

Research Activity Report
Supported by “Leading Graduate Program in Primatology and Wildlife Science”
 (Please be sure to submit this report after the trip that supported by PWS.)

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1. Country/location of visit
Japan monkey center, Inuyama Aichi
2. Research project
Zoo/Museum Course
3. Date (departing from/returning to Japan)
2014. 10. 6 – 2014. 10. 9 (4days)
4. Main host researcher and affiliation
Japan monkey center and PRI
5. Progress and results of your research/activity (You can attach extra pages if needed)
Please insert one or more pictures (to be publicly released). Below each picture, please provide a brief description.
In this Zoo and Museum course, We experienced several JMC’s activities. After the lecture about JMC outline on the first day, we had four exercises.
<p><u>Keeping Exercise</u> On the second day, I joined cleaning inside enclosures of gorilla and mandrill. So far I had frequently contacted with zoo keepers as I finished my graduate research project in a zoo, so I believe that I am well informed on operations of zoo keepers. But I never worked together with them. I understood much more how hard their operations are. I began to consider on what a kind of environmental enrichment is suitable for the inside enclosure, in the condition of dairy cleaning nook and cranny.</p> <p><u>Specimen Exercise</u> Also, I experienced a backyard tour on the second day. I observed many skeletal preparations, stuffed specimens as well as specimens in formalin. Almost every part including bones, skin and internal organs of all the dead bodies is to be stored as specimen in JMC, which is a very rare deed in other zoos in Japan. In this occasion, I tried to sort bones into each part of a body. I usually do not treat with bones in my research, so it was a very good opportunity. The staff said that it is needed to make and keep specimens in the zoo because they have invaluable information. When we collect samples in wild, we cannot not get precise records on their individual property as real birth-day, medical history or so on. I realized the importance of zoo specimens.</p> <p><u>Environmental Enrichment Exercise</u> On the third day, I installed a food-related environmental enrichment for Pig-tailed monkeys. In this time, we used bamboos and stuffed up their hollow with sweet potatoes, apples and oranges. Monkeys did not use some of them owing to the difficulty of handling. I realized we should consider about the level of tools for each animals. I understood how difficult it is to install</p>
<p>[Itinerary]</p> <p>6/10/2014 Lecture on JMC History JMC Tour</p> <p>7/10/2014 Zoo-keeping Operation Exercise Lecture on Anatomy Specimen Exercise</p> <p>8/10/2014 Lecture on Environmental Education, Specimen and Field Work Environmental Enrichment Exercise</p> <p>9/10/2014 Joining a Tour for Primary School</p>

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enrichments during a busy working time of zoo keepers, as those are quite time-consuming.

Environmental Education

On the last day, I join a tour in JMC for school students. One of primary schools prepared several questions to curators. In this time, we also tried to answer those questions. I covered three questions: “Does monkey say something selfish?” “Does monkey have some specific friends?” “What does monkey do after the toilet?” I was much impressed by children’s eagerly. I usually do not have an opportunity to communicate with children, so it was a pleasure experience.



Figure1. Left: KIDS ZOO, Right: Enclosure of Gorilla



Figure2. Left: Weighting and measuring after anatomy of a dead body, Right: Making a specimen in formalin

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Figure 3. Preparing questions of children

6. Others

I would like to express my appreciation to the PWS program and Prof. Tetsuro Matsuzawa for the opportunity to study at Japan monkey center. I thank all staffs of JMC.