

SATSUMA WARE AND
CULTURAL INTERACTION

薩摩焼と文化の交流

Watanabe Yoshirō, Professor, Faculty of Law, Economics and Humanities

EXPLORING
KAGOSHIMA

The history of Satsuma ware begins with the Korean potters brought back to Japan by *Shimazu Yoshihiro*, the lord of Satsuma (the old name for Kagoshima Prefecture), from the Seven Year War waged on the Korean Peninsula by *Toyotomi Hideyoshi* in the late 1500s. Although there are different styles of Satsuma ware today, three potteries that directly stem from those Korean potters – *Tateno*, *Naeshirogawa* and *Ryūmonji*.

The *Tateno* potteries were the potteries to the *Shimazu* family, the lords of Satsuma and mainly produced everyday items for the upper echelons of Satsuma society, tea ceremony utensils as well as tribute goods to be sent to the Shogunate. They produced the *ivory-coloured* white Satsuma with a transparent glaze, as well as a more elaborate painted variety with red, green and gold decorations. In the mid-1800s, Lord *Shimazu Nariakira*, had a kiln started at Iso in Kagoshima to produce Satsuma porcelain for overseas markets and it is possible that some of this was exported from Nagasaki. Painted Satsuma ware was also exhibited at the International Exposition of 1867 in Paris, marking its debut on the world stage.

The *Naeshirogawa* potteries on the other hand mainly produced items for the common people, such as pots, jars, mortars, and teapots, all known as “Black” Satsuma ware. The teapots were even sold in *Edo* (present day *Tōkyō*) and *Ōsaka*. From the middle of the 19th century the techniques to produce painted Satsuma were introduced from *Tateno* kiln, and the gold-painted porcelain produced



An example of Naeshirogawa pottery figure exhibited at Reimeikan (Kagoshima Prefectural Centre for Historical Material)

from then until the early 1900s was exported all over the world. There are still many kilns operating in the village of *Miyama* today.

During the *Edo* Period (1603-1867), the *Ryūmonji* potteries mainly produced everyday items such as bowls and plates. However from the end of the 18th century they became known for their variety in glazing techniques, producing amongst others pottery with inlaid patterns of white clay, the rough-surfaced shark-skin glaze and *Ryūmonji Sansai* pottery with its green or brown wash glazes: the three styles that the *Ryūmonji* potteries are famous for to this day.

*Front Cover



Kagoshima-maru

The Kagoshima-maru leaving port in Kagoshima to take students on an ocean-going training voyage.

学部紹介特集

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A Note on Names
Following convention East Asian names appearing in *KU Today* are written family name followed by given name.

CONTENTS



SPECIAL ISSUE

FACULTY OF FISHERIES

1



CAMPUS WALK AROUND

STUDENT COMMUNITY PLAZA

9



DISCOVER KU

PAINTING METHODS THROUGH PICTORIAL COMPOSITION

10



EXTRACURRICULAR ACTIVITY

HÖGAKUBU
– THE TRADITIONAL JAPANESE ORCHESTRA*Matsumoto Kenta, BSc student, Faculty of Fisheries*

12



INTERNATIONAL COMMUNITY

STRENGTHENING BONDS THROUGH THE ANNUAL EXCHANGE PROGRAMME

Dr Li Jiahua, Associate Professor, College of Pu-erh Tea, Yunnan Agricultural University

13



INTERNATIONAL PROGRAMME

LEARNING GLOBAL SUBJECTS IN ENGLISH

Katō Yasuhisa, Professor, Center for International Planning

14



FACES AND SNAPSHOTS

16



EXPLORING KAGOSHIMA

SATSUMA WARE AND CULTURAL INTERACTION

Watanabe Yoshirō, Professor, Faculty of Law, Economics and Humanities

18



EXPLORING THE FUTURE OF THE SEA AND FOOD RESOURCES



Matsuoka Tatsuō, Dean

The Faculty of Fisheries conducts education and research on the science and technology relevant to the nature of and human activities in the aqua-sphere, including fisheries. This field has become increasingly important in response to society's needs for food security, food safety and environmental conservation. The Faculty of Fisheries at Kagoshima University, one of only a few at tertiary institutions in Japan, accomplishes comprehensive education and research in these fields. The Faculty is made up of the Department of Fisheries which splits into five divisions 1) Fisheries Biology and Oceanography, 2) Aquaculture, 3) Food Science and Resource Utilisation, 4) Fisheries Engineering and 5) Fisheries Economics, and the Fishery Teachers' Accreditation Programme. The Faculty has developed its capability in both manpower production and basic and applied research ranging from the aquatic environment and resources to their industrial utilisation and consumption. Its master and doctoral programmes provide, nowadays, enriched education and research.

The objectives of the faculty's education and research are sustainable development and rational utilisation of fishery resources, conservation of the aquatic environment, international contribution and engagement in local fisheries. Our principle has been field-oriented education and research. In order to achieve this, it is equipped with well-balanced facilities such as the training vessels, Kagoshima-maru and Nansei-maru together with the Education and Research

Centre for Marine Resources and Environment. The Kagoshima-maru, built in 2012, is the latest training vessel and her world-class capability is now devoted to our education and research. She is accredited as the Educational Core of on-Board Training in Tropical and Sub-Tropical Waters and accepts students from regional universities. On the basis of our student friendly policy, we have developed a unique education management system which been granted with an ISO 9001 qualification, the global quality assurance standards for industries providing exciting education.

