

## Ten years of Department of Natural Sciences, Tokyo City University, -A story after the establishment of a new department

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### 1. Tokyo City University

Musashi Institute of Technology, founded in 1929, integrated its affiliated Toyoko Women's Junior College in 2009 and relaunched as Tokyo City University. At this time, the university's first science department was launched by staffs of basic education in mathematics, physics, chemistry, biology, and earth science, and started as a department with a capacity of 25 students per year.

The concept of the Department of Natural Sciences is "To develop human resources who have comprehensive insights and sound judgment in natural sciences, and who will be a bridge between science and technology and the general public as teachers, curators, publishers, broadcasters, etc. The purpose is. "It is characterized by being able to obtain a mathematics and science education staff license at junior high school and high school and a curator qualification.

In the curriculum, students study mathematics, physics, chemistry, biology, and earth science without bias, emphasis on experimental subjects and outdoor training subjects, and incorporate curriculum subjects into specialized subjects with a view to acquiring expression techniques. In. For this reason, 20-30% of students have graduated in mathematics and science teaching qualifications and 60-70% of curator qualifications.

Initially, the entrance examination deviation was low, but it increased year by year, and the lowest passing score was sometimes the highest on campus. Deviations and magnifications temporarily declined as the capacity increased from 25 to 60 from fiscal 2017, but recovered in fiscal 2019 and topped the science and engineering department reorganized from fiscal 2020. . In particular, the use of centers is very popular, and applications with national universities are outstanding. From 2020, a natural science major will be set up at the graduate school, and the faculty will take charge of guidance. Regarding graduates' careers, employment for companies accounts for 60% to 70%, and the employment rate for those seeking employment is almost 100%. 20-30% of graduates go to graduate school, and 10-20% of teachers / public servants.

At present, the possibility of establishing a new department of earth sciences is limited, but it seems more likely that assembling education and research around earth science when aiming for integrated natural sciences. One example is the possibility of developing a university course in modern natural history, or the problems arising from the creation of a new department, looking back at the changes in such departments over a decade, and coordination with junior and senior high schools. I would like to discuss and discuss issues related to lifelong education and extension activities.

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