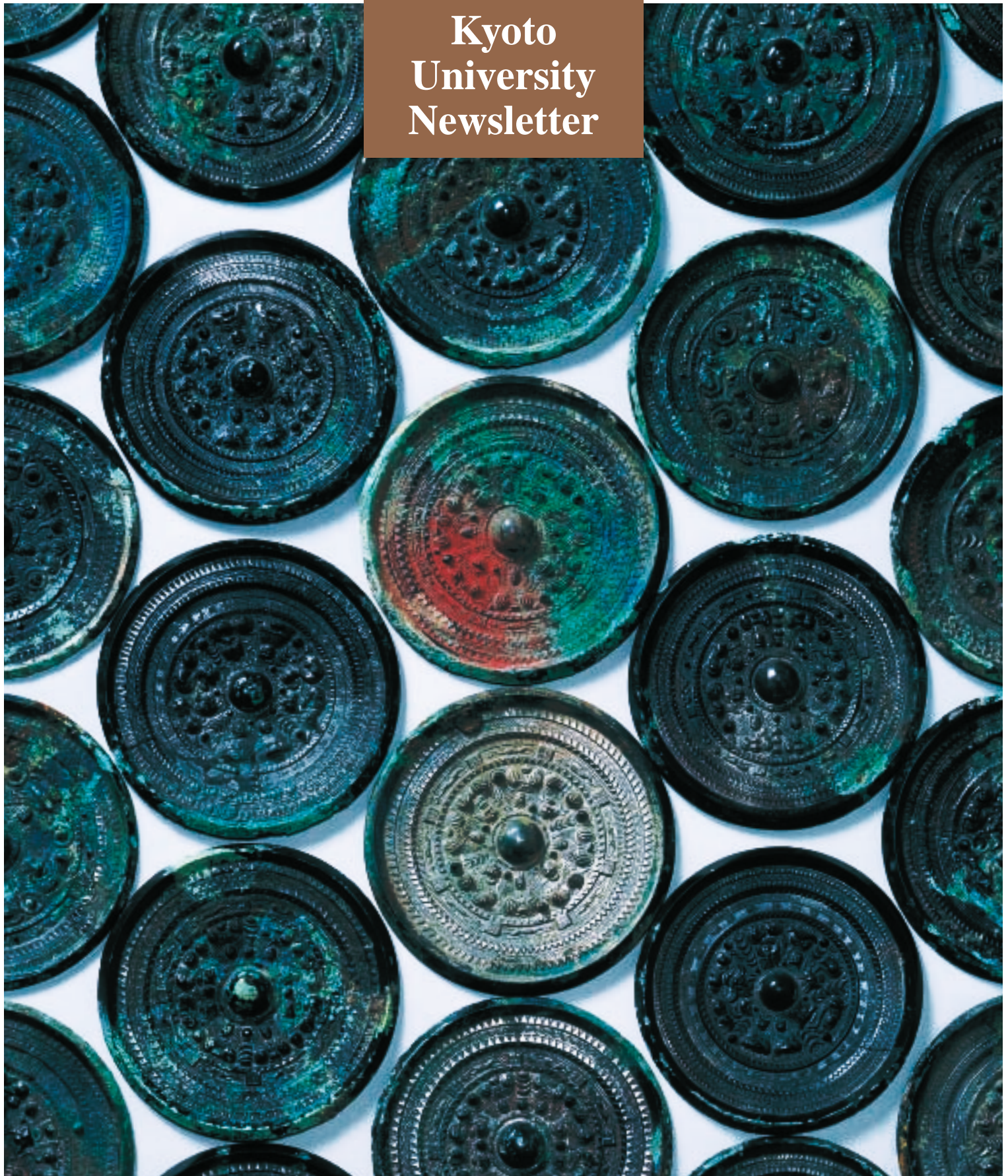


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Raku-Yu

Kyoto
University
Newsletter



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Editor's notes

The root of the word "university" is "universitas," which refers to the guilds of instructors (learned men) and the students who learned from them in the early days of colleges in such cities as Paris and Bologna in the 12th Century. The importance of the fact that "universitas," that is, the word that signifies the people who gather in such a place, rather than "studium," the word that meant "school" in those times, became the word that means places of higher education, was brought home to us anew when we interviewed both leading researchers and students from around the world for this publication. We were only able to include the merest fraction of the wide-ranging research conducted at Kyoto University in this volume, to say nothing of the activities of the many people who conduct, and learn from, that research: scientists, students, and faculty alike. As editor, my greatest pleasure would be if you, the reader, were to grasp the breadth and depth of the vast desert that is here from this handful of grains of sand that we were able to deliver to you.

Junzo Munemoto, Editor in Chief, The Editorial Committee of *Raku-yu*

Sankakuen-Shinjukyo (Bronze Mirrors)

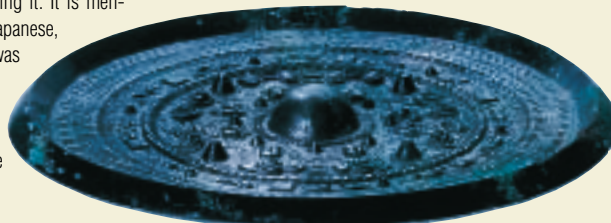
Approx. 22.3cm in Diameter, Made in 3rd Century China
 Found at Tsubai-Ootsukayama Tumulus, Kyoto Prefecture

Since its discovery in 1953, the Tsubai-Ootsukayama tumulus has yielded up a wealth of buried artifacts that tell us of relations between Japan and China in the 3rd Century. Of these artifacts, more than 32 "*Sankakuen-Shinjukyo*", which were excavated as a set, are of particular interest. They represent about one-tenth the total number of such bronze mirrors that have been found in Japan to-date. Moreover, they are all supposed to be made in China, thus providing important information with regard to the origins of similar bronze mirrors that have been found at digs all over the country.

A *Sankakuen-Shinjukyo* is a mirror that has images embossed on its reverse side, arranged in concentric circles, with a rim that rises in a triangular shape to form an edge. These images typically depict wizards, spirits, and other supernatural beings from Chinese mythology. They are shown in all manner of placements and sequences, and taxonomical studies of same have begun to reveal a wide range of information, including the eras in which they were made and their periods of widespread distribution.

Originally, mirrors were symbols of political authority, bestowed upon those of lower rank by those of higher rank. Conferring a mirror signified that the recipient was under the political influence of the one bestowing it. It is mentioned in the Chinese historical record "Weizhi", of the ancient Japanese, that Queen Himiko, ruler of the Japanese Kingdom of Yamatai, was given 100 bronze mirrors in 239 by the Wei dynasty, in return for tribute paid by her to the dynasty.

These mirrors tell us most eloquently that, although still in its infancy as a nation, 3rd-Century Japan was already an actor in the political realm of East Asia.



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A Note on Order of Names

As a general rule, names appearing in *Raku-Yu* are written in given name/family name order.

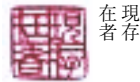
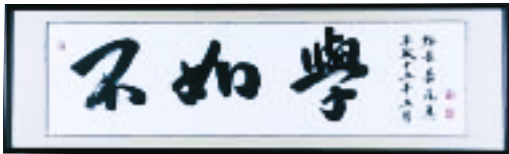


This name was taken from the assembly hall called "*Raku-Yu Kaikan*" that commemorated the 25th anniversary of the founding of Kyoto University.