While Kagoshima University has endeavoured to link with Southeast Asian and South Pacific regions, the Faculty of Fisheries has conducted, in particular, a variety of international activities such as collaboration with the University of the Philippines and the Southeast Asian Fisheries Development Centre, which is the world's largest fishery organisation. We are also at the forefront of the enhancement of the international credibility of higher education in Japan. In addition to conventional academic activities, we offer international technical dissemination and transfer and participate in official development assistance projects, which are renowned the world over. On the other hand, we conduct local community service programmes based on the needs of local fisheries with particular emphasis on those in remote islands.

The faculty aims to maintain its status as one of the world's renowned fisheries education and research institutions encompassing the tropics and sub-tropics.

Faculty History

Fisheries education and research at Kagoshima University was established in the College of Fisheries in 1946. In 1949, the college became the Faculty of Fisheries. It originally consisted of the Capture Fisheries Department comprising fishing gear technology and fisheries business management, and the Food Science and Technology Department. In 1968, the Aquaculture Department was added. Later on the Faculty unified three departments to form the Department of Fisheries with five divisions and the Teacher Accreditation Programme. Today we offer students an integrated curriculum on general, basic and fisheries sciences through the four-year BSc and two-year MSc programmes.

Our postgraduate degree programme began as the Graduate School of Fisheries in 1969. The United Graduate School of Agricultural Sciences at Kagoshima University was established in 1988 in cooperation with Saga and Miyazaki Universities, and the University of the Ryukyus joined in 1991. The School confers doctorate degrees in agriculture or fisheries science upon candidates who fulfill the degree requirements under supervision by school members of the cooperating universities.

In April 2000, the Education and Research Centre for Marine Resources and Environment was established to offer extensive facilities for education and research in marine and fishery sciences for students and staff and external organizations. The former Fisheries Onshore

Research Station, which was founded in 1972 on the island of Nagashima in north-western Kagoshima Prefecture, is now part of the centre.

Every year we publish *Memoirs of the Faculty of Fisheries Kagoshima University* with contributions of the faculty members. Many foreign students from all over the world have studied in the faculty. We opened our first overseas liaison office on the campus of the University of the Philippines in Visayas in 2005.



BSc and MSc programme



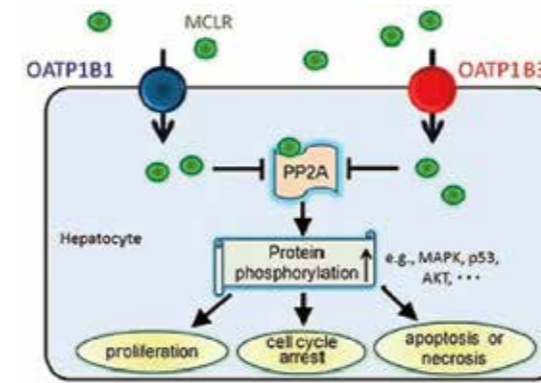
Fisheries Biology and Oceanography

We offer education, training and research on aquatic bio-resources, the marine environment and their interaction. The programme provides basic knowledge of both biological and physical sciences, such as marine and freshwater ecologies, fisheries biology, environmental science and physical oceanography.



Aquaculture

Recently, aquaculture has been developing on a worldwide scale. We aim at economical, ecological and sustainable aquaculture through scientific specialisation such as aquaculture systems, pathology and nutrition.



Biochemistry and Technology of Marine Food and Resources

We principally provide education on the biological and biochemical characterisation of fishery products, biologically active substances from marine resources, and efficient utilisation of marine resources as foods and biomass resources.



Fisheries Engineering

Our mission is the solution of problems which fishery industry around the world is facing. While the education programs include application of engineering know-how, the studies are typically multi-disciplinary and involve biological and management issues as well.



Fisheries Economics

This division conducts education and research on fisheries activities in human society. It is difficult to provide our basic sea foods to the consumers. There are also difficult issues for protecting the marine environment and sustaining fishing communities. To overcome these problems, we aim to develop human resources who can manage and stimulate the local community and solve the problems of the distance between producers and consumers.

PhD programme —

United Graduate School of Agricultural Sciences Kagoshima University (Science of Marine Resources)

The United Graduate School is an independent organisation which offers a three-year PhD course in agricultural and fishery sciences. The following three departments in our faculty are closely connected with the programme.

- 1) Regional and Global Resource Economics
Distribution and conservation of fishery resources and their products. Policies, and management of fishery industries.
- 2) Food Science and Nutrition
Exploitation and physiological analysis of chemical compounds of marine food products. Research on nutritional value, preservation and processing of marine food products.
- 3) Fisheries Science on Resources and Environments
Management, conservation, and utilization of fisheries resources in subtropical and tropical zones: aquatic animal

biology, fisheries, oceanography, fisheries environment and aquaculture.

For details, please refer to the website, <http://homeugs.agri.kagoshima-u.ac.jp/index.html>



Monitoring and control of red tide - the formation of a red tide research base

Maeda Hiroto, Professor
Yoshikawa Takeshi, Associate Professor

Starting in 2013, Kagoshima University has implemented construction of a red tide research base in southern Kyūshū. This project included improvement of the technologies concerning the control and monitoring of red tide for aquaculture and environmental protection. The Faculty of Fisheries plays a central role in this 5-year project. Mass mortality of fish due to the red tide, a phenomenon where the sea turns brown and red due to phytoplankton blooms, is a big problem in fish farming. From 2009 to 2010, similar blooms caused by the phytoplankton *Chatonella* occurred in around the Yatsushiro Sea and caused ¥8.8 billions damage to the aquaculture industry. The university was asked to establish state-of-the-art technology to combat such problems.

