

# KU Today

KAGOSHIMA UNIVERSITY NEWSLETTER

Spring  
2017



学部紹介  
特集

Special Issue  
Faculty of Education  
Graduate School of Education

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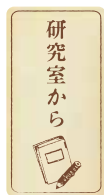


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# KU Today

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**KUToday** is a biannual publication to present information about Kagoshima University to a wider international audience. Each edition will feature one faculty for prospective overseas students as well as other topics such as educational programmes, research and alumni information. Some articles are translations from the Japanese-language publication, Kadai Journal, upon which KU Today is loosely based. Any comments or suggestions about KUToday will be warmly received.

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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.

Spring 2017





## Faculty of Education Graduate School of Education

<http://www.edu.kagoshima-u.ac.jp/index.php?id=164>

The Faculty of Education, established after the national academic reform in 1949, traces its origin back to the creation of Shihangakkō, Kagoshima Teacher Training College, in 1875, and has since then seen over 19,000 talented graduates. Today our mission is to meet the modern demands society places on education by training teachers and professionals with advanced qualifications and abilities. To that end, in addition to lectures and exercises on subjects related to the teaching profession and curriculum contents, we offer all students the opportunities for practical learning from entering university until graduation: these include visits to public elementary and junior high schools in the city, learning the regional characteristics of Kagoshima during school observations in the Amami Islands, class observation and education training at the university's affiliated and semi-affiliated schools, educational support activities at small schools where different age groups are taught in one classroom simultaneously, volunteering for local learning assistance, and more.

The faculty's academic and administrative staff also support the diverse and advanced learning of our undergraduate students with the cooperation of the affiliated and semi-affiliated schools. Following the redefinition of the teacher-training mission published in 2013, we will establish an Advanced Teaching major within the Graduate School of Education in April 2017, where we hope to develop the practical skills necessary to assess the situation and problems regarding

school education and devise specific solutions based on local characteristics and practical considerations in order to train elementary and secondary education

professionals who can actively cooperate and offer high-level educational activities. Through teacher training that combines knowledge and practical abilities we will be able to contribute even more to education in Kagoshima Prefecture in the future. In addition, we are going to reorganize our undergraduate courses of School Education Teacher Training and Special Support Teacher Training into departments as well as improving the teacher training systems in place.

Furthermore, in order to recruit a large number of students with a strong desire to become teachers, the School Education Teacher Training programme offers three options: the Elementary Education Course, the Secondary Education Course and the Elementary and Secondary Education Practical Course. From now on, we will combine the "Spirit of Enterprise" described in Kagoshima University's Student Charter with the pride of tackling difficult problems with readiness and resolve, and we will endeavour to be a faculty and graduate school that can serve as a starting point for educators and members of society who never lose the desire to keep on learning.



**Tsuchida Satoshi, Dean**



## UMEBAYASHI IKUKO Associate Professor, Music Education



My main area of research is music in Vienna in the late 19th century. I have examined Hugo Wolf's compositional styles of songs

and choruses, and manuscripts of his works for piano.

In addition to these studies, I have played his music on piano in concerts. Furthermore, from his music criticism and letters, I considered his perspective on the works of other composers (e.g. Richard Wagner and Franz Liszt) and I also studied in detail the various phases of creativity in Wolf's career. At present, I am interested in the activities of music enthusiasts from the late 19th to the early 20th century. I am studying, in particular, the patronage of Friedrich Eckstein, who financially supported the publication of the scores of Wolf and Anton Bruckner.

## ASANO YOKI Associate Professor, Technology Education



Food production systems need to rely on cultivation techniques without directly or indirectly using fossil fuel so that society can be environmentally symbiotic and sustainable. My aim is to contribute to the spread of these techniques in the educational

field by both training students to be teachers and developing teaching materials. Thus, my research and development themes are to establish i) a circulation system to recover leftover food and vegetable waste as organic fertiliser through composting, and cultivate crops with that compost within a school year, and ii) soil improving techniques to be available to a class of nurturing living things in junior high school, for example, a simple method for measuring soil physical property, water holding property and water permeability, with handcrafted instruments.

## NAGASAKO TOSHIRO Associate Professor, Social Science Education



My research interests are in physical geography, Quaternary science, and human-nature relationship. I completed

my PhD at the Department of Geography, Tokyo Metropolitan University in 2004, and my thesis was entitled 'Landscape evolution and its implications for human occupation in a volcanic field, Southern Kyūshū, Japan'. My main study areas are the island of Kyūshū

and the Ryūkyū Islands. I have undertaken research in Japan, New Zealand, Cook Islands, and also have field experience in Australia and USA (six states including Hawaii and Kansas).

Over the past few years, I have developed a strong interest in remote sensing (kite aerial photography and unmanned aerial systems) technically and in regional cooperation from a community-contribution perspective. In terms of educational practice, I have made the most of excursions, outdoor education, and adventurous activities such as marathons, bungee jumping, and scuba diving (photo: Sekisei Coral Lagoon, Okinawa). Ambitious students, who major in geography and relevant disciplines, are welcome.





## HAMASAKI KOICHIRO

Professor, English Education



My research interests primarily lie in the fields of the historical changes in English as well as the syntactic, semantic and functional aspects of Present-Day English. The focus of my work is also on the cognitive abilities of language

users and the relationship between linguistic structures and cultural attitudes of the language users in the speech community. The findings from these linguistic studies will certainly be useful for my students, who are going to teach English in elementary and junior high schools, because chances are high that most of the school children will interact directly with people with diverse cultural backgrounds in the future. Theoretical linguistics will, I believe, contribute to the practical development of English teaching.