Makoto Nagao Born in 1936. Dr. Nagao has spent the vast majority of his life at Kyoto University, first as a student, then a professor, and now as the president. He has been the president since December 1997 and has dedicated to the improvement of the educational environment of the University. One of the creators of Informatics Dr. Nagao has studied a number of fields of scholarship of his own volition. While in the engineering program during his student days, he also took part enthusiastically in literature and philosophy courses, and had participated in a psychological research group over the past 20 years of his professorship. University students should begin learning from the Doctor's very enjoyment of the pursuit of knowledge, as shown here. And Kyoto University is the one place where it is possible to do so.



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Nothing Is Better Than Learning

I recently composed the Chinese calligraphy shown in the accompanying photograph: "不如学," which means, "There Is Nothing Better Than Learning." The expression in the Analects of Confucius, dating back some 2500 years in Chinese history. I should like for us all to consider anew the significance of this idea.

My fellow professor, Isao Akaoka, asked me to do this work, even though I am an amateur calligrapher, engaging in the art as a hobby. In his capacity as Director of the Institute for the Promotion of Excellence in Higher Education, which was founded in April of this year, Prof. Akaoka also serves as vice president of Kyoto University. The Institute has sole responsibility for planning the liberal arts curriculum for the University as a whole, and for freshmen and sophomores in particular. When he asked me to do the work, he explained that he wanted me to compose something with significance, an admonition to young students, to be displayed in the atrium on the first floor of a new building completed this past April, for the education of all freshmen and sophomores, inclusive.

Once the majority of Japanese youth go to college, they forget about such things as diligence and dedication to learning, spending their time instead in the pursuit of pleasure. They have no curiosity vis-à-vis scholarship. They lack that frame of mind that is conducive to settling down to the serious pursuit of knowledge, a situation that I believe is down to their not having made a complete transition from the acquisition of facts that has constituted their studies through high school, to the pursuit of knowledge that ought to be their objective in college. In response, the faculty of Kyoto University has been expending the utmost effort to bring our students into direct contact with the way learning at the university level should be, and thus instill interest in and enthusiasm for academic research, primarily by offering small group seminars of 10 or fewer students and realtime distance learning programs in association with UCLA.

It was in this context that I desired to send our students the

forceful message that they take their studies seriously. With that in mind, I put all my heart and soul into composing the calligraphy in question.

In order that we might reach the new and unique realm known as creation, we must first have a thorough understanding of the achievements of academic pioneers. For it is only through understanding what has already been learned that we may begin to understand what has yet to be discovered. Our own incursions into the unknown are built on the research achievements of our great predecessors in academia. And the achievements of our own researches are the inventions, the new knowledge, the new theories, that we are charged with accomplishing at university. The characters of the first seal at the top left of the calligraphic piece, "習至創" refer to this very idea that a thorough understanding is the way to original creation.

Truly significant creation must explain the *raison d'être* of the world. It matters not whether such creations come from the humanities, social or natural sciences; they must contribute to the advancement of our understanding of the world in which we live if they are to have any meaning at all. Such creations underpin the existence of the world, and are themselves closely linked to the very roots of existence itself. Genuine creation is closely related to the concept of "Dasein," or "being-there," as postulated by Martin Heidegger. It was with this idea in mind that I added a seal with the characters "現存在者", which mean "one who is aware of one's own Dasein," after my signature on the piece.

It is my hope that upon viewing this calligraphic work, you, our students, will be inspired to engage in research, and approach your studies with sincerity and earnestness.

Makoto Nagao
President of Kyoto University

長尾真

Basis of Life Inheritance: How are chromosomes in a mother cell correctly segregated into two daughter cells?

—The Regulation of Cell Cycle and Chromosome Segregation—

When I was a graduate student of the University of Tokyo in the early sixties, I dreamt of being a laboratory head in the future, and of studying the molecular biology of the chromosome. At the time the chromosome looked a challengingly complex biological structure. It was many years before I had the chance to work on an actual chromosome, as I spent ten years studying a model structure, the head of the bacteriophage T4. In recollection, it was an excellent experience to engage in the study of a pure model organism; fellow investigators were friendly and helpful, and there was a warm comradeship between us. In truth however, the head of T4 shares no common features with the eukaryotic chromosome, except for the fact that it consists of many proteins and condensed DNA. What I learned from T4 was the strategy of dissecting biological problems into molecular terms. When I was promoted to a professor of Kyoto University in 1977, I had full enthusiasm to tackle the chromosome structure and the regulation of its behaviour that was kept in my mind for so many years.

Which eukaryotic organism should I choose to study the chromosome? This was not an easy decision to make. The organism had to be amenable for detailed genetic and biochemical analysis. Protozoan *Chlamydomonas* and yeast *Saccharomyces* were possible choices, but I was not convinced for various reasons. One day, Masayuki Yamamoto, who later joined our research team, showed me a review article describing biological characteristics of the fission yeast *Schizosaccharomyces pombe*. After reading this article and other related ones that night, I firmly believed that this was the organism that I had been looking for. The decision to work on *S. pombe* was like an impulsive purchase of a new house, as I knew my life for the next twenty-five years should be strongly influenced by it. Luckily, I have been perfectly happy with the outcome of this "impulsive purchase".

While chromosome DNA replicates at a cell division cycle stage called the 'S-

phase', the resulting chromosomes, which contain two duplex DNA (sister chromatids), are separated and segregated by the spindle apparatus in a different cell cycle stage called the 'M-phase' (Figure 1). Therefore chromosome segregation is a part of the cell cycle mechanism. The M-phase could be described as a 'cell festival', as cells become agitated, and many unusual structures appear within the cell. Spectacular chromosome and spindle events occur very swiftly, leading to the culmination of fast sister chromatid separation in the anaphase.

The high fidelity segregation of chromosomes is fundamental for cell multiplication, and cells are able to manage the control of chromosome behaviour in the M-phase with surprisingly high precision. If segregation becomes abnormal by mutation, drug, radiation or stress, cells become lethal or aneuploid, leading to various diseases in human such as Down syndrome, or more commonly natural abortion. Many researchers suspect that early cancerous cells contain abnormally segregated chromosomes.

My laboratory group has made a systematic approach to develop our understanding of the molecular mechanisms for regulation of cell cycle and chromosome segregation. A large number of mutants defective in chromosome segregation have been isolated, and their genes have been identified by cloning and sequencing. The function of gene products (such as proteins) essential for sister chromatid separation have been pursued by various cellular and molecular approaches. The interactions among these gene products and their roles in cell cycle regulations have also been investigated. With the use of these mutants and identification of various essential proteins, our research areas have become inevitably very broad.

Many proteins such as DNA topoisomerase II, condensin, cohesin, tubulin and kinesin were found to be required for proper chromosome structure and spindle formation in the M-phase (Figure 2). Furthermore, several kinetochore proteins were discovered and their functions

were shown to be essential for equal chromosome segregation. Other essential components discovered include the subunits of APC/cyclosome, the regulator of proteasome and serine/threonine protein phosphatase 1 (PP1).

I have to admit that in the beginning I was rather uninformed about protein dephosphorylation and ubiquitin-mediated proteolysis. I was unaware of the very existence of many protein phosphatases that later became favourite research projects in my laboratory.