The Faculty of Fisheries played a central role in planning and organising the experts of different fields for the development and implementation of sophisticated technologies for the recovery, prediction and prevention of red tide causing organisms. In addition, cooperation with other universities, government agencies and research institutions will be created with the aim of establishing a base of experts in Southern Kyūshū

The problem of red tide is not only a Japanese one but also affects fisheries worldwide. Mitigation of the occurrences of red tide bloom and the establishment of counter measure technologies were petitioned by the governors of Kagoshima Prefecture, Nagasaki Prefecture, and Kumamoto Prefecture to prevent the collapse of the aquaculture industry in the region. Furthermore, along with the comprehensive measures, individual guidance to local fishermen for damage reduction is also needed. Although red tide research in the fisheries research centre of each prefecture is already in place, a large-scale study over prefectural borders would not be possible without the university.

What is more, the reduction of indigenous fish species and seaweed has become a problem due to rising sea

temperatures caused by global warming in recent years. These concerns have also been referred to the university by municipalities in the region with the hope of developing solutions to these problems through elucidating the mechanisms of environmental changes.

Interdisciplinary efforts are needed to meet the various expectations and demands from society. Thus, through the establishment of the research centre focused on red tide research, it is possible to bring together experts across the different faculties to build a major research centre as a home base. With this centre, it should be possible to provide scientific support and solutions to environmental changes not only limited to red tide but also problems such as global warming and other concerns in the future. At present the university has the mandate to urgently address the problem of red tide as one of the most serious effects of global warming to subtropical and temperate waters.



Oil spills in Southeast Asia

Koyama Jiro, Professor
Uno Seiichi, Associate Professor

A series of large oil spill accidents recently occurred in Southeast Asia. The first one was in August 2006 in Guimaras Island, Philippines. A team of researchers visited the affected area after the incident to survey environmental pollution caused by the oil under a collaborative study with the University of Philippines-Visayas supported by JSPS Core University Program. Studies on coastal pollution

caused by oil spills have been conducted for 6 years and the recovery process of the coastal environment was also undertaken. In 2013, a series of spills occurred in Thailand, Indonesia and Philippines (Manila and Cebu). Currently, another collaborative survey with Casessert Universty and University San Carlos, Cebu, Philippines into the problem has been started.

A study on the ecological function of coastal ecosystem

Yamamoto Tomoko, Associate Professor

Coastal ecosystems including mud flats, mangrove forests, seaweed beds and sea grass beds have important functions for the conservation and preservation of coastal environments and for humanity. For example, mud flats avoid pollution or eutrophication of coastal waters by absorbing organic and inorganic materials from rivers, while seaweed or sea grass beds function as nurseries and spawning grounds for coastal fauna including those with

commercial value. These functions are supported by small animals and plants inhabiting these areas. Studies on the ecological role of these organisms and the relationship between the organic community and environment of each habitat have been conducted, especially focusing on the coasts of the Amami Islands, in the sub-tropical south of Kagoshima Prefecture. Field surveys on the mud flats and mangrove forests in the islands have also been conducted.

Technical development and management of marine resources

Komeyama Kazuyoshi, Assistant Professor

The technology of acquiring information on marine resources, and its use are important in order to effectively manage marine resources and to properly exploit them. One research area is the investigation of fish behaviour and distribution around artificial reefs using underwater acoustic technology. These investigations are conducted around payaos in the Philippines or artificial reefs in Kagoshima Bay. Another research area is the investigation of the swimming behaviour of a cultivated fish, in particular the Pacific blue fin tuna. The biologging method is used for visualising the behavior of the fish in an aquaculture facility. In addition, the research on the scientific understanding of fish behaviour for improving the fishing gear and Fish Aggregating Devices (FAD) in aquaculture facilities is also conducted in fields, aiming to improve marine resources management and resource utilisation using these technologies.

In the Education and Research Center for Marine Resources and Environment, studies on coastal fisheries resources and environment are conducted under collaborations with foreign universities.



Development of Artificial Feed for Juvenile Pacific Bluefin Tuna

Yokoyama Saichirō, Assistant Professor

Pacific bluefin tuna (*Thunnus orientalis*) is an economically important fish species in Japan because of its high demand for sashimi or sushi, and Kagoshima Prefecture is known as a preferable site for producing this species. Most tuna cultures in Kagoshima are concentrated in the southern half of Amami Island because there are geographical advantages such as calm waves and the proper water temperature for rapid growth all year round. The present status of tuna seedling is that live young fish is caught from wild and accommodated in net cages, however the number of allowable catch is restricted from the perspective of natural resource protection. As a substitute for seedlings from the wild, artificially producing juveniles has been attempted by some aquaculture companies and research institutions but the amount has not fulfilled domestic requirements. On the



Cultured pacific bluefin tuna in Amami island

process of hatchery, live aquatic small animals such as rotifer, live larval fish and raw minced fish (frozen sand lance) are fed to the juvenile. These live foods are concerned with the uniqueness for tuna juvenile production because of high attractiveness for them but there are some weak points, namely the specific facilities and vast human resources that are needed to produce them. In addition, the quality and availability of these live or raw feeds are not constant to obtain the best results for growth and survival of the juvenile tuna. To solve this, effective artificial feeds which are superior in terms of handling compared to live and raw feed, need to be developed for efficient juvenile tuna production. Otherwise juvenile tuna are thought to have limited adaptability to common artificial feeds prepared for other marine species like dry pellet, extruded pellet and/or crumble feed, maybe because of its hardness and rough texture. If they do not accept feed for even only one day, the mortality increases drastically the following 2-3 days therefore the requirement priority of artificial feed for the juveniles is palatability. In 2008, we organised research group with a national research institute and feed company, and started developing a new type of feed with a specific gelatinous hardness and texture. The new feed achieved better growth, survival and palatability for the juvenile tuna compared to raw minced fish, but it is still under development to improve the performance based on aquatic animal nutrition.