## YOGI YUKITOMO

Lecturer, Health and Physical Education



I study the results of the annual physical strength surveys conducted in Japan since 1964 in order to confirm the existence of period, regional and individual contrasts as well as the causes for them.

What we know now is that as far as period contrasts are concerned, the different characteristics are divided

into five periods for elementary school students and four periods for junior-high school students, and changes in the government curriculum guidelines (occurring every ten years or so) are influencing those characteristics. Furthermore, regional contrasts are influenced by the climate and the geographical position, and individual contrasts depend on the subjects' past experience with games and exercise.

From now on, my goal is to develop a programme to improve the physical fitness and exercise ability of children by defining more clearly the causes of contrast that may be related to the children's social, lifestyle and educational environments.

## KAMEI SHIN

Associate Professor, Japanese studies



My research area is classical Japanese literature. In particular, I study literature and learning conditions during the Edo period.

In my classes, I deal with classical literature from the Heian to the Edo periods, encouraging students to discover the pleasure and depth of Japanese literature. Many students have come to dislike classical literature during high school

and consider it a difficult subject. Naturally, studying literature just to pass tests is tedious! My role is to challenge their prejudice, to make them feel human nature, and the ubiquitous humour present in classical literature.

My recent research topic is about the learning conditions of Edo period scholars. Using sources from that era, such as works written by the scholars, their journals and correspondence, I am learning about their study process and way of thinking.

Using the results of this research as feedback for my classes, I aim to show the students the pleasure of discovering how their native language changes and develops.



## MAEDA AKIKO

Associate Professor, Centre for Educational Research and Development



The centre aims to encourage every activity in the educational field by developing research,

offering seminars and consultations, and collecting resources for pedagogy. Through these three missions,

we aim to link teachers in Kagoshima to global education trends, trainee teachers to established teachers, and experiences in the past to future education.

As a historian, I retrace the pedagogical traditions in Kagoshima, such as the educators who played a central role in the New Educational Movement in 1920-30s. My task in the Centre is to collect and archive the documents from a socio-historical point of view, and to make these documents available as educational resources for teachers and researchers.

## WADA SHINYA

Associate Professor, Mathematics Education



My field is mathematics education, especially the semiotic analysis of the transitional process from arithmetic

to algebra. Between arithmetic and algebra, it has been known that there is a cognitive gap. In order

to bridge this gap, I focus on algebraic reasoning at the elementary school level. I have been analysing the change of students' recognition and the aspects of their algebraic reasoning, through the following experimental lessons: the mutual relationship between addition and subtraction; the unification of partitive and measurement division; and expression by using the symbol " $\square$ ", and so on. Based on these results, my aim is to construct lessons where students can shift to algebra by focusing on the relationship between objects or relations.

## SAITO MIHOKO

Associate Professor, Home Economics Education



Within the field of home economics, I mainly study the theory of home economics lesson practice (Independent

practices) with history and lesson-making as a central theme. Specifically, in order to position home economics courses in the curriculum, I began investigating the study contents, developing teaching materials and learning methods for children connected with human rights, for example "The Snakes and

Ladders of Life", "Elderly people simulation", and "Eco Bag"; I am also trying to find solutions to contemporary challenges related to compassion and the environment, ranging from breeding and cultivation and town development roadmaps to "food mileage" and creating classes addressing poverty. Such practices and teaching materials have been tested and adopted in schools throughout Japan.

In addition, I am also involved in surveying educational environment conditions in educational facilities as well as the regional contribution to home education circles and private civil research organisations, serving as a representative of children's cafeterias and cooperating with schools and local areas on a variety of social problems and circumstances related to children.





## SHIMIZU KAORI Associate Professor, Art Education



I specialise in ceramics as a part of the industrial arts. Earth has various characteristics as a material; it changes in colour, texture and shape in the process of moulding and firing, and finally appears in front of us as a complete work. My work focuses on earth as a substance and its main characteristic is moulding with mud that is neither liquid nor solid and thus is different from the clay

and liquid combination typically used in pottery. This "fluid earth" represents an organic shape that changes as if responding to the force applied to it. That is how I express my feelings through my work. I also use the effects of adding other materials to the mud to change the texture of my creations after firing. Based on my experience of studying traditional Japanese pottery such as the Bizen and Shiragaki styles, I am trying to widen my creativity and create more unrestrained ideas and connect those with new expression activities in the field of ceramics. Furthermore, I am conducting research on teaching materials that will help children and adults enjoy and create pottery with purpose in pottery-related activities carried out in schools and social education.

I specialise in mineralogy and crystallography. The focus of my research has been to understand the crystal-chemical properties of plagioclases especially on anorthite megacrysts in volcanic rocks from Japan with the aim of understanding igneous activity along the

## MATSUI TOMOAKI Associate Professor, Science Education



Japanese island arc. Since the volcanic activity of Mt. Sakurajima, one of the most active volcanoes in Japan and located about 10 km east of Kagoshima city centre, has increased in force and frequency over the past decade, I have been continuously studying plagioclase in the volcanic ash erupted from Mt. Sakurajima with my students to understand its magma ascent process on the basis of material science. I also teach classes on mineralogy, geophysics and meteorology to undergraduate students on the Science Education Course, and on mineralogy and crystallography in the Graduate School of Education.