While initially I was an inattentive listener of proteolysis talks in meetings, I was surprised to find that some gene products identified in my lab were very important and extremely interesting, and turned out to be the components essential for ubiquitin-mediated proteolysis. Naturally, we were dismayed by other research groups' discovery that several mutants we were very much interested in were actually defective in the destruction-box dependent polyubiquitination of mitotic cyclin. We missed the existence of an APC/cyclosome complex essential for this step. We were, however, fortunate to discover that the separase-securin (Cut1-Cut2 protein) complex plays a pivotal role for coordination between sister chromatid separation and cell cycle control. We found that securin/Cut2 is ubiquitinated by APC/cyclosome and degraded by a proteasome complex at the onset of sister chromatid separation. If securin/Cut2 is not degraded, the sister chromatids are not separated. Separase/Cut1 is activated when securin is degraded. It was a most rewarding breakthrough to discover that the mode of destruction for securin/Cut2 is the same as that of the mitotic cyclin, a key regulator of the cell cycle. This discovery demonstrated the mechanism by which sister chromatid separation coordinates with the timing of mitotic exit. Kim Nasmyth and Frank Uhlmann showed that budding yeast separase/Esp1 has actual protease activity and cleaves cohesin subunit Scc1, a structure that adheres sister chromatids together. Thus, there are two steps of proteolysis that promote

sister chromatid separation. The first proteolysis step is a destruction-box dependent and ubiquitin-mediated securin destruction that activates separase. The second proteolysis step is the separase-dependent cleavage of cohesin that releases the bonding of sister chromatids.

A solid foundation is now placed for understanding complex molecular processes that lead to chromosome separation and segregation in mitosis. However, our knowledge of the mechanism of chromosome dynamics during the cell cycle is still limited. We may be looking at only the tip of an iceberg. The principle of chromosome inheritance is conserved from yeast to human. As chromosomes are the actual substance of a genome, and transmission of chromosomes from one cell to another is the basis for life inheritance, chromosome biology will become increasingly more important. We can expect many surprising findings to come in the future.

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Mitsuhiro Yanagida

- Born in 1941.
- Graduate of the master's program, Graduate School of Science, The University of Tokyo
- D.Sc., The University of Tokyo
- Professor, Graduate School of Biostudies, Kyoto University
- URL <http://koko.biophys.kyoto-u.ac.jp/>

"It seems to me that on the whole, Japan's intellectual community has been terribly insensitive to issues of bioethics. I can see no recognition, at any level, that we should help persons in weaker and less fortunate circumstances than ourselves."

Kyoto University has a bad reputation among foreign students: these are the first words out of the mouth of very likable Professor Yanagida. And, having repeatedly made this declaration on important occasions, in accordance with his own firmly held system of values, it seems that he cannot ignore this reality. At the same time, he raises the possibility that total end-to-end support may not, in fact, be in the best interests of the foreign students themselves after all. He emphasizes the necessity for the university to have an overall vision of how it will deal with these students. His view of the lack of consideration for minorities that underlies this problem is unrelenting in its severity. One can sense it regardless of whether he speaks of problems in education at the university, or of the state of our society and how it effects his own field of natural science research. He maintains a certain distance between himself and the worldly acclaim his research findings have received, in the form of numerous awards, by saying, "The way I view my work is not the same as how others view it." At the same time, however, on his own initiative he warns of the lack of consideration, in both Japan's science and technology policy and its society as a whole, for persons in weaker and less fortunate circumstances. In Prof. Yanagida, one has a sense of what might be one sort of idealized relationship between scientists and society at-large.



In the laboratory, Prof. Yanagida receives reports from students on the results of their experiments.

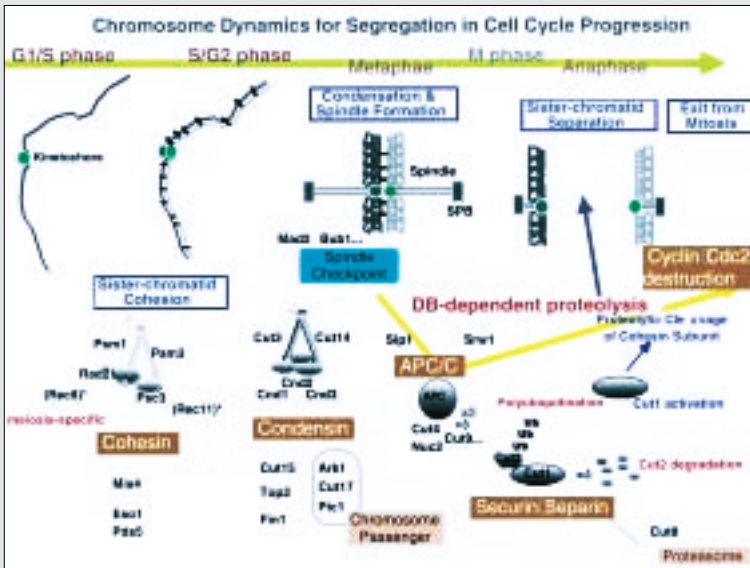


Figure 1 : Chromosome segregation in cell cycle progression

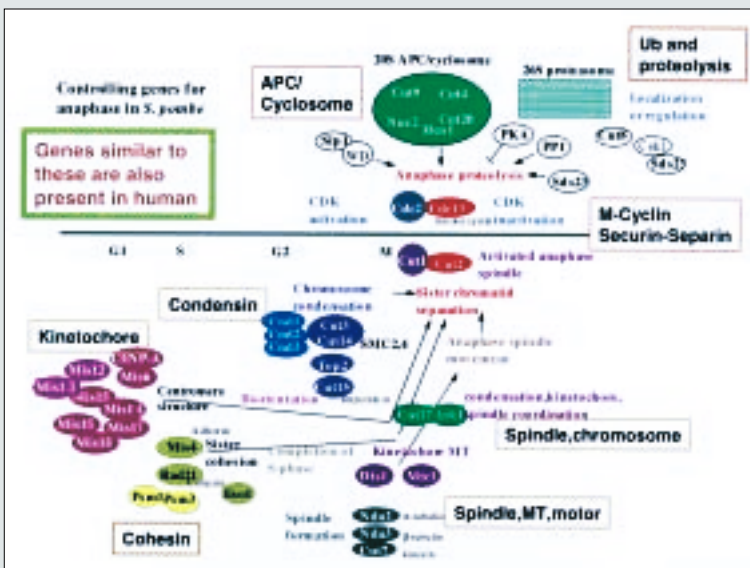


Figure 2 : Proteins for proper chromosome structure and spindle formation in the M-phase

Kanji in the Information Age

Each of the various events at the Olympics is identified with a particular symbol, known as a pictogram. These symbols are put to good use in indicating dates and locations of these events. As pictograms deliver meaning visually, people are able to grasp their meanings intuitively, whether they have knowledge underlying their significance or not. The fact that they are not rooted in any particular language also makes them eminently suited for disseminating information at Olympic arenas, international airports, and other places where people of many nationalities, all speaking different languages, are bound to gather. One can see question marks being used to denote information counters the world over, for example. The same is true of a knife beside a fork being used to indicate a restaurant.

Another set of symbols used like pictograms to convey information concisely and efficiently is that of the icons used in computer interfaces. Like pictograms, icons are of simple composition and entirely visual in orientation, and thus, can be understood by anyone, regardless of the language he or she speaks. By some accounts, however, there are thousands of icons nowadays, with different software manufacturers making up their own designs as they please. Moreover, the vast majority of

them give no indication whatsoever of having any relation with the software function that they are supposed to represent. This state of affairs means that users must memorize each and every individual icon in software that they are using.

Having come this far, it becomes clear that what we desire in future concepts for methods of disseminating information is 1) that it be capable of communicating meaning in a concise format, and 2) moreover, that it already enjoy a shared awareness among a wide range of social strata. And as it turns out, there exists a system of symbols very near to us in our everyday lives that fits these requirements to a T. I refer, of course, to Kanji (Chinese characters).