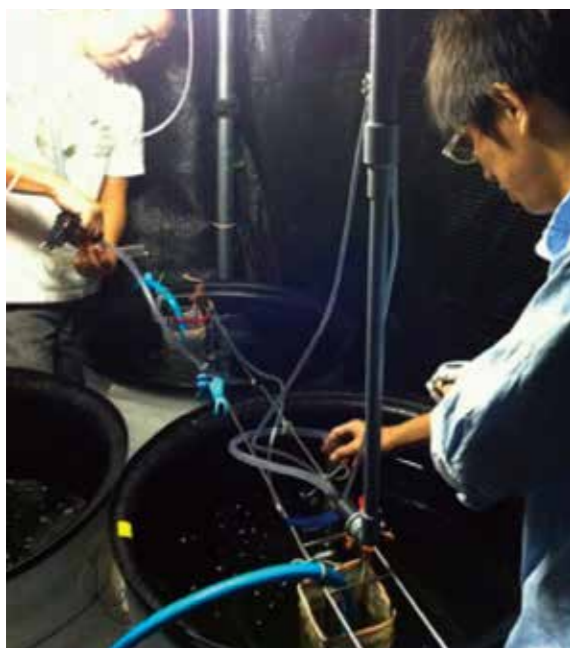
Raw feed (frozen sand lance, left) and new type artificial feed for juvenile pacific bluefin tuna (right)



Artificially produced pacific bluefin tuna juveniles fed new type artificial feed

Study concerning the nutritional improvement of live feed for larvae and juveniles

Kotani Tomonari, Associate Professor



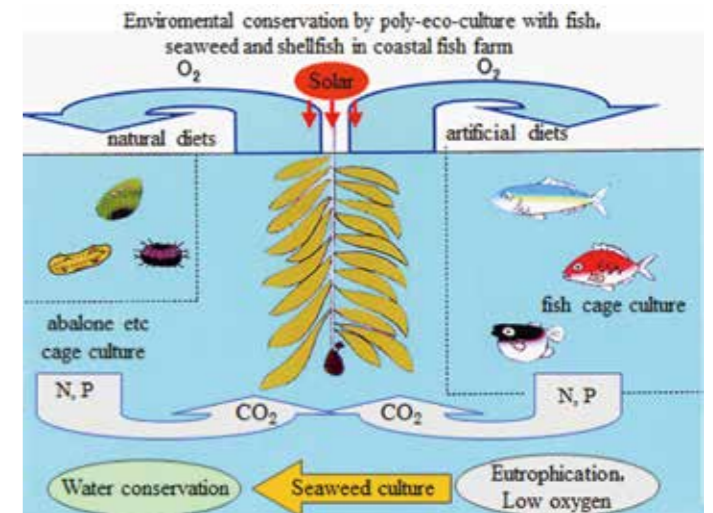
The laboratory of larval rearing management now conducts a study concerning the nutritional improvement of live feed for larvae and juveniles and the development of technology of larval rearing. Associate professor Kotani Tomonari, managing this laboratory, specialises in the ecological study of zooplankton, rotifer and copepod, which are utilized as live feed in aquaculture and natural seawater. Recently this laboratory conducted the nutritional enrichment of DHA and EPA on polar lipids included in rotifers and the survey of effect of those rotifers on finfish larvae. It also has developed a method for the mass production of copepods. Further studies about copepods will lead to the establishment of a rearing model based on the feeding system in natural seawater. Fish species treated in this laboratory have been red sea bream, bluefin tuna and eels. In particular, rearing experiments into bluefin tuna and eels have been conducted since 2013 and these experiments will be continued in the coming years.

Creation of a Rich, Productive Sea — Environmental Management and the Preservation of Sustainable Coastal Marine culture

Kadowaki Shūsaku, Professor

Our research proposes an environmentally sound poly-aquaculture technique in order to create a rich, productive sea. In marine areas where the ecosystem has been broken, the balance can be restored by the introduction of a poly-eco-culture using natural sunlight. This poly-eco-culture is a multi-fish farming system in which seaweed is bred around cultured fish cages and abalone cages (see figure). The seaweed absorbs nitrogen and phosphate from fish faeces and feed remnants. It also inhibits pathogenic bacteria and red tide. The seaweed grown can then be fed to the abalone. The faeces of the abalone are fed to the sea cucumber which can be cultured in the same cage.

In this way, poly-eco-culture promotes the preservation of aquatic environments and productive aquaculture at the same time. With this technique, not only healthy fish can be cultured in purified water, but also productivity can be increased by recycling seaweed to feed the fish. For poor fish farmers, the problem of red tide, which is not only created by their aquaculture but also gives it devastating damage, needs to be solved. If they are aware of the importance of the environmental management of their farms and learn technologies to preserve their marine environment, their fish farms can become clean and rich, and in turn, a rich and productive sea can be created through this sustainable marine culture.



Training Vessels

On-board training for navigation, seamanship, fishing gear operation, ocean research, meteorology and sampling is offered, using our two training vessels (Kagoshima-maru and Nansei-maru).





