NCC 3-D Conference: Discussion Summary
Faculty Panel: Voices from Scholars in the Field

The Faculty Panelists discussed current issues in the field of Japanese studies to help identify faculty resource needs for the next decade. Panel members were: Doug Slaymaker, Associate Professor of Japanese Literature and Director of the Japanese Studies Program, University of Kentucky; Kyle Ikeda, Assistant Professor of Japanese Language and Literature, University of Vermont; Julie Davis, Associate Professor of Art History, University of Pennsylvania; A. Maria Toyoda, Associate Professor and Chair of Political Science and former director of the East Asian Studies Program, Villanova University; moderated by Ellen Hammond, Curator of the East Asian Collection at Yale University Libraries.

Doug Slaymaker discussed current issues at the University of Kentucky for East Asian Studies majors by giving a quick background on the university itself. UK has about 25,000 students, 1/3 of whom are graduate students. They have recently started an East Asia major with teacher certification.

The absence of librarians fluent in East Asian languages, who can handle both cataloging and acquisitions, has been a major stumbling block. The biggest issue has been the criteria for selection of books. Kentucky is fortunate to have one of the largest book buying endowments in the US. To date discretion in selecting books has been left largely to faculty members, each with access to acquisitions funds. However, the faculty are conflicted as to whether they should choose the more basic materials the university needs, or to purchase what they need for their own research. Currently, the collection is mainly for scholars and advanced researchers, while Japanese language students at undergraduate levels are not fluent enough to use such materials. Additionally, despite Kentucky's large collection development budget, there are not funds to buy recent journals, which are seriously needed.

With regard to electronic resources, he stated that generally the databases faculty members want do not meet the needs of students. They, therefore, have great difficulty in justifying funding for expensive, multi-year database subscriptions. Additionally they need help in the selection of databases to better know which are most useful to their needs and where those resources can be found. Most importantly they need training to know how best to make use of digital resources for both teaching and research, as well as the best materials for Japanese language instruction. He always has the best intensions of going to training workshops offered by NCC and others, but in the end he does not go. He wishes there would be more regional workshops which they might co-host at Kentucky.

In general interlibrary loan at Kentucky is good, but it is not working efficiently with Japanese materials. He tries to use ILL, but is of the impression that there are few things they can get, and that few Japanese libraries participate in ILL. He also has the impression that ILL loan periods are erratic and finds the need for longer loan periods for ILL materials.

It is his impression that students have become less dependent on print materials for their research and do not even use Google books. They use libraries as places to study or to use computers, for many it seems as if the books are in the way.

He wished NCC could help provide integrated electronic databases and provide more assistance for institutions like his on ILL issues.

Kyle Ikeda reported that the Asian Languages and Literatures department at the University of Vermont opened in 2008 at the time he arrived. UVM has approximately 10,000 students, 1,000 are graduate students. There are about 30 Japanese majors and 15-20 in Asian Studies who have an interest in Japan.

There are three researchers in Japanese studies, and each has different needs. The Japanese historian would like access to all the articles in the CiNii database and prefers the book format, whereas the

political scientist prefers online resources, particularly newspaper archives. On top of that, what is good for scholars is different from what is good for language learners. Language teaching departments are more interested in online media resources such as YouTube over Japanese-text resources. He would like to see resources on literature for beginning literature courses. It is his impression that there is a gap in the levels of available materials for students with varying Japanese language skills. The increased number of students in Japanese and Chinese studies since the beginning of the decade has caused great difficulty for the library. They are still trying to figure out what students need and how and where to acquire those resources.

At small places like Vermont, faculty members are in the strange position of selecting materials for library purchase. Occasionally faculty in small programs need to help librarians who do not have a Japanese language background, or may even have to make purchases on behalf of their institution. They have to choose between resources that would benefit students (i.e. Zenshu) or materials needed for their own research. It is difficult to justify the purchase of expensive resources for just two Japanese studies scholars.

Generally ILL has been able to get what the faculty needs at Vermont. However, their ILL staff was not familiar with NCC's Global ILL Framework (GIF) and needs more assistance.

Especially for small institutions, it is important to find ways to let faculty and librarians know what type of resources are out there. They have a problem with non-US regional DVDs, subtitling is essential, and finding materials is difficult. Recently he found that Rashomon is now available on YouTube. Additionally they are feeling the pressure to begin buying anime for teaching of Japanese popular culture courses.

Julie Davis began by noting that the major issue for art historians is getting good images. In the old days if you did not have it on a slide you could not show an image, now the expectation is that every image must be "out there" someplace. There is a need to find fresh images. Even on ARTSTOR there are still few Japanese images available. Libraries have been helpful in assisting with searches on databases, but have not been able to help her to get good online images. There remain major challenges in acquiring and using images for teaching. While she still looks for images in books, if its not available in print, she needs to go to websites. She usually goes to museum websites and downloads images, and then changes them into the appropriate formats for teaching or for publications. Each museum has different policies and ways of delivering images. Some institutions do not accept requests submitted through email for reproducing or receiving images and may require a recipient to pick up the images in person. There are various rules that make international requests difficult (i.e. prohibitions against sending pornographic images via e-mail). The process of downloading and converting images is very time consuming.