Kanji is the only writing system in the world to have maintained its pictographic state from its origins, more than 3000 years ago, to the present day. Many Kanji are based on representative shapes of specific things. Characters such as 山 "Yama" (Mountain), 川 "Kawa" (River), 亀 "Kame" (Turtle), 鳥 "Tori" (Bird) even now retain strong visual identifications with the real-world object that they represent. And we can use these characters based on their meanings, without having to know what their Chinese pronunciations are. What this means is that these characters are, in fact, icons created by the

Chinese 3000 years ago, and are not tied to any particular language. And if their representation functionality is separated from Chinese, Japanese, or any other particular language, they would also be a wholly effective means of communicating information even to persons living in parts of the world where Kanji are not used, either wholly or in part, as the writing system, such as Europe and North America.

For example, both 即 ("soku": rapid, prompt) and 既 ("sude ni": already, previously) both have the element 皀 on their left side. This element is in the shape of food piled atop a plate, bowl, or other container or vessel. Conversely, the right hand portion of 即, 卩, is the shape of a person kneeling and opening his or her mouth wide (*Figure 1*). Combined, this character indicates a person about to devour food in front of them right now, giving it the meaning of "right away, right now, any moment now," or words to that effect. On the other hand, while 既 has the same left hand component, its right hand component, 旡, is essentially the opposite to that of the previous character. That is to say, this kneeling person, his or her stomach now full, has now turned their back on the food sitting in front of them (*Figure 2*). Thus, this character indicates that this person is no longer interested in



Figure 1
An old-fashioned
character for 即



Figure 2
An old-fashioned
character for 既



Figure 3
An old-fashioned
character for 育



Figure 4
An old-fashioned
character for 好

eating, giving it the meaning of "things already having been finished."

In other words, these characters, 即 and 既, are composed of exactly the same elements. The only difference between them is the facing, that is, which way the kneeling person is turning his or her mouth.

Let us now take one more example, that of 育 ("iku," to grow or educate) and 好 ("suki," to like or love). The character 育 is constructed from old-fashioned characters for 女, meaning "woman," and 子, meaning "child," with this "child" element being turned upside down, and placed on top of the "woman's" pelvis. The image thus depicted is that of childbirth, and in fact, the character 育 originally meant "to give birth" (Figure 3). The reason this character was eventually written in why its present form was due to the fact that the component for 女 was replaced with 月 ("flesh"), and the positions of the two components were inverted as well. On the other hand, the character 好 is also comprised of the same two components, 女 "woman," and 子 "child." In this case, the character connotes "liking or loving" through the image of a woman being fond of her own child (Figure 4). Or to put it another way, it indicates that something is "good or desirable." The components, however, are placed side by side, in a horizontal orientation. Or, in other words, the only difference between 育 and 好 is the position and orientation of their component elements.

As we have seen, the position and orientation of component elements

of Kanji play an important role in determining their meanings, which in turn specifically indicate the overall meaning visually in a great many instances. And this is the biggest factor behind the easily comprehensible nature of Kanji, that is, in making it possible for people to comprehend the meaning of Kanji the instant they see it.

Today, when our societies are being driven primarily by information interchange, it seems clear that we should be taking another look at the effective way Kanji delivery information by transcending language and being rapidly comprehended.

The writing system that has been in use longer than any other in the world contains the brightest potential for the future.



All available space in Prof. Atsuji's laboratory is covered with data files and other texts.



Tetsuji Atsuji

- Born in 1951.
- Graduate of the doctoral program, Graduate School of Letters, Kyoto University
- MA, Kyoto University
- Professor, Graduate School of Human and Environmental Studies, Kyoto University
- URL http://www.h.kyoto-u.ac.jp/jimu/staff/242_atsuji_t_0_e.html

"Writing systems are bound up in complex ways with many aspects of our everyday lives. These relations between people and their writing systems are of interest to me."

Kyoto University has a tradition of research into Kanji (Chinese characters) that dates back to before World War II. The scope of Prof. Atsuji's research, however, does not stop at the traditional focus of such work, interpretation of literature and other documents. Having survived over more than 3000 years, being brought in contact with many different languages over that period, Kanji is a covetous writing system, with a vitality that the Professor himself shares. The inspiration for his ideas about treating Kanji as an implement for use in our everyday lives comes from his own upbringing. The family business was that of a printer, and thus, he grew up surrounded by rows of typeset characters in print shops. He says that Kanji was literally part and parcel of his everyday existence.

Increasing adoption of computers has eased the burden of learning and using Kanji on people who do not live in parts of the world where Kanji are used as the standard writing system. And we welcome researchers who come to study here, bringing new and different viewpoints on Kanji from all over the world to Kyoto University.

Institute for the Promotion of Excellence in Higher Education

The Institute for the Promotion of Excellence in Higher Education was founded in April of 2003 to undertake a full range of liberal arts educational activities for Kyoto University. Headed by an instructor of vice president level, the Institute is at last commencing in a meaningful way to utilize the full resources of the college to cultivate well-rounded students, building on the school's tradition of teaching oneself. Being a full-purpose campus with particular emphasis on research, Kyoto University has been criticized for letting its educational programs, especially its liberal arts curriculum lag behind its research program. In recent years, however, some new schemes are being tried in some quarters that take advantage of the benefits of the school's wide-ranging research sector. A particularly good example of this approach is the "Pocket Seminar" program, wherein instructors from all over the school conduct small class seminars for freshmen, on a voluntary basis, in their own laboratories, with the aim of bringing students into direct contact with real, working research. As the Institute follows up on this initiative, it seems likely that such trends as this one will pick up greater speed, expanding in the process to encompass

the entire university.

Liberal arts education, as espoused by Kyoto University, has three objectives. The first of these is the development of personalities through the acquisition of academic liberal arts knowledge. The second of these is the cultivation of the ability to comprehend foreign cultures, reinforced by strong skills in foreign languages. And the third of these is learning a wide range of basic knowledge that will provide a foundation for high-order research work. Developing an enticing curriculum is important to achieving these educational objectives, as is maintaining a learning environment conducive to the educational objectives. To this end, modifications to Building A of the Faculty of Integrated Human Studies will be completed in March of 2004, as part of the construction of educational facilities that will be shared by the entire campus faculty.

There are high hopes that the Institute for the Promotion of Excellence in Higher Education will send a fresh breeze blowing from the university's education facilities, one that will reach into its research centers as well, ideally generating a cycle wherein the two feed, and are nourished by, one another.



Isao Akaoka

- Born in 1942.
- Dr.Econ., Kyoto University
- Professor, Graduate School of Economics
- Director, Institute for the Promotion of Excellence in Higher Education

"These days, the more advanced the research, the more questions there are about the humanity, the ethics, of the scientists involved. In science and technology, for example, there is a danger that questionable ethical practices on the part of scientists may lead science itself down dangerous paths. Therefore, we must pay sufficient attention to the humanities aspect of education. I believe, however, that good researchers will become good educators as well."



Study corner



General Education Building



The unveiling ceremony of the Chinese calligraphy composed by the president in the atrium



Field studies at the Hokkaido forest research station in the "Pocket Seminar", undertaken by freshmen. The president takes part as well.

On the Grand Opening of the "Camphora" Cafe Restaurant

A relaxing image greets you on your immediate left as you enter the main gate of the Kyoto University campus. The red brick facade of the Foreign Students Center is just visible through the leaves of the dense trees you see there. Now, as of May of 2003, something new has been added: the "Camphora" Cafe Restaurant, with its glossy, all-glass exterior. The name, chosen from submissions submitted from across the campus, is derived from *Cinnamomum camphora*, the scientific name of the camphor tree, which appears on the Kyoto University crest as well.

