

**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.)

	2017.07.19.
<b>Affiliation/Position</b>	Laboratory of Ethology, Department of Zoology
<b>Name</b>	Masaya Fukuda

<b>1. Country/location of visit</b>
Japan Monkey Centre, Inuyama, Aichi
<b>2. Research project</b>
Zoo/Museum PWS Course
<b>3. Date (departing from/returning to Japan)</b>
2017.07.08-2017.07.10
<b>4. Main host researcher and affiliation</b>
Dr. Gen'ichi Idani, Professor and Director, WRC/Japan Monkey Center Masato Ohbuchi, Assistant Professor, Japan Monkey Center
<b>5. Progress and results of your research/activity</b> (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.
<p>During this visit, I conducted research on how zookeepers and curators work. Main events were a lecture of the director of JMC, a conducted tour around JMC, science &amp; communication lecture, practical training of zookeeper, enrichment lecture and veterinary lecture.</p> <p>On the 1<sup>st</sup> day, Mr. Idani, the head zookeeper of JMC, explained the history of Japanese primatology and JMC. Then we made a short field trip to JMC. There were many monkeys from all over the world. What attracted me most was “WAO land”, in which there were so many ring-tailed lemur. We can feed them and observe them not through a cage but directly (Fig. 1). After that, Mr. Shintaku explained about specimens kept in JMC. There were so many kinds of specimens including formalin specimens, and what I liked best was the skeletal specimens. We touched the bones and observed how they were jointed together (Fig. 2).</p> <p>On the 2<sup>nd</sup> day, we studied about science communication. It is the communication between the researcher and those who don't know well about the works researchers do. I learned that it's easy to understand the gap between them but so difficult to fill. After the seminar, we shifted to the practical training of zookeeper. I studied the work of zookeeper in KIDS ZOO, which keeps some mammals, reptiles and amphibians including frogs. In this work, I made the display of some Japanese frogs, tonosama frog, wrinkled frog and tree frog (Fig.3). Our curator told us important three points making the display of animals: making a display which makes visitors to talk with staffs, to be more interested in the behavior of the animals and which stands on the eye of the visitors. It is very difficult to display something which is easy to understand for all visitors, from junior to senior.</p> <p>On the last day, we studied about the environmental enrichment. It is related to animal welfare including making the facilities similar to wild habitats, making animals be enable to do what they want. After the seminar, we visited KIDS ZOO and thought about goats' feeding style. It was difficult to search for the</p>

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better way with a restriction on money, space and the safety of goats. We observed carefully how they move and eat food, and finally presented four plans for goats’ feeding equipment (Fig. 4).

In this course, I can study many things about zookeepers and curators work. There are many problems keeping animals with thinking about money, animals’ welfare, visitors’ satisfaction, education and scientific research. However, I felt many zookeepers and curators were trying to make JMC better place for animals, visitors and researchers. I enjoyed this course a lot.



Fig.1. Ring tailed rumors in the WAO land



Fig.2. Skeletal specimens of Papio anubis



Fig.3. The display of tree frogs

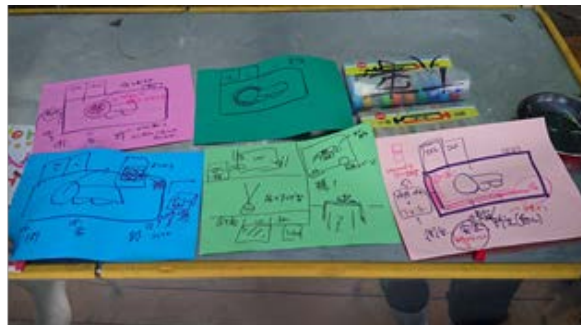


Fig.4. The plans for goats’ feeding equipment

## 6. Others