My field of study is psychology. I have carried out research on children's self-consciousness and motivation for learning in juveniles. Recently, I have been studying the sense

of teaching efficacy in trainee teachers and the sense of coherence of university students. In particular, I am interested in defining the factors that encourage university students to develop as teachers through teaching practice, and clarifying the factors related to the formation of coherent sensation as a stress-coping ability. Through these studies, I hope to define coping mechanisms to successfully manage stressful events and situations without harming mental and physical health.

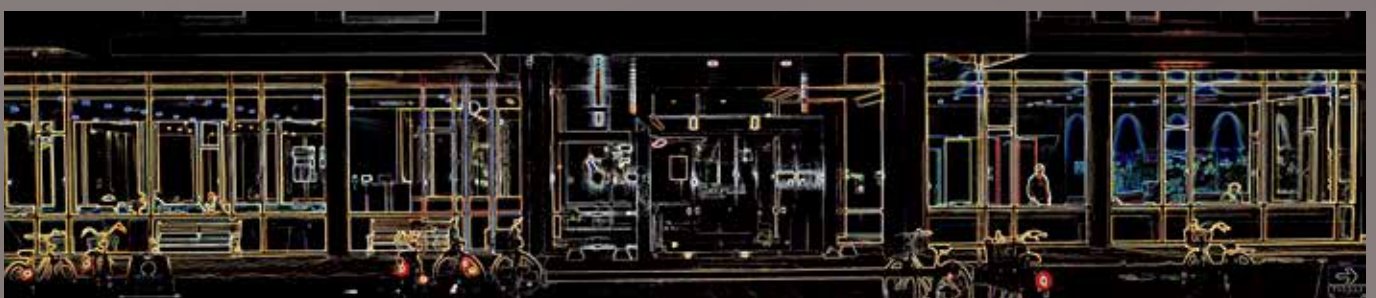
## IMABAYASHI SHUNICHI Professor, Psychological Science Education



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## Student Voice



Michael Derichs, exchange student



My name is Michael Derichs, and I'm from Germany. I live in a small village, not far away from Bonn. I also go to Bonn University. I studied there for three years beginning in 2011 on a undergraduate programme called Asian studies, learning Japanese language, about Asian history or society etc. Last year I started the masters' programme for Japanese studies also at Bonn. Within this, I study mostly about Japanese history and translation.

I applied for this exchange and luckily was allowed to come to Japan. I chose Kagoshima mostly because of its history, with which I came across during my research for my undergraduate dissertation. I wanted to visit the place, I had read about, at least once. So, I came to Kagoshima this year, at the beginning of October. My first impression was "oh man, it's really hot here". But, besides the weather, which is quite different to Germany, I have had only good experiences so far. The city is quite beautiful, as is the nature and the places nearby that I have been so far.

The people at the university and in the city are really nice and patient, especially when I reach the limit of my Japanese speaking abilities (which is quite often). I really like the atmosphere in the city and at the University, and I do not have the impression that I am getting some kind of special treatment neither positively nor negatively.

One funny thing as a non-Asian here in Kagoshima is that sometimes I am mistaken for speaking or understanding nothing in Japanese. So, it was not only once I was spoken to in English. The Japanese students, with which I get the most and closest contact during the German classes, are usually very shy towards me, but that is maybe because of this misunderstanding. But it never occurred to me that anyone was rude or some kind of displeased with me. Or I never noticed.

Unfortunately, I haven't had many opportunities to travel or visit that many places so far. But the most interesting things I did or places I went until now were the University Festival, which doesn't exist in Germany in that way. I was very surprised yet happy, when friends who came from Tokyo visited me here for one day. We went to the Satsuma Kiriko Cut Glass Workshop, which isn't a uniquely Japanese traditional handcraft, but that doesn't make it less interesting. Also, there was a presentation of the Hioki Teppō-Tai, which presented Edo Period matchlock rifles. It was of particular interest to me because of the topic of my undergraduate dissertation, which was the about Teppō. An extraordinarily interesting and enjoyable experience was when I got chance to be the Santa Claus for a kindergarten in Kagoshima. Seeing the children's eyes sparkling with joy







was amazing.

In my remaining time here, I want to visit some places a little bit further away from Kagoshima City. On the top of my list stands the island of Tanegashima. But since I was told by the Japanese teachers in Bonn that Kyūshū is very beautiful, I also want to travel here and there, despite having yet a set destination.

I hadn't any plans for what to study here, besides taking Japanese classes and maybe keeping my eyes peeled for possible topics for my master's thesis. But then I got the chance to take German classes, mostly for beginners, but since I already had an interest in how foreigners learn my native language, I took this opportunity and now I'm taking three German teaching classes beside my Japanese ones. For me it is interesting to reflect on my own native language, mostly because I haven't done this very often until now.