Wei Hongyi (China)
PhD student, United Graduate School of Agricultural Sciences

This year, 2013, is the fifth year since I came to Japan. All the memories are mixed together, not far but not too near neither. I can still remember the first day when I arrived at Chūbū International Airport, the green mountains and blue waters viewed from the plane reminded me that I was in a different country. My first stop was in Mie, where I studied about biodiesel fuel as an exchange student in the Iga Research Institute of Mie University. The teacher and all my lab-mates were so kind that I did not feel any differences from my homeland. After one year's exchange life, I decided to follow my advisor, Professor Maeda Hiroto, to enter the postgraduate programme in the Faculty of Fisheries at Kagoshima University. As soon as I stepped out of Kagoshima Airport, I was impressed by the enthusiastic welcome given by Sakurajima volcano with its representative ash-fall. It was difficult to adapt in the beginning with little to start with. I failed to get a room after applying to the International Residence Hall, but I was lucky that one Chinese senior student kindly allowed me to share his apartment. While being busy with my lab life every day, I also joined Kagoshima University Foreign Students Association (KUFSA),

where I met many new friends from all over the world. After one year working as the sports secretary of KUFSA, I was honoured to be elected as the president of KUFSA. Throughout the year, we succeeded in organizing many events thanks to the creative and enterprising teamwork of all KUFSA Executive Committee members. Although there were a lot of difficulties, I felt proud of myself to be able to balance KUFSA work and lab study, and I was grateful to have this colourful experience. Now I have entered the United Graduate School of Agricultural Science as a PhD student, and I'm totally used to studying and living in Japan.

My research focuses on the applications of photosynthetic bacteria for the biocontrol of pathogenic root rot fungus and other uses. In this study, photosynthetic bacteria (PSB), autochthonous bacteria and other microorganisms are isolated and characterised to establish a biological control method to resist pathogenic root rot fungus.

Looking back on my four years' life in Japan, I have learned a lot from my research advisor, Prof. Maeda, and all the friends around me. Though some achievements have already been obtained, I will carry on working hard so that one day I can repay those people who helped me and whom I love.



Shiela Villamor (Philippines)
PhD student, United Graduate School of Agricultural Sciences

Mabuhay! I am a doctorate student on a six-year MEXT scholarship. My research focuses on the biology and ecology of the golden ring cowry (*Monetaria annulus*), which is one of the many species in the family Cypraeidae that has a very high demand in the shell craft industry. The shells are very popular with tourists and sold as souvenirs because of their beautiful and glossy colour. However, there is no regulation in the collection of these shells and there is no stable sustainable management for this resource. I am investigating their reproductive biology and ecology so that the Philippine government can implement policies on the management and conservation of this valuable resource.

As part of my graduate course, I joined several cruises to Korea and Taiwan on the university's training and research vessels, to undergo training on navigation, seamanship, fishing gear operation, ocean research and sampling. I also acted as a teaching assistant where my main task was to guide the undergraduate class during their trip to take up English skills training at the University of Philippine Visayas.

In 2010-2011, I served as President of KUFSA (Kagoshima University Foreign Students Association). It was a good chance to interact and establish camaraderie with the Japanese community as well as with foreign students. I

enjoyed working together with foreign and Japanese students of KU as well as with the staff of city hall and the prefectural office in organising international exchange events.

As a Christian, I get to worship God and attend Bible studies with American pastors and missionaries, foreign students, Japanese and my fellow Filipinos. Every Sunday, we meet at the Cross Culture International Fellowship in Nishida for a bilingual service (English and Japanese) in the morning and at Kagoshima Celebration at the International Residence Hall for an English service in the evening. I have made a lot of friends from these meetings where we pray together and encourage one another.

I have been in Japan for four and a half years now and I am learning Japanese culture and enjoying its stunning nature. Although I had culture shock when I first arrived because of the language barrier, it was not difficult for me to acclimatise, particularly in Kagoshima because of its polite people, pleasant weather, delicious food and convenient way of life. I have a lot of fun participating in many different academic and socio-cultural events organised by the university and the local government of Kagoshima.

After I achieve my goals in Kagoshima University, I will go back home to serve my country and share the knowledge that I have gained. I will always be grateful to Japan for giving me the privilege to study and for all the wonderful learning experiences that I will take back home.



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Student Community Plaza

The striking new student community plaza was officially opened on Kōrimoto Campus in October 2013 with the aim of creating a place where students can foster both their social and study skills.

The plaza is equipped for both individual and group study, as well as extracurricular activities. It is also part of the university's campus improvement plan, which is seeing the buildings, facilities and grounds undergo refurbishment and earthquake proofing. The decision to build the plaza was in answer to requests by students for a place to relax within the campus as well as to provide 1st – 3rd year students, who do not yet belong to a research lab, a place to study. Building the plaza along the roadside has allowed for the creation of large open-air area at the front.

The plaza's main feature, as its name implies, is a 500 seat space for study use. It is also divided into two main sections, the student lounge and the group study rooms. The student lounge, situated on the 1st floor, has a food court, allowing the students to enjoy a meal



or drink while studying. Whether it be individual or group study or just simply talking with friends, the plaza aims to be a place where students can encourage and motivate one another and foster the improvement of social and study skills.

Situated next to the plaza is the student club centre. It has 24 separate club rooms, several meeting rooms and also a multi-purpose hall to meet the needs for the increasing amount of students participating in these extracurricular activities.





Painting methods through pictorial composition

The research of Faculty of Education associate professor, Okeda Hiroaki, looks at painting methods through representation. He is using the results of this research to continue investigation into successful methods for teaching painting in schools, along with advocating its importance in the classroom.

