

**Visitor center** which evolved  
into a **“resource share type”**  
from a **“resource guidance type”** raises  
the sustainability of  
regional development and nature conservation.

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# PRESENTATION INDEX

- 1 Definition of a visitor center in regards to functions
- 2 Eco-tourism and environmental education in visitor center
- 3 Case-study
- 4 Possibility of a visitor center

# Introduction about myself

## ◇Work content :

### Planning of museums and exhibit design

- National museum of nature and science, Tokyo
- 21st Century Museum of Contemporary Art, Kanazawa
- Visitor center, Biodiversity center,  
Wildlife conservation center, Japan

# National museum of nature and science, Tokyo



# National museum of nature and science, Tokyo



# 21st Century Museum of Contemporary Art , Kanazawa



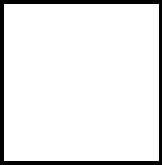
# Lakeside-Akan eco-museum

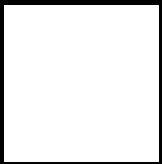


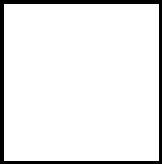
1

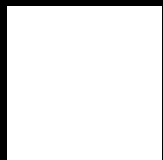
The definition of  
a visitor center  
In regards to functions

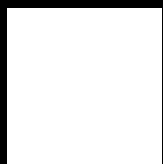


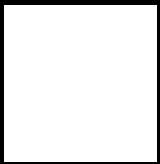


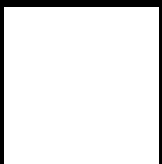












# 2

**Eco-tourism and  
environmental education in  
in visitor center**



# eco-tourism

## in visitor center

- ① A place of introduction to an eco-tour
- ② The point of contact with the economy of the area
- ③ Opportunity to deepen an understanding to nature conservation

# **environmental educationin**

## **in visitor center**

- ① A place which experiences exhibition and educational program**
- ② Educational training place for Interpreter**
- ③ A place for making educational contents**

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**Case-study**

**New type of visitor center**

# Case-study A

“Guidance” & “explanation”



# Lakeside-Akan eco-museum



# Nasu visitor center



# Hakone visitor center



**Case-study B**

**“Management”**





Exhibition that "management staff + visitor" builds



First, missions are shared  
among each other.

Let's find "Time" that flows in nature!





**“Time” which flows in nature is looked for in the field.**





**They return to the visitor center and build objects showing the "time" which they found today.**





“Time” which I found



‘The “time” which I found ‘ are announced.



‘The “time” which I found’ is exhibited.



**Case-study C**

**“Research”**





# Taketomi-island visitor center YUGAFU-KAN





# object



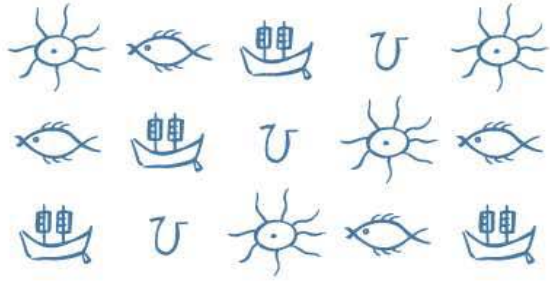
Rice produced by Taketomi people was done in another island crossing the sea, since their land was not enrich enough to produce rice.



# Taketomijima series books



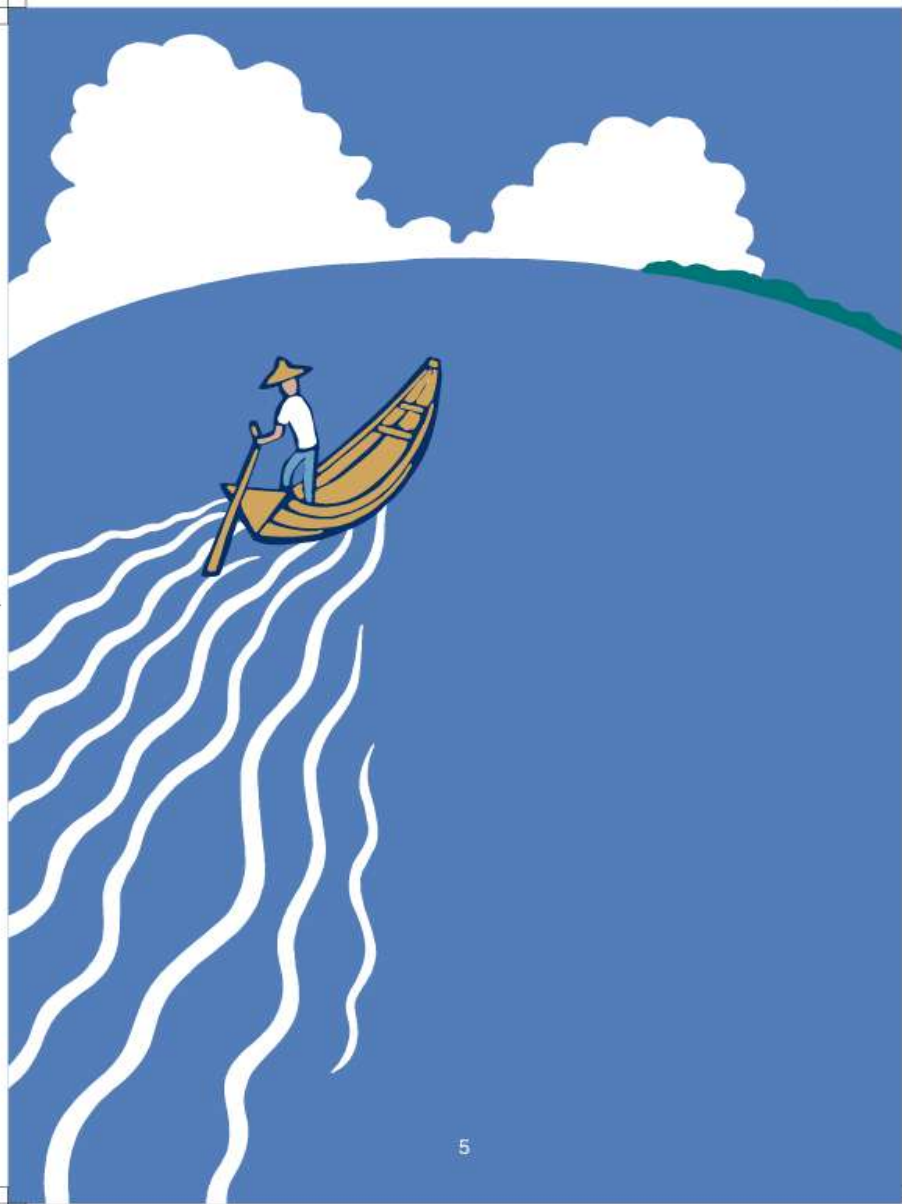
“About the sea” “It lives with God”. “About living” “About food” “Heavenly ZUNBUN”  
“About festival” “About colony and a house” “About peoples” “About work”  
“About happiness”