It is essential to teach students to begin by using books. The great 19th century collectors knew no Japanese and they were able to figure things out. If they could do it, students today can too. While students do use reference books they prefer to search the Internet. Conversely, faculty members were trained in books and need to be trained in using e-resources. All databases are different and it is hard for faculty to learn to navigate them and to have the time to keep up to date.

There are also difficulties in securing permission to use images for publications. Copyright laws are different from country to country. There is a need to teach publishers about the differences between Japanese and American copyright laws and publishers need to know that we have properly documented the use of images. US and European publishers expect authors to acquire/purchase images for publication. The rights to reproduce can be very expensive and may require fundraising to cover the cost. Thankfully, many institutions waive the fee for academic publications. Fortunately University of Pennsylvania's research foundation helps cover some of the expenses, and publishers know which institutions have funds to help authors.

The College Art Association (CAA) is working to further define images in the public domain, as well as what kinds of reproductions may be used. Generally a photograph of a two-dimensional object, taken straight on, is not considered "creative." However any photographs of a three-dimensional object are construed to be creative interpretations. The NCC's IUP Website had done a great deal. It would be helpful for the NCC to help by putting more images online for use in the classroom in addition to the very helpful materials on the process for licensing images for publication.

A. Maria Toyoda began with some background on Villanova University, which is a mid-size college in its 6th year of establishing an East Asian Studies Program. She spoke particularly from the perspective of a social science researcher, and as the faculty liaison to the library. Some of Villanova's special Japanese collections include those of the College of Engineering especially earthquake-related materials and Japanese scientific journals; the College of Nursing, which has an exchange program with a college in Aomori Prefecture and has case studies from Japan; and the History Department, which has Japanese resources on Modern Japan, including first person narratives.

From the Social Science researchers' perspective, she noted that there are differences in the data-sharing practice between the United States and Japan. It's the norm in the US to share newly produced political and economic data. And in fact most granting agencies require US researchers to make the data freely available to the public, but this is not so for our Japanese counterparts.   Japan has been good at collecting and creating electronic data for comparison with the electronic resources of other countries, and it is relatively easy to acquire national-level data electronically. However, data at the prefectural level or from local agencies, which is particularly important to the social science researcher, is still very difficult to acquire. Sociological and public opinion data are often proprietary and investigators do not share these databases with others. Universities and foundations in the US have been good at providing links to places to find data, but these sources are not comprehensive or fully up to date. A data depository for researchers is needed. It would be helpful to have an original data depository for social science, similar to that of the OECD or World Bank. Perhaps the ICPSR (Interuniversity Consortium for Political and Social Research at the University of Michigan would be a good place.

Speaking as the faculty liaison to the library she stressed that many Japanese programs are very small, accounting for about 10 students. It is difficult for librarians to justify the costs of acquiring Japanese resources. The reality is that the physical space for the Japanese collection at the library is very limited, there are no librarians with Japanese language skills, and never will be. Therefore, someone with Japanese language skills must work with English-speaking staff to help acquire Japanese resources. It is particularly hard to justify purchases needed for one's own research and funding for this often comes out of one's own pocket.

Many students are part of the *oyayubi zoku* (thumb-tribe) who are used to using their hand-held devices for easy access to digital information. Students search, download, and even translate data online easily; however, they are not knowledgeable enough to care about where the data come from and or to know how to cite sources properly. As a teacher she wants students to do research, especially using primary resources. Because so much information is easy to acquire via the Internet or Google, students do not do the background work. They need to be critical about the data they are using, and properly cite where the data came from.

NCC needs to help small libraries access Japanese resources. For example, NCC can help small libraries by helping library staff without Japanese language skills communicate with their counterparts at Japanese institutions that may have limited English language skills.

Moderator Ellen Hammond of Yale University Libraries asked panelists how difficult it is to acquire funding to go to Japan to use resources in Japanese Libraries.

Maria Toyoda noted that since the renovation of the International House, the price to stay there is beyond the resources of most US researchers, which means that international scholars have lost their primary gathering place in Japan.

Doug Slaymaker said that he doesn't really have to go to Japan to get his research materials and prefers to stay in the US because it is more cost effective.

Kyle Ikeda found that local materials produced in Okinawa were not available at the national level. He needed access to the Okinawa Times archives, and he downloaded many articles and copied articles digitally, using the database at University of the Ryukyus and Okinawa Kokusai Daigaku. When in Japan he ends up buying books and sending them home because materials on Okinawa are still rarely available in the US.

For Julie Davis, an affordable place to stay has also been an issue. Sometimes it's more efficient to go to bookstores or to the Tokyo National Museum and buy catalogs than to try to access materials through University libraries. She finds it helpful to talk to people in the field. Also, there are major Ukiyoe collections in the United States that she finds helpful to access, especially as it is hard to find funding for trips to Japan.

Notes taken by Chiaki Aita, Graduate Student, University of Maryland, and by Makiko Ishizawa, Graduate Student, University of Illinois, Urbana-Champaign.