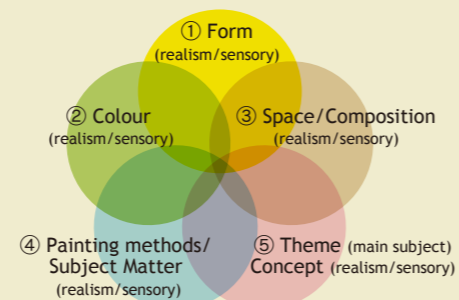
Within a picture, overflowing with a sense of transparency, there is the striking image of a woman standing still. While gentle, it still in some way contains an air of dignity, its charm is something that once seen, can never be forgotten. The work entitled *Mori no kioku* (Woodland memories) was painted by the Faculty of Education associate professor, Okeda Hiroaki. The recipient of numerous awards both home and abroad, Professor Okeda carries the world of Western style art in Japan on his shoulders, and his outstanding talent has been gaining a lot of attention. The underlining theme of his works is life. He decided to paint about the threshold between life and death, as well as the fragility of existence. In the wake of a period of great illness in his 20s, Professor Okeda, attracted to the contrast between women's delicate appearance and their strong heart and life force, began to paint realistic images of the female form. In recent years, while this theme still forms the basis for his works, he has also painted more works containing flora and fauna. You could also say that he has the daring intent to symbolically depict life and the cycle of rebirth within his work without depicting the human form.

From understanding your own pictorial composition to analysing and ordering painting methods

Professor Okeda makes use of his own experience with pictorial composition to further his research into painting methods. The main themes of the research include the comparison of Oriental and Western perspective and the verification of their distinctive features, the variety of lines used in line drawing, as well as the effect that each of these different lines bring about and painting methods using acrylic paints. To further this research, he and his students objectively analyze these features within the new works they produce. Taking advantage of these results, he also forms proposals for possible teaching methods and classroom development.

Due to the fact that he is using his own new works to

Design elements of a painting



A modern work can be called excellent if it has more than one eye catching point within its design elements

contribute to his research, in recent years he has been using the summer holiday period to travel to Autun in France to learn fresco painting techniques, which he then puts to practical use in local churches. One could say that to Professor Okeda pictorial composition is experimentation.

"There are many academic papers and literature out there about the study of painting, however many of these are influenced by the artist's own spirituality as well as the era and social situation in which they lived. Even the research papers that focus on the technical aspect of art are mostly about composition and colour schemes, there has been little research done into the painting methods themselves. Through analysis of painting method through practical use, I believe I can produce a thesis that can provide useful guidance for teachers of art education".

The importance of teaching the basics of expression

There are also other reasons why Professor Okeda is putting effort into researching painting methods, as he explains. "There is also the impact the Taishō period's (1912-26) liberal art education movement has had on modern art education in Japan, which tends to value children's independence and individuality. Adversely, painting methods are thought to hinder independence

and individuality and so are rarely taught in the classroom. While people with artistic sense can easily paint on their own, those without cannot. Painting methods are an important foundation for the realizing concepts and imagery. If we teach this, even those people who are artistically challenged can start painting to some extent and also experience the enjoyment that art brings. While at the same time those people who already have some artistic sense can improve their skills even more. We must not rely on technology in art education but rather age appropriate, specific and professional technical guidance is what is needed. I wish to convey to today's teachers and students both my results as a researcher as well as the things I am learning everyday as an artist".

Associate Professor Okeda also expressed the view that there has also been a reduction in the time spent teaching art at school. There is now the idea that rather than teaching everything evenly, it is important to have the students focus on their own strengths such as painting, design or three dimensional works. He believes that pointing out a student's weak points and also having them strive to discover new strong points are important factors in overcoming a person's weakness in or dislike of art.

"There are many different ways to look at painting; a modern work can be called excellent if it has more than one eye catching point within its design elements. I believe that, rather than just painting aimlessly in the classroom, it is important for teachers to organize the design elements featured in a student's work and point out the specific points that need improving".



Mori no kioku (Woodland memories), 2nd prize, Japanese Today's Art Exhibition in Spain, 2008



Haru no rinne (Spring samsara), 2012



Shōrai (Future), Aoki Prize, Kyūshū Niki Exhibition, 2012



Okeda Hiroaki, Associate Professor

Art education,
Teacher Education Course
Faculty of Education

Graduated from Tsukuba University in 1992 with a MA in Art, majoring in Western style art. He then worked as an art teacher at Karuizawa High School in Nagano. From 2000, he started teaching in the Faculty of Education. He became an associate professor in 2001. His main fields are pictorial composition and art education. He is a multi-award winner. In 2007, he won 1st prize at Kagoshima's 32nd annual emerging artist awards. The following year, he placed 2nd in Japanese Today's Art Exhibition in Spain. In 2012, he was awarded the best in show prize at the prefectural art exhibition, as well as the prefectural award for promotion of the arts.



Hōgakubu

– the traditional Japanese orchestra

Matsumoto Kenta, President BSc student, Faculty of Fisheries



touch these instruments for the first time. There are even some members who had no previous musical experience. The senior members of the club become part time leaders who spend the year with one-on-one instruction with the new members. We also receive instruction from previous club members, university teachers and sometimes even professional musicians. A new member's first day in our club is very long and there are many things to learn but if you practice patiently you will be sure to improve.

Amongst the club's many activities, our number one event is the yearly concert in December with all of our members participating. This concert is a chance to show off what we have learnt during the year. We prepare for this concert for six months and have an intensive study camp in Izumi in northern Kagoshima Prefecture during the summer holidays. It is a very important event for us and something we put a lot of effort into. Last year's concert was held on the 15th December at the Kagoshima Prefectural Citizens' Exchange Centre and was a great success. We plan to hold another concert next year, so if you are interested please come along.

Apart from performances, we also do many other things together. When the new university year starts in April, in order for the new students and the other members to get to know each other we do things like *hanami* cherry blossom viewing parties, picnics in the park and other recreational activities together. In this way, we can improve relations across grades and age, which also has a good influence on our performances, and together we grow as people.