Therefore, I was a little bit surprised, but nonetheless glad when I got the chance to teach German within the

Global Language Space for three Japanese students. I met those three before I was asked to teach them, which made the beginning a little bit easier for me. All of them are going to take part on exchange programmes with German universities, so they will go to Germany next year. My goal for the lessons I give them is, that they will be able to cope even with Germans who don't know any Japanese. But, since they are all eager to learn and are already capable of understanding a great deal in German, I don't see any extreme problems. Therefore (and because I cannot always explain it in Japanese) the language I use in my lessons is German. I try very hard, since I am still unaccustomed to explaining German, especially the grammar. It has happened before that I could not explain one particular part of grammar, but I'm glad that I can ask the competent German teachers of the Kagoshima University. Even if it is a bit arduous to teach German, especially because I haven't studied anything about education, it is definitely fun.

## Faculty of Education

### Undergraduate School of Education



### Graduate School of Education

- Division of Education Practice Research
- Division of Professional Teacher Education

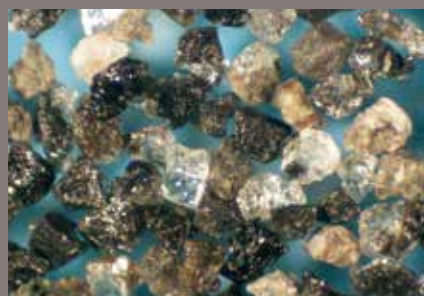
## International Exchange Students

### Undergraduate School

Year	Number
2010	7
2011	10
2012	13
2013	21
2014	20
2015	12
2016	23

### Graduate School

Year	Number
2010	1
2011	2
2012	4
2013	0
2014	0
2015	0
2016	2





## Schools affiliated with the Faculty of Education

Improving educational skills in Kagoshima prefecture.

*Morita Toyoko, associate professor, Global Initiative Centre*

Kagoshima University has a kindergarten, an elementary school, a junior high school, and a special support education school affiliated with the Faculty of Education. The kindergarten has 92 students, the elementary school 877, the junior high school 596, and the special support education school 60. The elementary school was the first to open in 1878, followed the year after by the kindergarten. Both of these were part of the Shihangakkō teacher training school which was the forerunner of the current Faculty of Education. After World War II, the junior high school has opened in 1947 and the special education school in 1948.

These schools fulfil three important functions. First, like other schools, teachers provide education for the pupils. Prospective pupils for the elementary school are decided by lots after a simple interview with the child

and one of their guardians. This is because they believe it is good for education that there are many different kinds of children in the classroom, which is why they do not simply choose pupils based on their scores. The second function is that these schools provide training places for university students. The last main function is that teachers open their classes once a year to teachers from all over Kagoshima Prefecture so that they have the opportunity to improve their pedagogic skills. In Japan, this training system is called *jyūyō kenkyū*, lit. lesson research, and has origins in Japanese elementary education, but now is the national-level practice all over Japan. In this training, the teacher will let observing teachers know the plan and goal of the class beforehand. Once the class has been observed, a discussion is held to talk about the class.

The elementary school also has combined age group





classes. This is because there are many small islands in Kagoshima Prefecture, where there are not so many children and classes with different age groups have to be taught at the same time. Teachers in charge of these classes need special skills, such as learning how to have older pupils help younger pupils with their work. The affiliated elementary school has three combined classes apart, one for 1st and 2nd years, one for 3rd and 4th years, and one for 5th and 6th years. These classes provide teachers with the training necessary for managing this kind of class.

The junior high school established a connection with Dazhi High School in Taipei in 2013. There were three reasons behind this: one is to improve the training skills for English teaching of both Taiwanese and Japanese university students; the second is to improve English ability and communication skills; and the third is for cross-cultural understanding. Pupils at both schools



talk in English on Skype. And the Japanese pupils also learn about Taiwan's history and culture. In particular, the first years make a performance about Taiwanese culture called the Asian Friendship Project at the school festival every year. Besides that, students from Taipei Educational University also come to the school for training. They stay in the university's halls of residence for two weeks and participate in a training programme with the Japanese students. The Taiwanese participants said that they not only had the chance to learn about how to teach English, but see how much passion the Japanese teachers have for education as well find out about Japanese school events. The headmaster of the junior high school said that based on the Skype exchanges they hope to increase the opportunities for the pupils to use English in their day-to-day life for example, on school trips and in morning assemblies.

And, the elementary school also exchanged a memorandum with National Taipei University of Education Experimental Elementary School in 2016. They also started English classes where pupils in both schools can talk to each other in English on Skype, and they accept students from Taiwan for teaching practice. In Japan, English became a compulsory subject from the 5th year of elementary school from 2011, but pupils learn English from the first year. The English teacher says that especially after the Skype class, the pupils have more motivation.



# Creating Kagoshima brands through the functional evaluation of food

Using the power of science to expand the possibilities for Kagoshima Prefecture's food resources

Professor Hou's Laboratory of Food Function and Nutrigenomics at the Department of Food and Life Sciences of the Faculty of Agriculture is conducting research on food functionality that caters to the needs of modern people, such as wanting to eat delicious food without gaining weight and look young for as long as possible. Professor Hou has been studying the antioxidant power of polyphenols, e.g. anthocyanins, for nearly 20 years and has discovered the strong potential of fruits and vegetables produced in Kagoshima and tropical areas. This is an important step in creating high value Kagoshima brand utilising local resources. Let us take a look at the activities of Professor Hou's laboratory and how they contribute to people's health and to local revitalisation

## What we eat causes cellular changing

"I think it is easy for everyone to notice the influence of medicine on the body, but it is rare to observe physical changes immediately after eating. However, cells definitely change, looking at the molecular level", professor Hou explained with a smile.