In recent years, the facilities in this area of the campus has undergone extensive reconstruction, starting with the restoration of the clock tower. Masao Homma, director-general administration bureau says, "A university is not simply a place for education," emphasizing right off the bat the importance of campus atmosphere. "From the time I assumed my current post, I have wanted to make a quality space within Kyoto University, a place that would be both cultured and comfortable," he adds, expressing sentiments that are under-

scored by his own experience as a student in England and on the staff of Embassy of Japan in France Homma's feelings on the subject would appear to be in line with those espoused by President Nagao, to wit, "A weak environment gives rise to weak ideas." And "Camphora" reflects Homma's tastes in this regard, from the interior design concept to the very arrangement of the utensils.

Two months after its grand opening, the seating on its terrace has blended in nicely with the surrounding atmosphere, while inside the cafe, with a Franco-Italian design scheme based in white and wood grain, conversations are springing up everywhere. A man, who serves drinks here, says with a smile from behind the counter, "We get nervous when the foreign students come in, because we can't serve them something that they'll recognize as not being authentic." When we spoke to the customers, on the other hand, we got this comment from a pair of male seniors majoring in economics: "It's really nice, and not very expensive. We're glad to have a place where we can spend our free



Students bring the cafe to life.



Masao Homma, director-general administration bureau

time." A female sophomore majoring in letters, however, had this harsh criticism: "There's room for improvement in the quality of service." In any case, it would appear that the cafe is slowly but surely becoming a full citizen of the campus, with support from all over.

In November, when the renovations on the clock tower are finished, the area in front of the cafe will open wide. Then we will really start to see how it emanates the hospitality of Kyoto University.

URL <http://www.s-coop.net/camphora/index.htm> (Japanese only)

The 21st Century COE Program List of Selected Programs in Kyoto University in FY 2003

The 21st Century COE (Center of Excellence) Program is a support program launched during FY 2002 by Ministry of Education, Culture, Sports, Science and Technology with the aim of raising the level of research and education at Japanese universities and making them more internationally competitive. Since the program places emphasis on promoting the formation of world-class research and educational centers, only research projects judged to have excellent potential are to be selected to receive funding. In principle, projects that are selected will receive generous research funds for a period of 5 years. Thus, one of the goals of the program is to encourage a competitive atmosphere among universities and give new vitality to their research activities. During FY 2003 applications were made for a total of 15 projects in 5 fields solicited by researchers associated with Kyoto University, and of these 11

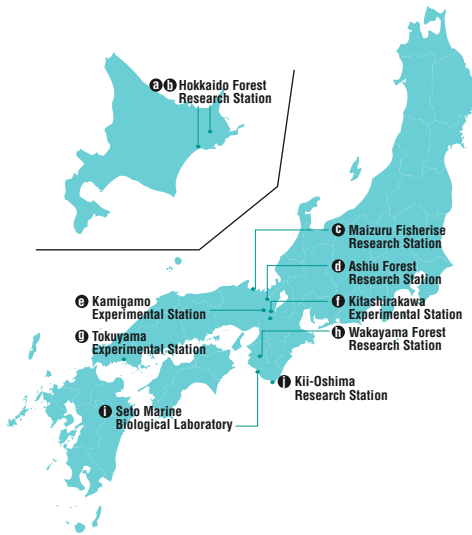
were selected to receive funding. Including the 11 projects from FY 2002, Kyoto University now has a total of 22 projects.

URL <http://www.kyoto-u.ac.jp/21coe/> (Japanese only)

Field of study	Branch of learning	Program title	Program leader
Medical Sciences	Basic Medical Science	COE Formation for Genomic Analysis of Disease Model Animals with Multiple Genetic	Tasuku Honiyo
	Clinical Surgery	Establishment of International COE for Integration of Transplantation Therapy and Regenerative Medicine	Kouichi Tanaka
Mathematics, Physics, Earth Sciences	Mathematics	Formation of an International Center of Excellence in the Frontiers of Mathematics and Fostering of Researchers in Future Generations	Masaki Kashiwara
	Physics	Center for Diversity and Universality in Physics - Unified Research and Education on Elementary Particles, Macroscopic Systems and the Universe -	Katsuji Koyama
	Earth and Planetary Sciences	Elucidation of the Active Geosphere: from Asia and Oceania to the World	Shigeo Yoden
Mechanical, Civil, Architectural and Other Fields of Engineering	Mechanical Engineering	COE for Research and Education on Complex Functional Mechanical Systems	Kazuo Tsuchiya
Social Sciences	Law and Politics	Program for the Reconstruction of Legal Ordering in the Twenty First Century	Makoto Ohishi
	Economics	Center of Excellence for Interfaces for advanced economic analysis: Innovative creation and fusion of theory, application and policy studies	Takamitsu Sawa
Interdisciplinary, Combined Fields, New Disciplines	Genome Science	Center of Research and Knowledge Information Infrastructure for Genome Science	Minoru Kanehisa
	Bio-molecular Science	COE for Microbial-Process Development Pioneering Future Production Systems	Sakayu Shimizu
	Information in Humanities and Social Sciences	East Asian Center for Informatics Humanities: toward overall inheritance and development of the Kanji culture	Tokio Takata

The Founding of the "Field Science Education and Research Center"

—To Create an Original Kind of Global Environmental Study that Seeks to Explicate Connections Between the Ecologies of Forest, Human Habitation and Sea.



The rich natural environment of our world might be described as the fruit of the "connections between the forest and sea." And people are beginning to take a new approach to the resolution of global environmental problems, the most serious problems facing the world in the 21st Century, asking what ways would be ideal for us to interact with the environment.

Opened in April of 2003, the Kyoto University "Field Science Education and Research Center" works to make the school's traditional field science work more dynamic than before, by integrating its nine remote research facilities, located all over Japan(see the map above). Fields that offer many opportunities for research, also offer many opportunities for education. And this new center is also actively developing educational programs based on field practice.

We spoke with Prof. Masaru Tanaka, Director of the Center, about his outlook for its future, aimed as it is toward the creation of new kinds of science and new value systems alike. He is an advocate of the belief that Man and nature must come together to cultivate the rich environment of our world

Creating Global Environmental Studies Based on Field Research

Tell us how the Center came about.

In the 1990's, a number of problems emerged that demanded global solutions. And among these were environmental

issues, which gained attention due to their being connected to a wide range of sectors. In 1999, Kyoto University began defining its "Global Environmental Research Concepts," conducting numerous studies from different viewpoints as to what sort of education and research structure we should establish as part of this scheme. Ultimately, we built this structure on three core elements. The Center was founded as one of the three core elements of the University's systematical organization for education and research into issues affecting the global environment.

Describe the Center's philosophy and objectives.

Kyoto University's field science work is so extensive that we are sometimes referred to as the "University of Exploration." Thus far, however, most of this work has been done by individual scientists, working alone. What we want to do is establish a solid organization, one that will maintain the continuity of this work, and expand its scope in the process. And the building of the foundation of this effort is one of the objectives with which the Center was founded.

Second of all, research subjects are completely independent from one another. Specialists in forest research do not work with specialists in marine research, while departments working in basic research similarly have little or nothing to do with departments working in applied research. And yet, the sea and forest are in fact interconnected. They have only been separated for the convenience of we humans. A variety of problems occurring in our oceans arise from the destruction of forest and river systems. As a result, we cannot restore the oceans alone, without considering everything else. We need to take another look, with a more comprehensive view, starting with our forests. And the scientific elucidation of the workings of such connections as these is the biggest reason that the Center was founded.

It would appear that, in so doing, joint researches and research partnerships will take on greater importance.

Within the university, we have a gathering of scientists, most of whom are doing field-specific research,

whether in forest, marine studies, or in areas in between them. What I want to do is get an overview, from a different perspective, of what we have all been doing in our respective researches to date, and treat the key connections between them as subjects for joint research, going forward. Even if we should manage to elucidate these systems through the methods of natural science, I think it highly unlikely that doing so will enable us in turn to resolve our global environmental problems. I believe, therefore, that it will become necessary to partner ourselves with field researchers in subjects such as human science and social science, which are more closely related to the human aspect of our world.