This is the way the traditional music club works and plays in a fun and cosy atmosphere. If you are interested in traditional Japanese instruments, please come to one of our concerts and hear us play.



We are a group of students who conduct musical performances with traditional Japanese instruments such as the koto, shamisen and shakuhachi. With 12 new students this year, we now have 45 members who are active every day. This time, I would like to introduce the traditional instruments we use and also tell you about our club activities.

So to start with, what do you know about traditional Japanese instruments?

Although originally brought over from the mainland in ancient times, these instruments were reinvented to reflect Japanese culture and aesthetic sense. Made from natural materials such as wood, bamboo and animal hides, these are very delicate instruments whose sound quality changes depending on temperature and humidity at the time of performance. Our members practice with these delicate musical instruments every day.



Next I would like to tell you about our club itself and how in reality many of our members have only been using these traditional Japanese instruments for a very short time. Actually, it was only after coming to university that most of our members had the chance to



Strengthening Bonds through the Annual Exchange Programme

Dr Li Jiahua (Alum: MSc 2006, PhD 2009)
Associate Professor, College of Pu-erh Tea, Yunnan Agricultural University

From October 2003 till March 2009 I studied in the Faculty of Agriculture as well as in the United Graduate School of Agricultural Sciences Kagoshima University. I received my master's degree in March 2006, followed by my PhD in 2009. During my time there I learned many things about organic tea farming, tea polyphenol research and phytochemistry taxonomy under the guidance of Professor Sakata Yūsuke, who retired in March 2012, as well as Professor Hashimoto Fumio. At present, I am researching the polyphenolic ingredients of Yunnan Province's famous Pu-erh tea and also the anthocyanin pigment ingredients in the new buds of zijuan tea.

I returned home in April 2009 and now work at Yunnan Agricultural University, however as a graduate of Kagoshima University and in order to improve relations between the two schools, I participate in the annual program for the Kagoshima University students visiting Yunnan Agricultural University, where I do a lecture on the tea industry in Yunnan. We also take the students to the tea market in Kunming where they can receive on-site training and sampling which gives them a much deeper understanding of Pu-erh tea. At the same time this programme also creates bonds of friendship between the teachers who participate, allowing for the strengthening of mutual bonds between both schools and students, academic and social exchange and various kinds of collaborative investigation and research, and I believe it will continue to have a positive effect in the future.

It has already been four years since I returned home, however I am still so thankful to Professor Sakata and Professor Hashimoto for all the guidance

and help they gave me during my studies in Kagoshima both in and out of the classroom. During the last four years I have been utilizing the skills and techniques that I learned at Kagoshima University and through the teachings of Professor Hashimoto in my research into Pu-erh tea polyphenolic ingredients and anthocyanin pigments. Under the guidance of Professor Hashimoto I have also succeeded in the acquisition of two research grants, equivalent to ¥20 million, from the Natural Nature Science Foundation of China.

I will never forget my studies in Kagoshima University and my life in Kagoshima itself. Also the skills and knowledge I acquired during that time are something that can never be taken away from me. I would like to once again give my heart-felt thanks to the teachers and staff of the Faculty of Agriculture's graduate school and the United Graduate School of Agricultural Sciences Kagoshima University. I wish to devote the rest of my life to becoming a bridge between Yunnan Agricultural University and Kagoshima University to facilitate more cultural and academic exchange and ensure our continued friendship into the future.





Learning Global Subjects in English

By Katō Yasuhisa, professor, Center for International Planning



The Global Topics in English class was started in the spring semester 2013 as the first attempt to teach global subjects through the medium of English on the first year programme, where we already had classes to teach English, but none that taught a different subject using English. So, in the beginning, I had to loosely formulate the syllabus due to the unavailability of appropriate experience in teaching methods anywhere in the university. However, I could gradually clarify the required educational issues through the various trials tested and evaluated in the class.

The reason why I started the class was based on my personal concern that students might be puzzled at the wide difference between learning English in the Japanese way and what is needed to actually use English, which can be one of the biggest concerns for students who plan to study abroad or are interested in international issues. However, not being a professional English teacher, I could not envisage the scale of difficulties for teaching how to use English until the class started.

Struggling process

Over the course of the semester, I was able to gradually understand the students' problems and began to realise the reason why nobody had dared to start such a class so far. So, this article will cover the struggle to develop of the class and tell how problems were overcome for teachers who may wish

to start the similar class in the future. The original idea of the class was very simple to conduct the sessions through group discussion without clarifying a detailed programme. The class was kept as 30 students, divided into six groups, each with a TA to act as discussion facilitator. First, they watched a video and give their opinions as an ice breaking activity. This was followed by a 30 minute lecture on the selected topic. A synopsis of the lecture was given to students over Moodle one week before so they could prepare. The students had two issues to discuss in groups lead by the TA for 15 minutes each. Afterwards, representatives of each group made presentations using posters.

Based on my own experience and the progress achieved by twelve students who were involved in a three week study tour to New Zealand, I knew that students who had been spoiled by Japanese-style English classes needed practical experience for using English, preferably in an English-only environment. However, in the first session, I was taken aback by the attitude of the students, most of whom were very nice and quiet, but also very passive. From their reports submitted after each session, I could see that they were also at a loss what to do. And even though the TAs encouraged the students to participate in the discussions, this encouragement resulted in more domination by the TA in each group.

I gradually found that they were merely attending, not participating in the sessions, dreaming that it would be nice to

speak English, but finding it not easy. Since Japanese students have generally studied English for six years with the sole objective of preparing for the university entrance exams, sharply focusing on understanding grammar and structures, they worry about accuracy, before they start to speak. So, you find students with higher scores, are weaker speakers because they don't want to deviate from what they have learnt. This was my first problem, so I suggested they shouldn't worry about using broken English.