This conversation is a little bit startling for those who worry about eating disorders. But Professor Hou is working to clarify the functions and safety of foods that are beneficial to the body as well as provide the scientific basis for promoting such foods. He has established a system of evaluation in his laboratory

based on in-vitro analysis, animal experiments as well as cellular and gene investigations. It is a multi-faceted and multi-method investigation for health promotion functions and safety of food.



## Anthocyanins: a blessing for modern people

In the previous studies, Professor Hou has discovered that anthocyanin is a type of polyphenol with high antioxidant properties. He also revealed its various beneficial effects, such as anti-inflammatory protection, the enhancement of lipid metabolism, delaying brain cell ageing, prevention of cancer formation, obesity prevention, and more. "Many people, especially middle-aged and older, notice abnormal processes such as hyperglycemia, formation of fat deposits or "bad fats",

etc., after eating too much, but find stressful for them to fight their appetite". With the progress of his research he became convinced that anthocyanin would be a great alternative for the modern person's diet. "After doing basic research for 20 years, I spoke with members of Kagoshima Prefecture's Industry Society to see if there was any practical use for it."

Until now, the biological functions of Amami plums, Okinawan spinach (suizenjina), blueberries, purple sweet potatoes, black rice, and locally grown purple and red fruits and vegetables have been subjected to various studies. Plants growing under the tropical sun will create more antioxidants in order to protect themselves. After establishing the differences with other localities, products containing anthocyanins was registered under the brand Southern Islands Black Vegetables in March 2010. "The actual colour is purple or red, but Kagoshima has "black" (kuro) food culture so I thought using that name would create a connection with the region". As a part of the effort to utilize "black" vegetables, Professor Hou began joint research with Professor Inui Akio from the Graduate School of Medical and Dental Sciences. The balanced meals "Kurozen" and "Satsuma Kurozen" (trademark registered May 2015) were developed using "black" ingredients such as Kurobuta Berkshire pork and Kurozu black vinegar, which is being sold commercially on and

off campus through cooperation between researchers and businesses. It has already been added to the menu of restaurants in Kagoshima, with future plans to expand it nationwide.



## "I want both the consumers and the producers to benefit"

As research progressed it became clear that anthocyanins have excellent functionality. Regardless



of the anthocyanin properties, there are people who benefit from eating high-functionality foods but there are those who hardly experience any effects. "It is the same with medicine, whether it works well or not depends on your genes. From now on it will be necessary to create customised functional foods." Research connecting genes and food functionality began about 20 years ago. In addition to "black" vegetables, Professor Hou's laboratory is conducting collaborative research on various agricultural products together with different organisations within and outside Kagoshima Prefecture. He has started proving the numerous functionalities of Nejime biwa-cha tea, made from loquat leaves from the area of Nejime. His future ambition: "Returning the results of the completed research to society. I would like consumers to become healthy and energetic and the vegetable producers to benefit as well. I would like to create a system that makes that possible.", said Professor Hou who maintained a youthful and cheerful appearance. Is that also an effect of anthocyanin? "I try to eat more vegetables, but it is important for our immune system to get proteins from meat. In everything, it is a question of balance!" he concluded with a broad smile.

*Professor*

## *Hou Dexing*

**Food Chemistry and Biofunction Course,  
Department of Food Science and Biotechnology,  
Faculty of Agriculture**

Graduated from Hunan Agricultural University (1981). PhD in Agriculture from Kagoshima University United Graduate School of Agricultural Sciences (1991), research fellow at RIKEN Institute 1991-1997, faculty member of Kagoshima University Faculty of Agriculture 1997- , PhD in Pharmacology from Tokyo University Graduate School of Pharmaceutical Sciences (2006)  
Academic memberships: Japanese Society for Food Factors, Japanese Society for Food Science and Technology, Japan Society of Nutrition and Food Science, Agricultural Chemistry Conference , The Molecular Biology Society of Japan, The American Chemical Society  
Major fields: Food functionality, molecular nutrition, cell and genetic engineering  
Research Topics: Food functionality, systematic safety assessment, phytochemical functionality and molecular mechanisms, research and development of functional foods



# Kadō Club

Sho Ikue, BA student



Kadō is a type of flower arrangement and a unique part of Japanese culture. It was created by the Buddhist monk, Ikenobō Keikei, during the Muromachi Period and refers to the art of placing flowers and tree branches in vases in aesthetically pleasing ways as well as the appreciation of them. That is similar to the general idea of Western flower arrangement, but kadō is different in several ways: Western flower arrangement is made with flowers and leaves while kadō also uses tree branches and sometimes whole plants; Western flower arrangements can be viewed from many sides, whereas kadō arrangements are usually set in specific places with the intention to be viewed solely from the front; in Western flower arrangement, plants are stuck into Oasis foam, but kadō uses a needlepoint holder called a *kenzan* (lit. sword mountain) traditionally made from lead onto which the stalks are fixed. Furthermore, kadō uses Japanese ideas of aesthetic beauty such as asymmetry and creating spaces within the works of art.