As regards external affairs, Kyoto University lies in a temperate zone, and we are considering founding a new kind of scientific research into the "connections between the forest and sea" by entering into partnerships with the "Field Science Center for Northern Biosphere, Hokkaido University" and the "Tropical Biosphere Research Center, University of the Ryukyus," because they are located in subarctic and subtropical zones, respectively. After all, nearly 70% of Japan's land area is covered by forests, and we are completely surrounded by the sea, and I would like to engage in research that takes advantage of these unique aspects of Japan's geography. Research into the "connections between the forest and sea" has not yet been done anywhere in the world, and thus, I feel that this research could become unique to Japan, and offer some highly important leads to the resolution of global environmental problems. The important perspective here is that of maintaining biodiversity, and to that end, we are participating in the Diversitas Western Pacific and Asia (DIWPA) Project.

Would it be fair to say, then, that you hope to produce research that represents Japan to the rest of the world?

Well, although Japan is a small place, "connections between the forest and sea" can be found all over that could become research models. Fishermen realized that "if the forest suffers, then so does the sea" long before scientists

The Ashiu Forest Research Station operations center and forest surveys (㉔)



did. For the past 40 years or more, they have been engaged in reforestation in the Tohoku and Hokkaido regions. While such case histories of "revitalizing the oceans by restoring the forests" exist, we still have no scientific understanding of this concept as yet. And I have a feeling that when we do understand how this system works, it will tell us humans anew, scientists included, about the "importance of coexisting in harmony with nature." It is my hope that this research may result in a persuasive science, one that may eventually lead us to change our value systems and the ways in which we live our lives.

Developing Education Based on Field Research

Describe the Center's postgraduate educational scheme.

As we are bringing numerous research facilities together, our postgraduate students can take advantage of a wide range of research fields as their requirements dictate. They can expand the scope of their research. So we want to see persons with an interest in so-called "interdisciplinary areas" of research, the sort of thing that they would find hard to pursue on the faculty. We want to support these persons in their work. We are also actively accepting foreign students. It would be ideal if they were to enable us to build partnerships with field researchers all over the world. And on this point, I would like to commence by designating model field research set-ups in Southeast Asia, which we would then utilize both for research and for a living, hands-on educational program as well.

Will you also be taking a proactive stance with regard to liberal arts education?

In this day and age, anyone can use a personal computer to get all kinds of information, with ease. As a consequence, people are finding it harder and harder to distinguish between reality and the virtual world, a situation that I believe is linked to a number of social issues. This is why I feel that getting in touch with reality, experiencing things directly, in the real world, is a crucial part of edu-

cation. And I want students to have the experience of field research immediately upon starting at college: because it is when they are most receptive to such experiences. We plan to offer practical studies in the "Connected Rings of Forest-Human Habitation-Marine" program in such locations as Hokkaido, Ashiu, Shirahama, Kii-Oshima, and Maizuru, among others. As a complement to this work, we will also offer lecture courses in biology and other subjects based on field practice.

Disseminating Information From Field Research: Linking Academia to Society At-Large

Describe the "Field Museum" Concept.

Our field research sites, such as the forests of Ashiu, are living museums, in and of themselves, each with its own unique ecosystem. Such places can be found in the seas and the rivers as well. And in conjunction with the "Academic Center for Computing and Media Studies," I want to use what we call a "Remote Ecological Observation System" to communicate the extensive information contained in these field sites in a broader fashion. At present, we are laying the infrastructure for this very system, one that will enable persons on campus to view information from field sites in realtime. We will host an exhibit of the plans for the Center at the Kyoto University Museum next



"The Bamboo House," the specimen gallery at the Kamigamo Experimental Station (㉕)

spring, wherein we plan to use this system to show our "Maizuru Fisheries Research Station" and our "Seto Marine Biological Laboratory" in Shirahama to visitors. And it won't just be for faculty and students of the university, either. If anything, we want elementary and intermediate school students to come and see it as well. We intend to put our energies into the "Field Museum" concept as much because of its significance in terms of connecting academia with society.



Prof. Masaru Tanaka, Director of the Center

Growing up in the vicinity of Lake Biwa, Japan's largest lake, Prof. Tanaka first acquired his interest in doing science in the field thanks to an elementary school teacher who would frequently take him fishing. One of the current subjects of his research is flatfish. He is interested in the "metamorphosis with eye migration," as well as the differences in survival strategies that emerge as a result of same.



The Aquarium at the Seto Marine Biological Laboratory and field studies open to the public (㉖, top), Marine practice at the Maizuru Fish Market (㉗, bottom)

Scientific Efforts for a Sustainable Global Village - Kyoto University

Dr. Bilqis Amin Hoque



Bilqis Amin Hoque
Visiting Professor, Disaster Prevention Research Institute, Kyoto University
Chairperson, Environment and Population Center Bangladesh

Dr. Hoque looks elegant in her sari, a garb that she says she wears wherever she goes. In Japan, aside from giving lectures, she is working with 4 associates from other universities to organize and provide technical assistance for teams to research the environment of Bangladesh. Dr. Hoque describes her admiration for Japanese women by saying "I think it is wonderful that, whether young or old, Japanese women are particularly hardworking and energetic, and have a high regard for tradition, however modern they themselves may be." In addition to being a competent researcher, Dr. Hoque is also a charming woman and a caring mother.

I come from Bangladesh, a country that earned independence 32 years ago. It has been over burdened with continuing as well as emerging various natural environmental disasters, worsened through local and international human interventions and/or interactions. It is a developing country located in South Asia. Prof. Y. Hagihara of Integrated Management of Disaster Risk Division at the Disaster Prevention Research Institute, DPRI, has invited me to give lectures and provide the necessary technical support for research on environmental disaster issues in Bangladesh. Kyoto University has five alumni who are Nobel laureates and has a good reputation in various fields of science. DPRI is known for its remarkable contributions in disaster related research. I consider my nine-month assignment as Visiting Professor at this prestigious University as an opportunity to exchange scientific experience with the reputed academics as well as make friends in Japan.

Kyoto University campuses are so unique with green everywhere. Both faculty members and students are ever ready to communicate about scientific issues. Although I cannot speak Japanese, language has not been a barrier at any level. I have had/started useful discussions with Professors from DPRI, Civil Engineering, Food Sciences, Environmental Engineering and other related fields. In fact, scientific work for a sustainable global village can go on only if and when there is a team spirit among the scientists and teachers of the

world. I highly recognize the spontaneous regards for international concerns and respect for relations with other countries among most of the Japanese professionals I met in Kyoto University, Tokyo University, United Nations University, and other national and international institutions in Japan. In general, professionals as well as common people in Japan are friendly and helpful. In professionals I do include the university staff without whose support I could not carry on any work.

I must say that I admire the women, starting from school girls in their teens to elderly women, in Japan. They are intelligent, well mannered, elegantly dressed and beautiful, in addition to being helpful in all possible ways. I also appreciate the Japanese culture about respect for parents and elderly people. I like the Japanese rice. I highly appreciate their public transport system, particularly the railways. Their care for the environment is so unique. They have so nicely preserved and protected every river, tree and natural resource.

I also noticed that the friendship of Japanese is so homely. They are great friends when I feel homesick or depressed. Their welcoming attitude to my family members during their visits was also something memorable. When our son came to visit me in Kyoto, the first thing he ate is sushi. When he was traveling to Kyoto from Kansai airport he was amazed with the attractive mix of rice fields, flowers and buildings by both sides of the roads. We also loved the trips by Shinkansen between Kyoto and other cities. The natural beauty of Kyoto became very prominent as the train approached Kyoto.

