td>
<td></td>
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<tr>
<td>Fumiaki Taniguchi</td>
<td>Prof. of Konan Univ.</td>
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<tr>
<td><strong>Vice Presidents</strong></td>
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<tr>
<td>Preang Kitratporn</td>
<td>Rajabhat Institute Pranakhon, President</td>
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<tr>
<td>Paul West</td>
<td>Prof. of University of Victoria</td>
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<tr>
<td>Cao Qing Yang</td>
<td>President of Beijing Yuda Business College, Environmental Information exchange between China and Japan</td>
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<tr>
<td><strong>Advisors</strong></td>
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<tr>
<td>Norihiko Nakanishi</td>
<td>Former President of Konan Univ.</td>
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<tr>
<td>Zenji Suzuki</td>
<td>Emeritus Prof. Osaka Kyoiku Univ.</td>
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<td>Kaoru Takasaka</td>
<td>Prof. Konan Univ.</td>
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<tr>
<td>Osamu Abe</td>
<td>Saitama Univ.</td>
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<tr>
<td>Mikio Kimata</td>
<td>Tokyo Gakugei Univ.</td>
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<tr>
<td>Jin Shiba</td>
<td>General Secretary and Executive Member of the Society of Comparative Education Under the Chinese Association of Education, Research Fellow</td>
</tr>
<tr>
<td>Tian Dexiang</td>
<td>Chief Office of Environmental Protection of Peking Univ., Chief Graduate School, University of Science Technical of China</td>
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<tr>
<td>Jia Feng</td>
<td>National Environmental Protection Agency (NEPA)</td>
</tr>
<tr>
<td>Wang Zong-Min</td>
<td>President of Tianjin Education and Science Research Institute</td>
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<tr>
<td>Zhou You Hong</td>
<td>Beijing Xi Cheng District Youngsters Science and Technology Center Senior Teacher</td>
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<td>See-Jae-Lee</td>
<td>Korea Christian University</td>
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<td>Alan Drengson</td>
<td>University of Victoria</td>
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<td>Richard Smith</td>
<td>Head Editor “journal of Environmental Education”</td>
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<td>Laddawan</td>
<td>Rajabhat Institute Pranakhon</td>
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<td>Kanhasuwan</td>
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<td>Nancy J. Turner</td>
<td>University of Victoria</td>
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<td>Gloria Snivery</td>
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<td>Wilhelm Vosse</td>
<td>Keio Univ.</td>
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<td>Thomas Heyd</td>
<td>University of Victoria</td>
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<td><strong>Council</strong></td>
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<tr>
<td>Sokichi Tani</td>
<td>Director of Rakusai Keiyunosato Hospital</td>
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<tr>
<td>Sakingo Imai</td>
<td>Chief of Kobe Institute of Health</td>
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<tr>
<td>Tetsuya Hisatake</td>
<td>Prof. Konan Univ.</td>
</tr>
<tr>
<td>Haruo Murakami</td>
<td>Professor Emeritus at Kobe Univ.</td>
</tr>
<tr>
<td>Yatsuka Matsuda</td>
<td>Lecturer of Osaka Prefecture University Research Institute for Advanced Science and Technology</td>
</tr>
<tr>
<td>Seishi Akao</td>
<td>Representative of Institute for Global Environmental Culture</td>
</tr>
<tr>
<td>Kosuke Toda</td>
<td>Hyogo Prefectural Human and Nature Museum</td>
</tr>
<tr>
<td>Anna Ford</td>
<td>Visiting Prof. of Konan Univ.</td>
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<tr>
<td>Goichi Gaku</td>
<td>Prof. of Konan Univ.</td>
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<tr>
<td>Executive Directors</td>
<td>Hisashi Fukushima</td>
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<tr>
<td>Ryuichiro Fujikawa</td>
<td>City Hall of Kobe Pref.</td>
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<tr>
<td>Yasuhiro Kikuchi</td>
<td>Hyogo Prefectural Office</td>
</tr>
<tr>
<td>Makoto Honjo</td>
<td>Kashiwa City Mamigaoka Elementary School</td>
</tr>
<tr>
<td>Zentaro Ueda</td>
<td>Sakai City Jyoto Elementary School</td>
</tr>
<tr>
<td>Isao Kiuchi</td>
<td>Foundation Osaka Prefectural Youth Field Outside Activities Center</td>
</tr>
<tr>
<td>Minoru Onchi</td>
<td>Teacher of Konan High School and Junior High School</td>
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<tr>
<td>Koji Wada</td>
<td>Lecturer of Konan Univ.</td>
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<tr>
<td>Miyuki Iio</td>
<td>Shizuoka prefectural Hamamatsu City Jyohoku technical high school</td>
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<tr>
<td>Takatoshi Watanabe</td>
<td>Lecturer of Konan Univ.</td>
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<tr>
<td>Yoshitake Ishigami</td>
<td>Kobe Design Univ.</td>
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<td>Yasuko Kamata</td>
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<td>Teruko Matsuda</td>
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<td>Konan Univ.</td>
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<td>Konan Univ.</td>
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<tr>
<td>Rie Kashihara</td>
<td>Nara Women's Univ.</td>
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<td>Christopher Storey</td>
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<tr>
<td>Yoshihiro Furuya</td>
<td>City Hall of Kamakura Pref.</td>
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<tr>
<td>Hideki Oshima</td>
<td>Lecturer of Rissho Univ.</td>
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<tr>
<td>Fumio Moriya</td>
<td>Prof. of Kobe University of Commerce</td>
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<tr>
<th>Secretaries</th>
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<tr>
<td>A Head of Secretariat</td>
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<tr>
<td>Public relations</td>
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Office of IAEG
- c/o Taniguchi Office in Konan University, 8-9-1 Okamoto, Higashinadaku, Kobe, Japan 658-8501
- TEL/FAX: Japan-78-435-2368
- E-mail: fumiaki@konan-u.ac.jp
- Homepage: http://www.nk.rim.or.jp/fumiaki/
## Executive Committee of the International Congress in Thailand

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td><strong>Thai Side:</strong></td>
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<tr>
<td>Preang Kitratporn</td>
<td>Rajabhat Institute Phranakhon President</td>
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<td>Rajabhat Institute Phranakhon</td>
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<tr>
<td>Saowalak Suriyawongpaisal</td>
<td>Prof. of Chulalongkorn Univ.</td>
</tr>
<tr>
<td>Pipat Patanaponpibul</td>
<td>Dr. of Chulalongkorn Univ.</td>
</tr>
<tr>
<td>Trisilpa Boonkhachorn</td>
<td>Assistant Prof. of Chulalongkorn</td>
</tr>
<tr>
<td>Chommard Setsarn</td>
<td>Lecturer of Japanese Section Chulalongkorn Univ.</td>
</tr>
<tr>
<td>Rangsima Boonsinsukh</td>
<td>Guest Lecturer Japanese Section Chulalongkorn Univ.</td>
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<td><strong>Japanese Side:</strong></td>
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<tr>
<td>Fumiaki Taniguchi</td>
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