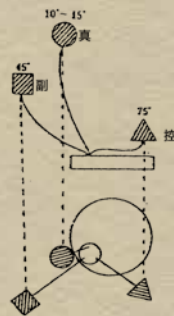
There are several schools of kadō, but in our club we learn from a teacher of the Sōgetsuryū school. The style of this school has a unique trait in that it respects individuality, freedom of expression and the constant creation of new flower designs. First of all, we learn about the basics: how to use the flower scissors, how to fix the plants onto the *keizan*, how to bend the branches; we learn about the three main patterns of arrangement, *shin*, *soe* and *hikae*, about the *nageire* style of arranging flowers in pots, about how to arrange space and how to handle the flowers themselves. After learning the basics, we are free to begin arranging. Another characteristic of the Sōgetsuryū school is that it allows the use not only of plants, but also paper, cloth, metal and other man-made objects in its free-style flower arrangements. In our club, first and second year members learn the basics while the third and fourth graders do free-style arranging. I remember when I had first joined the club, I was always longing to watch the senior members compose their arrangements.

The club meets every Tuesday

and the flowers we arrange are on display from Wednesday to Friday on the first floor or the Student Exchange Plaza. In general, we use flowers chosen by the florist, but occasionally we do flower arrangements related to particular seasons or events: such as white-painted flowers for Christmas, for New Year, pine, auspicious sacred lilies, and arrangements using *mizuhiki* paper cords, which are also used at engagement ceremonies, and Japanese irises for Boy's Day celebrations. One of the advantages of our club is the chance to learn about the different seasonal techniques and events while using flowers and plants from all four seasons.

Since our club was established more than 50 years ago we have held spring and autumn exhibitions. In particular, for our autumn exhibition we use bamboo and wood to create a large installation called *Objet* and have all the club members participate in the arrangement. Unlike regular flower arrangements, the *Objet* is created after preliminary designs, suggestions, simulations and decisions regarding the overall theme, appearance, materials and techniques to be used. Also, since we use metal and nails for the arrangement, we also have the chance to learn how to handle tools. It is difficult to create projects that can never be accomplished alone, but we keep striving every year because of the great pleasure we get from it each time.

The love for plants, following the change of the seasons, feeling the strength and preciousness of life in your mind and heart: this is a wonderful part of Japanese culture that can enrich your life. In the past, many foreign students have learned about the essence of the flowers, so if you are interested, please come and visit us at the kadō club! We are all waiting for you!





Walking around the Brocéliande Forest with the CIREFE



The Marché des Lices



## International Community Université de Rennes

Nakamura Yua, BA student

There are two universities in Rennes: Université de Rennes 1, which is mainly for sciences majors and Université de Rennes 2, which concentrates on the humanities and social sciences. Université de Rennes 2 has 24 000 students, with about 2600 foreign students coming each year as exchange or private students.



The island of Ushant

Rennes is the capital of the region of Brittany and can be reached by TGV train from Paris in two hours. It has one of the largest student populations in France and is very vibrant. The people of Rennes are generally very kind and welcoming. The university itself is close to the centre of the city, which makes it quite convenient for shopping or for going out with friends.

As for the number of Japanese students, it changes from term to term but generally there are about twenty. People with a language ability above a certain level can take classes at the university, while those below that level must study French at the affiliated language school, CIREFE. Apart from normal classes, events such as parties and trips are organized at CIREFE. I visited the theatre, the opera, the famous Brocéliande Forest from the Arthurian legends, and Mont St. Michel. There are many good ways to learn about Rennes and Brittany! Students from the university are always there to help so I could experience a lot of cultural exchange.

There are two libraries at the university with an abundance of learning materials, including even Japanese anime DVDs! There are also two cafeterias, but one of them was sometimes closed due to strikes. The students, too, organise demonstrations and



Cider and gallettes

marches and participate actively: apparently there were many strikes and demonstrations about the labour laws in 2015. Sometimes the strikes happen off-campus, which blocks

transportation and creates some inconveniences, but French people seem to understand and tolerate that.

The weather in Rennes changes often, with cloudy and rainy days common in winter, but since it doesn't snow it is pleasant to live there. The locals are used to sudden rain showers and happily inform us that "this is what Brittany's weather is like!". The region's culture and cuisine have a distinct identity coming from its rich history and nature. There are many local specialities including galletes (savory pancakes), cider, salted butter, caramel. I liked going to the Marché des Lices, a market held in town every Saturday. Fresh vegetables and fish are sold from the early morning. Flowers and decorative plants are also on sale. The delicious smell of bread and gallettes, countless kinds of cheese... Just looking at all that is exciting! Organic ingredients are also easy to find and very popular. There are also performers at the market: it is a place of excitement for all the senses!



A walk with the members of the Brittany-Japan Conversation Club

A little distance from Rennes there are many towns with fine castles. Also, the region is surrounded by the sea and has many capes and beaches with wonderful views. It is difficult to describe the beauty of Brittany and all the experiences during the time I spent in Rennes as a foreign student. Surrounded by beautiful nature, eating, drinking, learning from and with different people and growing stronger in mind and body: it is an ideal place for studying abroad!



# Global Language Space

A Place for Cross-cultural Exchange between Japanese and International Students

Unedaya Keiko, professor, Global Initiative Centre



In 2016, Kagoshima University hosted 302 international students from 39 countries and in 2015, 347 Japanese students studied abroad. Utilising this international environment, the Global Language Space aims to create more chances for cross-cultural exchange between Japanese and international Students and promote the value of studying abroad to Japanese students who are yet to. Our ultimate goal is to open up and widen both Japanese and international students' minds to allow them to function competently in the global environment. We hold a variety of different activities using recirculation education with Japanese students of various departments and years as well as international students. Recirculation education means for example the education of Japanese students who have never been abroad by those who have and by international students in addition to collaborative education by Japanese and international students.