My husband, Dr M. M. Hoque (Professor at Bangladesh University of Engineering and Technology) and I studied in the USA and UK. Our son, Yamen M. Hoque, currently in the junior year at the University of Massachusetts, Amherst, was born in the United States. We often visit these countries. Every time we go to those countries we feel and enrich strong bonds with their people. I think Japan will take its place with these countries in my heart soon.



Dr. Hoque is in the courtyard in the laboratory. The Uji Campus is rich in greenery. Her blue sari is accentuated by the green background.

Rizaldi

Eventually, I Want to Study Primates in My Homeland of Sumatra

Kyoto University has more than just the one campus in the city of Kyoto itself. The university has many bases for research activities across Japan and throughout the world, established in an effort to find optimal sites for its various field research projects. Rizaldi, originally from West Sumatra, is studying Japanese monkey at the Kyoto University Primate Research Institute, located in Inuyama, Aichi Prefecture, some 150km from Kyoto. And it was the very growth of field research work at Kyoto University that led to Rizaldi's coming to the facility.

■ What led you to attend Kyoto University?

Andalas University, where I got my bachelor's degree, has been linked to the Primate Research Institute since the 1970s, thanks to Prof. Shunzo Kawamura (now deceased), the renowned primatologist who first reported on the transmission of cultural activities among animals, such as monkeys washing potatoes with seawater before eating them. My advisor at Andalas had also taken his Ph.D at Kyoto University, and recommended it to me as well. My personal introduction to the school came when I attended a seminar and workshop at the Primate Research Institute in 1999. I then attended school here as a research student between April 2002 and March 2003. Since April 2003, I have been pursuing my master's degree here, on a scholarship from the Japanese government.

■ How did you become interested in primates?

I grew up with wild animals all around me. And monkeys especially interested me because they do things that other animals don't. They hide, they play pranks, that sort of thing. Moreover, as a resource country, Indonesia is a habitat for many different species of primates and those need to be investigated.

■ What are your impressions of the Institute?

I think it's terrific. The Institute has a great research set-up in place, from faculty to buildings to analysis machinery. Now, I am coming to a proper institute for my study

purpose, where all good facilities and study atmosphere meet here.

■ What kind of research are you doing?

I am conducting my research on social behavior of primate monkeys. I am investigating development and acquisition of socially-skilled aggressive behavior in Japanese monkeys. Aggressive behavior has known to affect performance of social structure of group-living animals. Group residents should strive to win any aggressive contest to gain best resource and established relative level of supremacy among them. It seems to me that such behavior requires acquired "skills" in particular situation, for instances, how to get agonistic support from other, to whom attacks could be directed and alliance established, as well as how to overcome the situation under pressure from individual dominant.

■ It's always Summer in Indonesia. So what do you think of Japan's Four Seasons?

Spring and autumn are much more comfortable, I just need a bit effort to habituate with snowy winter and humid summer in Japan. I experienced winter for the first time last year. I'd never seen snow before. On one winter's day, I was going from my residence to the Institute, and I noticed that there was some white substance on the roadsides. I couldn't quite figure out what it was. When I got to the Institute, I noticed that there was a lot of this white substance on the trees as well, and I asked my lecturer what it was. Whereupon everyone laughed at me and said, "You mean you really don't know?" Well, that was snow, as you've probably guessed.

■ What do you do when you're not working on your research?

On Sundays I study Japanese at the International Tourism Center in Inuyama, where it's taught by volunteers. They also have instruction in the basics of Japanese culture, including origami and tea ceremony. In the afternoon I join badminton hobby club, in which the members are mostly Inuyama citizens.

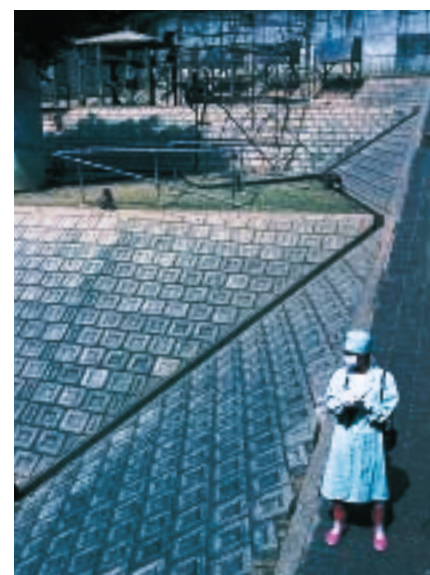


Rizaldi

Born in West Sumatra, Indonesia in 1971
Presently in the first year of master's program at the Kyoto University Primate Research Institute

■ What are your plans for the future?

After I get my master's and Ph.D from Kyoto University, I plan to go back to Indonesia and study primates native to my homeland. I want to teach at Andalas University, and increase collaborative research with this institute that was previously established. My research continues for all of these reasons.



Rizaldi is doing longitudinal observation on a group Japanese monkey consists of 55 monkeys, which individual identification and maternal lineages are well recognized.

Hartwig Handsur



Hartwig Handsur

Born in Austria in 1973.

Presently in the fourth year of the Faculty of Law, Kyoto University

The outdoor practice ring.



Hartwig helps others practice their body slams. The only part of Sumo that he hasn't been able to accustom himself to is wearing the loincloth directly against his skin. Thus, he wears tights underneath.

Defeating One's Opponent Without Using Weapons: The Charm of Sumo Lies in its Simplicity

The Sumo Club continued their practice in silence and earnest as a light rain fell without a break. It was dusk, one day during Japan's rainy season. The wrestlers, seven in all, naked but for loincloths, marched in a line around the ring, stomping their feet all the way. The slow, steady rhythm of their movements seemed to recall the origins of Sumo. The practice began as a Shinto ritual, dedicated to the divine spirits worshiped by that traditional Japanese belief system. Although Sumo is designated a national sport in Japan, it has fallen on hard times in recent years. Even professional Sumo is seeing its popularity decline, and the Kyoto University Sumo Club struggles to maintain its membership rolls every year. Since a new participant joined two years ago, however, the club has drawn new interest. His name is Hartwig Handsur. Originally from Austria, he wrestles under the name of Haruto.

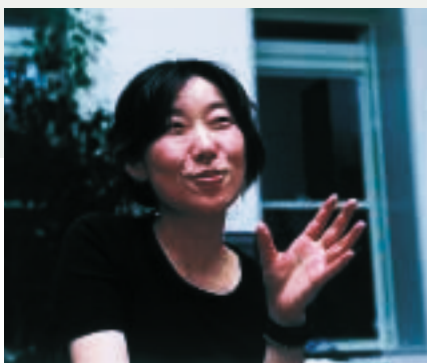
When we went to report on the club, Hartwig had a bandage wrapped around his left hand as he got into the ring. "When I was practicing my tachiai (rising to begin the bout), I broke my hand on my opponent's elbow," he said. Apparently, he had an unfortunate accident in a head-on face-off, due to the fact that he clearly has longer legs than typical Japanese Sumo wrestlers. It is said that in Sumo, where the wrestlers hurl themselves at one another, the initial tachiai determines half the outcome of the match. "My legs are longer than those of a typical Japanese. Therefore, my opponent always gets inside my reach in the initial face-off, and I have a hard time keeping my balance," Hartwig complains. My opponent always gets inside my reach in the initial face-off, and I have a hard time regaining my balance," Hartwig complains.

