

二十一世紀圖書館學叢書 (第三輯)

任繼愈題

■ 丛书主编：丘东江

# 图书馆学情报学

SELECTED READINGS  
IN CLASSIC LITERATURE OF LIBRARY  
AND INFORMATION SCIENCE

## 经典著作选读

祁延莉 夏汇川 选编



海洋出版社

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**Selected Readings in Classic Literature of  
Library and Information Science**

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## 内容提要

本书内容选自世界图书馆情报学发展过程中有较大影响且至今仍有—定研究和实践价值的5部英文经典著作的重要篇章,辅以简要中文注释。内容涉及图书馆学基本理论、情报学基础知识、信息组织、自动标引、图书馆评价等方面,旨在引领图书馆信息服务人员和相关专业的学生了解和掌握经典著作中所蕴含的丰富的思想,开阔他们的专业视野,提高他们的英文阅读能力和理解能力。

本书可以作为图书馆情报机构的专业英语培训教材和参考书,也可以作为图书馆情报学专业本科生、研究生的专业课教学参考书。对于提高图书馆情报人员的职业素质和英文水平有较高的价值。

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## 主 编 弁 言

《21 世纪图书馆学丛书》旨在顺应时代潮流,把握知识经济和网络时代图书馆学情报学发展脉络,强调精品意识和求实创新的学术风格,全力推出理论与实践相结合的最新研究著述,绝无新党八股文章。自第一、二辑出版以来,受到业内的好评和喜爱。

在编辑《21 世纪图书馆学丛书》第一辑之时,得到著名学者、时任国家图书馆馆长任继愈先生的关心和鼓励,并亲自为该丛书题写书名。

第三辑为 11 册,聘请具有丰富图书馆实际工作经验的学者专家以及能和实际工作相结合的教育工作者执笔,撰写选题实在、新颖、信息丰富、密切结合图书馆工作实践、值得广大图书馆工作者参考的专著。

《21 世纪图书馆学丛书》第三辑涵盖面较为广泛,所涉及范围包括《全球图书馆界的“联合国”——联机计算机图书馆中心(OCLC)》、《怎样建设数字图书馆》、《图书馆实用信息技术》、《图书馆信息共享空间建设》、《世界各国图书馆馆藏发展政策精要》、《图书馆员英语选读Ⅱ》、《图书馆学情报学经典著作选读》、《英文参考源的检索与利用》、《睁眼看世界——我们向国外图书馆学习什么》、《快乐的软图书馆学》以及《图苑名家访谈录》。所有这些选题,都是图书馆员思考讨论的所在。相信这些务实的专业论著的出版,对图书馆现时的工作,对图书馆事业未来的发展,一定会有所助益。

在《21 世纪图书馆学丛书》第三辑出版之时,我更加缅怀敬爱的任继愈先生。

丘东江

2009 年 12 月于北京

# 前 言

什么是权威的“经典著作”？历来没有统一的标准，各个时代、各个阶级、各个国家、各种民族、各种学派、各类宗教，都有自己心目中的经典著作。这种经典著作，必须是公认的、经得起时间考验的、带有普遍真理性的著作。辞书上说，“经典”泛指具有权威性的著作。

因此，经典就是最有价值、最有意义的著作。自古以来，图书馆学情报学界也都产生过一批非常优秀、杰出的文化经典，这是全世界业内宝贵的文化遗产，我们应该知道，应该了解，应该阅读，尤其是学该专业的研究生和专业高级研究人员，更应该精读。

阅读经典是一种文化传统的启蒙，也是一种文化精神的熏陶。阅读经典可以激活人文精神的解放和创造。本书选择了一些在世界范围内雄踞重要地位的图书馆学情报学著作片段。通过阅读这些经典作品或重要著作，读者能够对图书馆学发展的脉络有个基本的印象，在接受图书馆学文化传统熏陶的同时，激发对这个学科的反思，迸发出新的思想的火花。

丘东江

2009年7月于北京中关村

## 编者的话

经典著作是那些能够引起持续性震撼力的伟大的著作,最能体现人类“原创性”的知识,基本上都凝结在经典著作之中。图书馆学情报学领域中的经典著作贯穿于整个学科的发展历史,在不断经受时间考验的过程中,它们耐心地开启着新异的世界。在人类文化发展的历史长河中,西方图书馆学文献中包含着十分宝贵的西方社会图书馆学情报学的经验和智慧,它们是人类的共同财富,其中蕴含着大量的具有普适性的知识。