## 海のこと

竹富文庫





※ 西表に通耕していた頃は、  
途中で漁をしていたよ。  
でも竹富島には  
お金儲けのための  
漁業はないよッ。  
行き来は西棧橋からよ。

※ 西表通耕

耕地の少ない竹富島では、換金作物の1つである米を作るため、約16km離れた西表島へ稲作に出かけていました。西表島までは早くても片道4時間。通常は6時間ほどかかるので、由布島などに田小屋と呼ぶ仮の住居を造り、稲の手入れをしました。

# 生き物のこと



竹富文庫







ホツカルミナーはホツカルが  
来る前に獲ると大漁だったよ。



※ ホツカルミナー

イトマキボラのこと。ミナーは巻貝という意味。春を告げる渡り鳥、ホツカル(アカショウビン)の来る頃は、水も温み、海水温も上昇し始めます。水温の上昇にあわせて、ホツカルミナーは分散を始めるのかもしれませんが。ホツカルミナーは、貝殻の内側の赤みを帯びた色がホツカルを思わせることから呼び名がつけました。

人のこと



竹富文庫

子供が腹ん中に入ったら、

子供の父親は

※コーラフのタコを獲りに行くさあ。

タコが穴の中から出てくるのが、

子供が子宮から出てくるのに

似てるからがよ、

まっすぐな穴にいる傷のないタコを

獲ってくるんだよ。

足が九本のタコは縁起がいいから

「コーラフタクが獲れたぞ！」と

言ったもんだ。

足が欠けてるのは縁起が悪いけど、

多いのはいいんだよ。



※ コーラフ

コーラフは、出産を無事終えた労をねぎらい、けがれを払う輪廻払いの儀式です。コーラフのタコを獲るのは、父親になる男の仕事です。タコが獲れない人は、タコ獲りの上手な人をお願いして獲ってもらい、傷のない上等なタコを選びます。



These are photos of islanders researching. They are explaining about cloths and toys that they make from materials of the island. Exhibits here are made from research results of islanders rather than that of specialized researchers.

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# Possibility of a visitor center

in regards to  
regional development  
and  
nature conservation

# Trends in the case-study A

## *Normally...*

Exhibits are mainly explanation oriented.



## *The case...*

Case-study examples show exhibits which can  
be experienced,  
and be up-to-date,  
and be imaginative.

# Trends in the case-study A

Visitor center raises a possibility of  
understanding about national parks.



# Trends in the case-study B

## *Normally...*

Results of environmental educational programs is  
for participants



## *The case...*

Exhibited results of environmental educational programs  
become results  
shared among other visitors.



# Trends in the case-study B

Exhibits raises a possibility to  
share the enjoyment of national parks  
between visitors and staff.



# Trends in the case-study C

## *Normally...*

Appealing points of national parks are introduced  
from the points of view of academic values.



## *The case...*

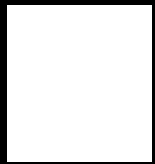
The way of life among residents are emphasized  
as a value of nature in national parks

# Trends in the case-study C

Visitors and residents together can **recognize**  
**the value of nature**, Because it is in close contact with the joy of life



**Trends means the possibility of visiter center**



**Thank you for your attention.**

# **Trends means the possibility of visitor center**

**Realization of environmental protection is strengthened by the understanding and curiosity of national parks .**



**New type of visitor center is effective to this understanding and curiosity.**

# **Trends means the possibility of visitor center**

**Showing wisdom of living which are inherited from generations strengthen the understanding the value of regional nature with actual feeling.**



**New type of visitor center is effective to make the residents and tourist have interest in values of regional nature.**

