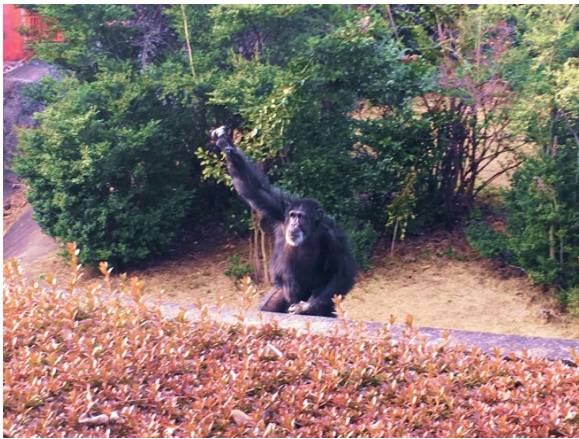





Research Activity Report
Supported by “Leading Graduate Program in Primatology and Wildlife Science”
 (Please be sure to submit this report after the trip that supported by PWS.)

	2016. 02, 11
Affiliation/Position	Primate Research Institute/M1
Name	Gao Jie

1. Country/location of visit	
Japan Monkey Centre, Inuyama	
2. Research project	
Zoo/Museum Course	
3. Date (departing from/returning to Japan)	
2016. 02. 06 – 2016. 02. 09 (4days)	
4. Main host researcher and affiliation	
Dr. Idani, Professor at Wildlife Research Center, Kyoto University; Dr. Shintaku, curator at Japan Monkey Centre.	
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.	
I attended Zoo/Museum Course in Japan Monkey Centre (JMC) from 6, February to 9, February. I had a great experience in this course.	
 <p style="text-align: center;">(Chimpanzee display)</p>	 <p style="text-align: center;">(Gorilla)</p>
 <p style="text-align: center;">(Ring-tailed lemur enjoying the heater in Wao Land)</p>	 <p style="text-align: center;">(A squirrel monkey)</p>
<p>On the first day, Prof. Idani gave us a lecture on primatology in Japan and the history of JMC. Scholars in Japan initially conducted sociological studies in rabbits, sika deer, and semi-wild horses in Miyazaki. 3, December, 1948 was the beginning of primatology in Japan, when Kinji Imanishi and his two students, from Kyoto University, went to Koshima Island to observe wild Japanese macaques. In October, 1956, Japan Monkey</p>	

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Centre was established. JMC was first established with the help of scholars and aimed to facilitate research and education, which is a characteristic different from other zoos. In 1957, the journal *Primates* was published. It is the oldest journal on primatology. In 1966, Primate Research Institute was established with the help of JMC researchers. In 2014, JMC became a “Public Interest Incorporated Foundation”.

After the lecture, Dr. Shintaku took us to visit the zoo and the many primates. It was very interesting to see them.

On the second day, we observed an anatomization of a Japanese macaque in the morning, and attended activities about zoo/museum education in the afternoon.

The Japanese macaque dead in 2009, and had been frozen since then. The monkey was an old female. There was no clear problems in her organs. The major organs were preserved after the anatomization. I learned about monkey anatomy in this procedure.

Dr. Akemi, curator in JMC, gave a small public lecture about the *ema* in JMC shrine and her trip to Madagascar. This year, 2016, is the year of monkey in Asian culture. JMC had a shrine, and had various primates for different good meanings in the *ema* of the shrine. Akemi-san introduced the reason and relevant stories about these meanings. For example, chimpanzees stand for “health, long life, and academic achievement”. Chimpanzees have a long life, and female chimpanzees will still be alive even after they are not fertile. Also, chimpanzees have amazing cognitive abilities, and they can beat humans in working memory tasks. Therefore, chimpanzees have the good meaning for health, long life, intelligence, and academic achievement. There were about 30 people in the lecture, both adults and children. Akemi-san’s lecture was very clear, and in a not too fast speed, so even children could understand what she said. Her kind attitude and the many pictures and videos in the slides also helped little children to learn about the lecture. After this, Akemi-san let us to conduct a visitor survey in order to know about visitors’ preference for the zoo animals. I observed visitors’ behavior at the chimpanzee area in Africa Center. I stayed there for more than half an hour. The average duration that visitors stayed there was 4 min 35 s. The longest time was more than 5 min 30 s, and the shortest was 40 s. Generally, people loved to watch the chimpanzee family, especially the baby, Mamoru. The father display and the play behavior between mother and father were also attractive. Interestingly, the food enrichment, which made the chimpanzees go everywhere and try to find food, also attracted visitors. The enrichment is both good for chimpanzees and visitors.

After that activity, Dr. Takano gave us a lecture about the education program of JMC. Many students have received lectures from JMC. He also showed us the science book in Inuyama, where there is a lot contents about primates and is related to JMC.

On the third day, we observed monkey operations in the morning, and joined enrichment activities in the afternoon.

In the morning, two operations for monkeys were done. The first one was to untie the strings at the leg of a Japanese macaque. It was injured in the leg, and the doctor used strings to sew the wound several days ago. In the operation, the strings were taken out. The second one was a ring-tailed lemur. The lemur lost the consciousness in the foot, and the doctor gave a soft cloth to that area to protect the foot. We also observed doctor making medicine for a hamster and a rabbit in the kids zoo.

In the afternoon, we helped drill holes in branches to make food enrichment tools for chimpanzees. We put sweet potatoes in the holes, so that chimpanzees could make more effort and have fun in the process of accessing the food.



(Mamoru taking out the sweet potatoes in the holes)

On the fourth day, we visited the specimen room, and helped classify monkey bones to make new specimen

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boxes for JMC. Dr. Shintaku gave us a lecture about museum collection management. Collection is the essential part of a museum. Research, education and exhibition are all based on collection. The most important about collections is their information: when, where, who, how collected. JMC has many collections about primates, and is establishing the shared digital database *CaPriCo* (http://www.j-monkey.jp/caprico/index_e.php). After the lecture, Dr. Shintaku showed how to classify bones of a monkey for collection. We all had some practice with one monkey. We also visited the room where there store many specimens of monkey tissues, including dead monkey bodies. The many collections may be of great help in future research.



(The collection room)



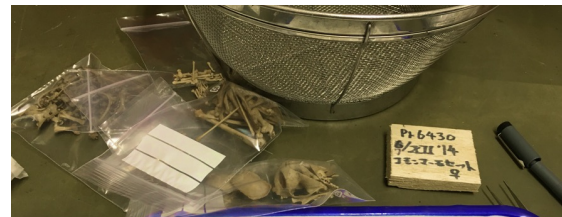
(Skull of a gorilla. The place pointed is where biting muscle is.)



(A lemur's skull)



(Classify the bones)



(Group the bones)

This course introduced many aspects of JMC, the zoo and the museum, including its history, the research, the education, the animal welfare care for the animals, and museum collections. I learned about the knowledge of a zoo and a museum. From my point of view, a zoo is not for entertainment: animals should not be entertained; but is for education and research. The education programs, the medical and welfare care for animals, and the collections by the museum really impressed me a lot. I enjoyed this course a lot.

6. Others

Special thanks to Dr. Shintaku, for leading us to the various activities, and for translating when I didn't understand. Thank all the staffs in JMC who helped make this interesting course.