As the sessions went on, I found that they were still struggling. They tended to focus on listening to what I or the TAs were saying and so sometimes lost track. This is where I suggested they make more and frequent questions. Students are discouraged from asking questions from junior high school onwards in Japan, based on the general consensus that good students are those that attend each class and do sufficient preparation, but not ask questions. So even though it was against their educational upbringing, I advised them to ask more questions so that they could try and control the flow of the discussions.

Another large problem to overcome, which indeed could be the main objective of this class, was that they did not wish to stand out in their groups. Since this is a social habit, the educational system never encourages students to express their own opinions. This can be the most serious problem for Japanese students, if they wish to be involved in international

society. As there is no effective suggestion for this problem, I tried to keep the number of group members to minimum, and asked the TAs to ask for opinions on a rotational basis, not wait for voluntary contributions. As Japanese generally possess a very high level sense of responsibility, the fulfillment of individual responsibility such as responding to the request can overrule their social reluctance to initiate action by themselves.

My suggestions gradually worked in the groups and sessions became more active. Teaching how to use English is not handicapped by English ability alone, but more related to the factors affected by non-linguistic problems from social or educational backgrounds. I am more convinced after completing autumn semester of the class that teaching methods for using English should be accumulated and consolidated in accordance with the expansion similar programmes in the university.

Considering the current drastic changes in Japanese society greatly influenced by international/global issues, it is clear that the University has a great role to play in enhancing the students' capacities to be actively involved in internationally related activities in the future. This article therefore highlighted some points which can be used as an ice-breaking point for both teachers and students who are generally still reluctant to move ahead and take the required action to tackle with the ability on how to use English.

Entrance exam for Graduate School of Humanities and Social Sciences held in Shanghai

The Graduate School of Humanities and Social Sciences has introduced a local entrance examination for people living in China. In May 2013, four students, who were recommended by our academic exchange partner universities, Xiangtan University, Shandong Normal University and Yangtze Normal University, and who had passed the preliminary screening (paper examination and Skype interview), sat for the entrance examination in Shanghai. Along with the examination, two members of faculty from Kagoshima were also sent to Shanghai to answer any questions the students may have had about the course and also to interview them about such things as their study history and their plans and hopes for the future after they graduate. Now in 2014, East China University of Political Science and Law has also joined the

programme, and once again the examination is scheduled to be held in Shanghai in May, with the results announced in June and the students starting in Kagoshima from October.

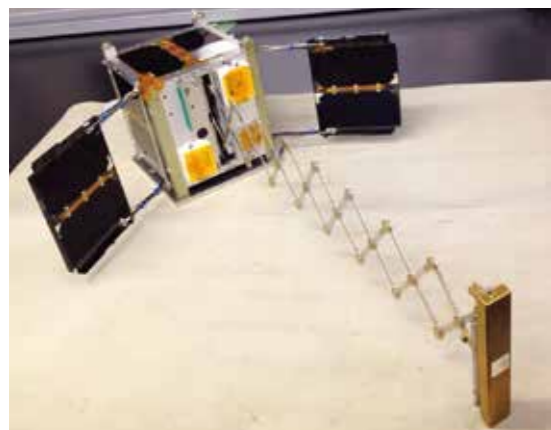


Academic exchange agreements signed in 2013.

- Capital University of Economics and Business (China)
- East China University of Political Science and Law (China)
- Sangmyung University (Korea)
- International Islamic University Malaysia (Malaysia)
- National Kaohsiung Marine University (Taiwan)
- National Chung Hsing University (Taiwan)
- King Mongkut's University of Technology Thonburi (Thailand)
- An Giang University (Vietnam)
- University of Dhaka (Bangladesh)
- Kafrelsheikh University (Egypt)



KASAT 2 to be launched by H-IIA rocket from Tanegashima Space Center



The Graduate School of Sciences and Engineering has jointly developed KSAT2 (Kagoshima Satellite Number 2) with the association of local industries. It will be loaded onto the Japan Aerospace Exploration Agency's rocket, H-IIA Launch Vehicle No. 23, which is scheduled for launch from Tanegashima Space Centre, in Kagoshima Prefecture, in February 2014. The KSAT2 is a 10cm cube satellite which weighs 1.68kg. The structure was produced by local companies, while the mounted devices and thermal designs were produced by the students of Kagoshima University. After reflecting on the route signal problems of KSAT1, which was launched in May 2010, KSAT2 has been equipped with a solar array and low energy consumption internal design in order to avoid any power shortages. In addition, its transmitting and receiving power has been doubled, as well as an improved certainty of communication and location confirmation through the use of an increased number of ground facilities. KSAT2's mission is to orbit from a maximum height of 377km while carrying out tasks such as observing earth's atmosphere, using its internal camera to send images of cloud formations and transmit messages from space back down to us here on the ground.



Kagohima University Stand opened in Maejo University, Thailand

Professor Tsuda and Professor Onjō from the Faculty of Agriculture visited Maejo University in Thailand and paid a courtesy call on Dr. Yongyooth Srigiofun, vice-president in charge of international affairs. The prime purpose of their visit was to set up a stand to provide our prospectuses and KUToday newsletters, and to make a DVD presentation about the university. The opening ceremony of the Kagoshima University stand was held with the participation of students and staff from both of Maejo University and Kagoshima University. At present our students visit Maejo University every August as a part of a study tour. It is hoped that the erection of the stand will make the students of Maejo University interested in visiting Kagoshima, too.