Below are the Global Language Space's five major activities.

## 1 Foreign Language Learning with International Students

This is a group activity where international students talk with Japanese students and teach their native language or English. A group is formed by one international student and about three Japanese students. International students can become acquainted with Japanese students by meeting with them on a regular basis. Currently there are about 100 Japanese and about 20 international students participating in English, Korean, Chinese, Thai, Indonesian, Portuguese, Spanish, French, and German groups.



### Ide Akihiro, BA student

In my Global Language Space class there are six Japanese and one Filipino student. In our first class, we gave the foreign student the reasons why we joined the class (for example, we would like to use English, we want to get better at writing, we want to study abroad) and then they decided how to run the class according to our needs. Also, by engaging us not as a teacher but as a friend, and by offering support depending on our language ability, it became possible for us to enjoy learning English. At first, I was worried about my English ability, but after realising the importance of speaking without fear of mistakes I learnt that communication is possible without being really good at English and therefore I would like to continue to communicate actively with the foreign students!

### Jinnouchi Ayami, BA student

I think the advantage of the Global Language Space



class is that mistakes can be corrected immediately. Thanks to the small group sizes it is easy to study together: pronunciation is important in Chinese, which is why self-study is difficult. Thanks to the careful explanations in the Global Language Space class we can continue to learn for a long time. I would like to recommend it to my friends!

## 2 Foreign Language Speaking Lunch Table



Every day from 12:00 to 14:00, there are tables in the cafeteria where Japanese and International students can chat in English, Chinese, French, or Spanish while eating

lunch. Anybody can drop by and join in. Japanese students who have studied abroad, those who will study abroad and international students are actively participating.

### Nagata Sakura, BA student

I join the English speaking lunch table three times a week as an organiser. Our job is to give students opportunities to speak English, but as the same time it gives me chance to keep practicing English. I studied abroad in Sweden, at Linköping University, from August 2015 to June 2016. I mainly used English there, but I lost the chance to talk in English after I came back to Japan. So, the lunch table is useful for both students who are interested in English and us. Feel free to join us!

### David Minton, exchange student from Polytechnic University of Valencia

The Global Initiative Centre is a place for cultural exchange. The centre is responsible for promoting many activities that help unite the local and international student communities. Currently, I am taking part in two of their activities. One of them is support for learning a foreign language. It consists of small language study groups where international students are hired to help Japanese students teaching them their native languages. Some of the Japanese students will go abroad in the near future and they can get to know first hand about their destinations.

I am also an active participant in the language speaking lunch table. The idea behind this also aims to bring local students closer with the newcomers. The lunch table takes place everyday and different language tables are set. Each of them gives you the opportunity to learn and practice your English, French, Spanish... Not only is it a great way to practice your language skills, you can enjoy a meal and meeting new people with different and interesting backgrounds.

Since I arrived in Kagoshima I have felt very warmly welcomed by Kagoshima people and I can only hope and encourage that more initiatives like this keep on

taking place and make Kagoshima University such a great choice for foreign students that want to immerse themselves in Japanese culture.

## 3 International Quiz Night

Four days before Christmas Eve, on 20th December, the International Quiz Night was held at the Student Community Plaza. Forty-one international and Japanese students competed in a trivia quiz. Lecturer, Nikolay Gyulemetov, and Tsuda Kaori from the Global Initiative Centre asked the audience 30 challenging questions. This time, the theme was Christmas and New Year around the world. The purpose of this event is not only to learn about different cultures but also to make new friends through working together in groups. Finally, the winning group received some nice presents. The Global Language Space organises its International Quiz Nights twice a year for everyone to have fun and make friends!



## 4 Experiencing Japanese Traditional Dancing



On 15th December, the Global Language Space hosted an event about Japanese traditional dance, *nihon buyo*, together with the International Culture Exchange

Association, TEN, which has performed all over the world. The event was attended by 50 people.

After listening to a talk about *nihon buyo* by Azuma Senkai, an accredited master of the Azuma style, and enjoying a dance performance, the audience members tried dancing themselves using a Japanese fan called a *sensu*, under the master's direction. It was a really good opportunity to receive her expert guidance. This annual event started three years ago and is held around the same time each year.

## 5 Talk! My Experience Abroad

Japanese students make powerpoint presentations about their experiences studying or doing internships or working holidays all over the world.

## Faculty of Science Professor receives international award

Professor Kadokawa Junichi of the Department of Chemistry, Biotechnology and Chemical Engineering received the 2016 International Association of Advanced Materials (IAAM) Medal for his outstanding study on advanced materials. The award ceremony was held during the European Advanced Materials Congress on a cruise ship in the Baltic Sea in August 2016.



## Kagoshima University student selected for Japanese National Rugby Team

Nakao Hayata, 4th year student (Faculty of Education) and captain of the university rugby club, was selected as a member of the Rugby Sevens Japan National Team for an international tournament held in Dubai (UAE) in December 2016. Despite the team failing to score a win, Hayata's performance was highly rated and he was also selected for a tournament in Cape Town (South Africa) later the same month. At the same time, the university rugby club has been steadily improving its standings by finishing second at the 66th National University Rugby Championship in January 2016 and winning the 46th Rugby Sevens Kagoshima Prefectural Tournament in the following March.



