

Regional color / My color

~Human resources development and regional development using museum~

Ryouji Teruyama^{1*}Noriyuki Kimura^{2*}Yasuko Fujii^{3*}

¹Oita prefecture arts,culture and sports promotion foundation

² Oita Prefectural Education Board

³ Oita University Faculty of Educaion

The Oita prefectural museum is in Oita city and was opened on April 2015. The Oita prefectural museum was designed by Mr. Ban shigeru who was awarded the Pritzker award, and was awarded a RIBA international award by the Royal British Architect Association in 2016 that drew nation wide interest and a controversial reputation. Our organization; Oita prefectural art, culture and sports promotion foundation is entrusted with the management and administration of the Oita prefectural art museum by the prefectural government which is the owner of the museum.



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Meanwhile when our foundation was entrusted with the task, we decided to cooperate with prefectural and local governments to bring capable human resources and the promotion of local communities by making good use of art and culture. Therefore we thought that the function of education and diffusion which the museum has is important and we arranged the system of the foundation 1 year before the opening of the museum in 2014.

After the opening the museum, we visited schools and local communities in the prefecture, we carried out outreach activities such as [Making paints by using local stones and soils], [Relevant paints on the local cultural heritages and regional stones and soils], [Workshops activating the senses by touching the materials]. We accomplished educational diffusion based on the features of Oita in each regions. 6 months later from the opening, we began to gain certain evaluations from educational persons by rearranging the system and enriching the contents of the projects.

Then by cooperation between the prefectural education board and regional education boards and guided by instructions from the education ministry, we decided to join in classroom teaching as a part of [Teaching integrated education centered on art]. We began our project in a remote island [Himeshima village] which is far away from the museum, by combining prefectural education board's project [Discover attractions in our hometown/continuous promotion project], thus our project become a cooperative project between our foundation and the prefectural education board.



I would like to introduce you to our project from now on. This project is spreading widely in Oita. As I told you before, our project involves cooperation by education boards and is also supported by Oita University where professors verify the educational effects of the project.

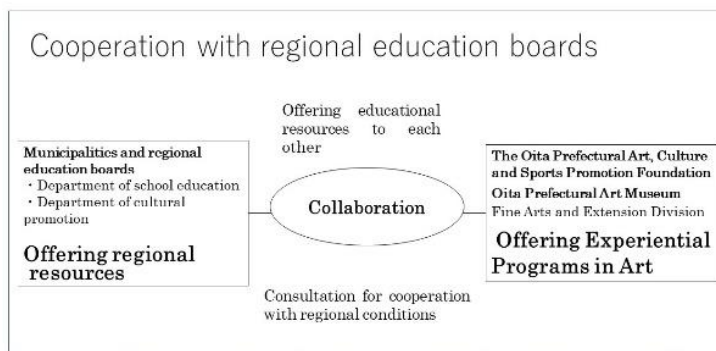
At first, I want to explain about cooperation with regional education boards. There are a lot of under populated areas in Oita prefecture, and adult peoples in these areas strongly want to convey the attractions of the region to children. In those districts, if there is no museum in the vicinity, and there are no art teachers, then teachers of other subjects have to teach art. Many students cannot have a specialized education in art.

Therefore we decided to implement some out reach teachings with integrated teaching centered on art. Art centered integrated education means implementing art experience programs utilizing resources in regional nature, history and culture in order to heighten a

child's creativity, thinking and ability of inquiry and enrich a child's perception and sense. In concrete terms, regional education boards offer local resources and we offer art experience programs. Both offer mutual educational resources. And then we consult about methods of cooperation applied in each regions, and we implement our program in the regional schools.

The background of our implementation is based on the museum project [Making paints in Oita], and [Discover attractions in our hometown/continuous promotion project] planned by the Oita prefectural education board. The theme is [Regional color and my color] and our goal is making 10 thousand indigenous colors in the region. The Oita prefectural education board has a goal for the project that each student should have an individual personality, in other words making individual colors through their activities.

I would like to introduce you to the model case of Himeshima island as I mentioned before. The island is located in the east of Oita prefecture. From 2013 children have been studying geology and enjoying the unique geological and geographical features of the abundant regional nature. In 2014, we added an aspect of [Color] into the previous geological learning and named [Geological museum in Himeshima]. The Oita prefectural museum and the Himeshima village administration cooperated to carry it out. According to the results and problems, the Himeshima island administration decided to carry out the project from the first grade in elementary school to graduation from junior high school, in the following 9 fiscal years. We had a principle of continuous budget allocation and rearranged the structure in order to enable children to have Museum out-reach teaching.