Hartwig joined the club in a surprisingly ordinary way: he got an invitation when he was in the student cafeteria. He says that he gave it a try, and found it a whole lot of fun. "It uses no weapons at all," he says. "Instead, it's got a lot of different techniques, maneuvers. If your opponent is bigger than you,

you can use his own strength to bring him down. I weigh 70kg, and I've competed against an opponent who weighed 170kg. Admittedly, I lost, unfortunately," he adds, with a smile that shows that he is truly enjoying himself. Most people, when they think of Sumo wrestlers, more often imagine them as having big bellies. Hartwig and the other members of the club, however, tend to be on the small side, with tight bodies. It seems that he believes that the core of Sumo as a sport is how to disrupt your opponent's balance. Many foreigners who engage in Japan's traditional sport have been captivated by the spirituality and philosophy that underpin it. Hartwig is no exception in this regard, having respect for the traditions of Sumo. At the same time, it appears that he was simply attracted to "the fun of Sumo as sport."

As of this writing, Hartwig is attending Kyoto University Faculty of Law, where he is researching Japanese labor laws. He says it is no easy matter balancing such studies with Sumo Club practice four times a week. And that's in addition to the other hat he wears, that of Chairman of the Kyoto University Foreign Students Committee, whose main task is providing day to day support for fellow foreign students. "A lot of foreign students from North America and Europe are here on short-term programs, and many of them can't speak Japanese as well," he says. "This situation makes it hard for them to make any Japanese friends." Hartwig himself demonstrates a surprisingly natural command of Japanese, however. He now organizes two events a month on average, such as barbecues, to provide opportunities for foreign students to meet and get to know Japanese students. Lately, these get-togethers have been attracting both Japanese and foreign students in increasing numbers, with some 40 or 50 students already expected to attend the Sumo tryout event planned for the day following this interview.

After graduation, Hartwig says that "I really want to work in some field related to Japan." He especially hopes to work in international organizations. There can be little doubt that the improved sense of balance and concentration that he derives from Sumo will help him achieve his goals.



Tokiko Ikeda plays the central role in organizing the group's activities.

The instant I opened the door, the scent of rushes washed over me. On this day alone, the lounge, in this refined, elegant, Western-style brick building, was filled with the scent of rush mats. Student lounge "KI-ZU-NA" was holding a Japanese tea ceremony. Before an audience of 15 invited attendees, domestic students and international students alike, the host began to make the tea, with slow, graceful movements. Following the established procedure, she said barely anything at all. The only sound that disturbed the silence that enfolded the space in which the tea ceremony took place was the occasional rhythmical sound of the water boiling in the teakettle.

It has been a year since the "KI-ZU-NA" was opened. Established with the objective of promoting contact between international students, the facility's extensive range of language materials and general level of comfort have led to a solid increase in the number of users. In addition to providing facilities, "KI-ZU-NA" began engaging in its own unique offerings in the Fall of 2002, in an effort to be more proactive in encouraging encounters between international students. The lounge has been planning a wide range of events at the rate of one a month, and calling on students to participate. The lounge was holding this Japanese tea ceremony, abbreviated though it was, on the day that I went to report on it, with the assistance of members of the University Tea Ceremony Club.

Tokiko Ikeda, staff member of Foreign Student Division, is at the heart of these activities. Out of a desire to help students get to know each other, she has been working out of "KI-ZU-NA" since the Summer of 2002. "There are a lot of people on the Kyoto University campus who would like to get to know one another better," she says. "It makes me happy to think that I can be of assistance to them." Her bright smile belies the many

Student Lounge "KI-ZU-NA": A Place for International Bonding

difficulties she has to overcome in arranging and holding the lounge's events. "At every event, I am always on pins and needles, wondering whether anyone will attend," she says, but these words, too, are a sign of her consideration for those people who help her out. On the occasion of this tea ceremony, for example, the Tea Ceremony Club provided all the implements used for the ceremony and even laid the rush mats on the hard flooring. She has previously secured the assistance of other school organizations, including the Rakugo (traditional Japanese stand-up comedy) Club. Even asking for such help as this, however, involves personal, painstaking investigation and negotiation, relying on the slimmest of possible leads.

Ikeda does have a most reliable staff supporting her, a group of student coordinators. One of them, Kawashima is a postgraduate student, in the University's Graduate School of Education. He explains his motives for taking part this way: "A few years ago, when I was studying in U.K., I was deeply moved by the hospitality I received from the local community. I would like to think of this as an opportunity for me to return that hospitality,

by sharing it with others." Junkui, a student from China, who is now in the University's Graduate School of Agriculture, who says, with eyes alight, "I was looking for opportunities to make friends outside of the laboratory." Another student coordinator is Chingfang Lee, a student from Taiwan in the Graduate School of Economics. One gets the impression that they enjoy the work they are doing here. When asked which of the events they have organized to date was the most successful, they replied, "The cherry blossom viewing party," reporting that they strolled around some renowned cherry tree sites in the vicinity of the campus, with some twenty other participants, and enjoyed some drinks below the cherry blossoms. They all said that their goal going forward is to hold more such events where participants get directly involved in the proceedings.

After the tea ceremony, the participants had a hard time getting up after kneeling in traditional style for an extended period. As the participants tried to stand, the staff went from person to person, personally thanking each and every one. It is such personal dialogue as this that truly forges bonds between people.



Student coordinators Daisuke Kawashima (left) and Piao Junkui (right)



The tea Ceremony, in the salon



Members of the University Tea Ceremony Club assisted in this event,



Students appreciating the traditional tea cups



Student Lounge "KI-ZU-NA"



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P R O M E N A D E

京都逍遙

カフェ
進々堂

Shinshindo Café A Timeless Backdrop for the Lives of Kyoto University Students

Shinshindo Café, on Imadegawa Dori across from the Kyoto University Campus, is one of those places where time seems to stand still. Since it first opened in 1930, generations of students from the university have accumulated several decades' worth of memories here, memories of meeting and talking among friends and studying hard alike. The tables and chairs, designed to make it easier for students to study, were made by Tatsuaki Kuroda, who also made the Meiji Emperor's throne. The sensibilities of original owner, Hitoshi Tsuzuki, who was himself a poet, can still be felt throughout the room, even today.

It hasn't always been peace and quiet for the cafe in the over 70 years since it was first opened, however. The cafe turned its elegant courtyard into an air-raid shelter during World War II, while students tossed Molotov cocktails all along Imadegawa Dori when the student demonstrations in the late 1960s were at their most radical. And yet, even during this period, students erected a barricade in front of the cafe, apparently feeling that they had to protect Shinshindo from the surrounding violence. "It was a lively place at the time, with debates springing up here, there, and everywhere," says Prof. Munemoto of the University's Graduate School of Engineering, who was himself a Kyoto University student at the time. In recent times, however, it has become a much quieter place, with more and more students studying or reading books by themselves.

Satoshi Kawaguchi, great-grandson of Hitoshi Tsuzuki, is the fourth owner of Shinshindo. "At this point, my main goal is just to keep the place running," he says, "even though it would be easy to go and start something new." His remarks indicate the difficulties inherent in keeping a cafe going, when it has such an established tradition as this one has.

The smooth, amber-colored tables have seen generations of young Kyoto University students come and go. We hope that this small but precious treasure will continue unchanged forever.



The atmosphere of the cafe's interior has remained unchanged since it first opened for business.



Referring to the benches and long tables that are hallmarks of the cafe, Mr. Kawaguchi (left) says, "I'd like to see more students sitting down together to talk amongst themselves." "This cafe is always somewhere in the back of my mind when I do any sort of interior design," says Prof. Munemoto (right), of the Department of Architecture.



The Cafe (Exterior View)



Outdoor seating in the cafe's courtyard, at the time the cafe first opened, with Kyoto University students relaxing.