## Kagoshima University Kyudo Club score victories at Kyushu Championship

At the 54th Kyushu Student Kyudo (Japanese archery) Championship held at the Fukuoka City Gymnasium in October, 2016, the university kyudo club captained by Baba Sokichiro (Faculty of Engineering) won the men's team event and Shimono Mana (Faculty of Law,



Economics and Humanities) came first in the women's individual category. As a result, the men's team was selected for participation in the 64th All Japan Student Kyudo Playoffs held at Ise Shrine in November.

In addition, Uchida Hayato and Matsuoka Shogo (both Faculty of Science) were selected to represent western Japan in the 62nd East-West Student Kyudo Competition in November, again at the Ise Shrine.

Furthermore, the 2016 men's team came second in the 60th West Japan Student Kyudo Tournament, held in May, 2016 at the Zip Arena Okayama, and got through to the quarter-finals of the 64th All Japan Student Kyudo Championship Series at Japan Budoukan in August, 2016. After a string of such good results, there is much hope for even more successful club activity in the future

## Humanities Professor receives the first Japan Association for Canadian Studies Award

Hosokawa Michihisa, Professor of Western History in the Faculty of Law, Economics and Humanities received the inaugural Award of the Japan Association for Canadian Studies at its annual meeting held in September 2016 at Chuo University, Tokyo. The award is presented for outstanding Japan-based research on Canada-related topics and for contributing to the development of Canada-related scholarly work and aims to honour both the publications and their authors. The award was established in 2014 and Professor Hosokawa is its first recipient in recognition for his work, "Canada's Independence and the North Atlantic World: British-American Relations and Ethnic

Issues", published by Tōsui Shobō in 2014. The Japan Association for Canadian Studies was founded in 1977 and is recognised as a founding member of the International Council for Canadian Studies established in 1981.



## New fish species discovered and named by Kagoshima University researcher

Fukui Yoshino, a PhD student in Professor Motomura Hiroshi's laboratory in the United Graduate School of Agricultural Sciences, has discovered and named a new species of wrasse from the genus *Oxicheilinus*. After collecting five specimens from the Philippines and Ryukyu Is. She named the new species *Oxycheilinus samurai*, because the pale-coloured pattern on the back of the heads of adult fish resembles the sasayaki hairstyle favoured by Edo period samurai. Sasayaki will be the Japanese name for the new fish while samurai would be used for its scientific name.

The paper by Fukui and her coauthors

was published in the electronic version of the journal, *Ichthyological Research*, in December, 2016.



## Graduate School of Science and Engineering Assistant Lecturer honoured in IASS Structural Design Competition



Yokosuka Yohei, assistant lecturer on the Architecture and Architectural Engineering course, won a prize in the "Design Competition for the Young Generation" organised at the International Association for Shell and Spatial Structures Annual Symposium 2016 (IASS 2016) held in Tokyo in September 2016.

The competition's aim was to collect ideas for the new national stadium from young designers who will go on to define structural design in the future. Yokosuka's work, Geodesic Frame for National Stadium JAPAN, was selected from among 57 submissions from around the world.



## Exploring Kagoshima

# Marathons in Kagoshima

*Nikolay Gyulemetov, lecturer, Global Initiative Centre*

Kagoshima Prefecture boasts very diverse nature: high mountains and coral reefs, snowy peaks (in winter at least) and mangrove forests waiting for nature lovers to explore. Furthermore, Kagoshima's mild climate is very good for relaxing, but also for those who like to exercise. One of the best ways to combine the love of nature with exercise is outdoor running, and Kagoshima offers many options for runners of any age and ability!

Every year over thirty different marathons and running events of various length are organised throughout the prefecture: full marathons, half marathons, team and relay, 10 and 20 km runs... There are marathons on the Amami Islands as well as in Kagoshima City itself. Let us explore some of the major marathon events in Kagoshima.

The oldest and largest one is the Nanohana Marathon, named after the yellow-blossomed rapeseed flower and held every year in early January around the city of Ibusuki and the famous Lake Ikeda and Mount Kaimon. Usually around 20,000 people participate, drawn by the beautiful scenery and friendly locals who line the route encouraging the runners.

Another interesting option is the Sakurajima Relay Marathon in September, where teams compete not only against each other, but against their own schedule as well: in order to give all runners a chance to win, teams state their planned time to complete the marathon in advance and then try to finish as close as possible

to that time; it is not only a question of running, but of teamwork and tactics! That marathon had to be rescheduled and held in Kagoshima City last year due to Sakurajima's volcanic activity, but there are many other relay marathons going on throughout the year.

The newest big marathon event in Kagoshima is the Kagoshima Marathon, which only started in March 2016! Its route goes through the city, passing near some of its famous tourist spots like Saigo Takamori's statue before following the coastal road to Aira and back. The purpose is to have the runners see and experience both Kagoshima's nature and history. Due to the high number of applicants (and to make sure there are slots available for non-local participants) a lottery was set up: so you will need a bit of luck if you want to take part! But even if you don't get selected, there are still many, many other options for a good, long run (or jog, or even a leisurely walk) all around Kagoshima!



Running near Lake Ikeda © ibusuki-nanohana.com (used with permission)



*Front Cover: Taipei Educational University and Faculty of Education students on teaching practice at the university's affiliated junior high school.*

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