As a method of cooperation, we made a 9 year education program from the first grade in the elementary to the third grade in junior high, and the education board placed the program into the school curriculum. The necessary budget will be shared by the Museum and the education board. Also according to the children's parent's understanding and cooperation, we had a meeting for exchanging opinions on the same day as the children's program. Now residents have begun to collect materials for the next geological museum project.

Next I want to explain about the spread for all of the prefecture. We carried out our project in Hita city in the west of the prefecture. In Hita city we used a local artist: Teppei Ujijama in the teaching program. The museum paid material costs and travel expenses, and the city education board proceeded to borrow works and transported them into schools.

Furthermore in Saiki city, in Ume town which is in southern part of the prefecture, schools are practicing the bodily feeling of regional colors using rich nature in the mountains where an eco-park was created by the prefecture.

These practices are spreading all over the prefecture. Up till now more than 30 schools are involved. Due to fulfilling an art centered integrated education, children have enriched their minds by loving the art culture of their hometown, and local communities could improve their vitality.

Now, I would like to explain about the cooperation between the museum and the Oita prefectural education board. With school teaching utilizing the museum from a basic starting point we decided to join in in-service teacher instruction. As I have already mentioned before, it is pity that there are lot of children in Oita prefecture who cannot access real art or authentic art education. Also there are many teachers who are not good at teaching art and crafts.

Therefore from 2015 we decided to provide improved study and training. In this course the prefectural education board is in charge of improving teaching methods in art and crafts, and the museum is in charge of providing opportunities for children to see real art directly. Participants of this study course are all of the second year teachers who are newly recruited in the previous year from prefectural elementary schools. The Purpose of this course is to establish basic knowledge and abilities as educational practitioners through lectures and the exercise of how to teach art and crafts and how to use the museum for classroom teaching. Teacher experience education and diffusion program in the museum. 95 percent teachers answered



that [the study in the museum is useful for their classroom teaching]. Many teachers are changing their idea about art, the museum and art appreciation through the diffusion program.

I want to explain about the verification of the effect through our teaching practices. We are cooperating with the education faculty at Oita University to have sufficient effect and verification. Our mutual theme of cooperative study is [Development of subjects integrated learning about regional colors in kindergarten ~ Inquiry learning for art and science~] And then we intend to cultivate aesthetic sensitivity in elementary schools by proceeding with this cooperative study and returning the result to the schools. In order to fulfill the above purposes, professors at Oita university carry out observation of teaching, recording and analysis for teaching practices and making questionnaire research to find out children's abilities, or children can improve by using educational resources in the museum.

We have arranged a structure and organization for cooperating with the University to verify educational results smoothly with educational practice in schools using the Museum program and in-service teacher training using the Museum program. We also organized an executive committee [regional color/my color] , and assembled leaders and well-informed persons and held a cooperative promotion conference by related organizations.

Members of the board are Mr. Teiiti Sato who is a former ambassador of the Japanese government and a representative of UNESCO and is also a director of the foundation, the prefectural education board, relevant local governments, education boards in towns and villages, school masters and competent office managers in the region. We arrange daily activities between education board and schools. Twice a year all the members of the board gather at the museum and have a study conference and exchange relevant information. In terms of the educational effects, board members often give us sharp suggestions from varied directions.

Finally I would like to show you an aspect of [The school, parents and local communities which are the educational environment surrounding children] As I told you before in the case of Himeshima island, when we carry out museum out-reach teaching, we often invite parents and local persons into the classroom and have an



explanation meeting or lecture meeting. On these occasions, we think it is very important to exchange opinions with teachers, parents and local community. Opinions exchanged by the participants are as follows:

[I was very glad to see children were absorbed in learning activity and full of life]

[Now I understand the reason why my child talks a lot about colors at home. The teachers were tackling these interesting topics.]

[Knowing something in theory is different from knowing something through experience.]

Today children can have a chance to make colors and this will be an unforgettable treasure and will last all through their lives.] Many participants had the strong impression that from the [Children's point of view :regional color and my color made children feel an attachment to their native place]

I am sure children can develop sensitivity to finding out beautiful things in their daily life by sharing an understanding with their parents.

I heard that teachers and parents noticed that children often exclaimed by using the words 'beautiful' or 'terrific' toward the things in their classroom or their daily life. We think it is important how adult people notice children's words and encourage them to find out more by using deep thinking. The subject of our project is naturally children and teaching is carried out in the schools, but we also pay attention to how the local communities respond to our project. We also concern ourselves with changes in the teachers, parents and community which are important criteria for the evaluation of our projects.

Now our project is spreading widely all over the prefecture. For the sake of bringing up talented people and promoting local communities, our foundation will have close cooperation with the regional education board, Oita prefectural education board and Oita University We will improve our project in education for helping children who will shoulder the future of Oita. Thank you for your attention.