为此,我们选择了图书馆学情报学研究领域中具有较大影响、且至今仍有一定研究价值的英文经典著作,挑选了其中的重点篇章,对其难点进行了简要的中文注释,构成了《图书馆学情报学经典文献选读》,旨在使图书馆员和专业学生了解和掌握这些经典著作中所蕴含的丰富的思想,感悟这些大师们的思想精华,开阔专业视野,了解专业经典理论与实验研究的来龙去脉,为专业研究和实践奠定基础。

由于篇幅的限制,本选集仅包含5部经典著作的重点篇章,虽然数量不多,但我们在选择经典著作时主要考虑了以下原则。首先,能够增进对图书馆学情报学基本理念、分析方法、基本知识的了解和理解;能够为今天的图书馆学情报学研究和实践提供历史的参考和借鉴;其次,能够激发进一步学习的兴趣,能够引起进一步的思考,有助于读者形成学

科研究的自觉意识。在选择、摘录和注释的过程中,我们尽可能地做到既忠实原文,又通俗易懂。为方便读者阅读原文、对照理解,同时便于读者自学参考,在编排形式上,我们选择了脚注形式提供原文难句的中文注释。

本选集的出版仅仅是一个开端,如果条件允许,我们还希望能够推崇和宣传更多的图书馆学情报学英文经典著作。我们所做的一切都是为了追随经典,阅读原著,让经典著作引领着我们在浩瀚的知识殿堂尽情遨游!

本书能够付梓出版首先要感谢原文作者和出版者,他们慷慨地授予版权,才使得该书能够与中国读者见面。在此,我们向 F. W. Lancaster 教授、Arlene G. Taylor 教授和 Richard E. Rubin 教授表示最诚挚的谢意。

感谢北京大学外语学院的田剪秋老师审阅了“Practical considerations”篇章,感谢研究生张杨杨、曾嵘同学做了大量录入工作。感谢本书的编辑和相关工作人员的辛勤工作。由于本人水平有限,书中难免有疏漏和不当之处,敬请读者不吝赐教。

祁延莉 于燕园  
2009 年 8 月

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# 1. PRACTICAL CONSIDERATIONS

## 篇章背景导读：

选自《图书馆学导论》(*An Introduction to Library Science*),该书于1933年出版,由美国图书馆学理论家巴特勒(Pierce Bultler, 1886 - 1953)著。巴特勒是芝加哥学派的主要代表,因此该书也被誉为“引导着芝加哥图书馆学研究生院新课程与教学规范”的经典著作。著名图书馆学家谢拉认为该书是图书馆思想发展的真正里程碑。对图书馆的社会学分析是巴特勒图书馆学思想的核心。在该书里,巴特勒从科学、社会学、心理学、历史和实践等多种角度对图书馆学思想进行了系统的分析和论述,并强调把图书馆从单纯实用的技术的阶段再推进一步,把它提高到科学的阶段。全书共5章。

## Bibliographical data:

### *An Introduction to Library Science*

Pierce Bultler

The University of Chicago Press,

Chicago, Illinois, U. S. A

1933

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Chapter 2: The sociological problem

Chapter 3: The psychological problem

Chapter 4: The historical problem

## Chapter 5: Practical considerations

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### Practical considerations

To raise the question of practical values with a man whose whole life is voluntarily devoted to a professional activity usually seems to him dangerously close to sacrilege. ① It does not always contribute to the amenities of the occasion to remark to an artist, a musician, or a philosopher that the social value of his labor is a matter for question. Even to note appreciatively that certain aspects of it are worth while will probably offend him by the implication that anything about it is not. ② The scientist also has a similar attitude. To him any extension of systematized human knowledge is its own justification. ③ Yet a layman in the privacy of his own mind finds this question of utility a matter not without interest. We may therefore be justified if, in this general discussion of library science, we turn our attention, for the moment, to consider some of the possible benefits which may be expected to result from the development.

### I

A professional philosophy would give to librarianship that directness of action which can spring only from a complete consciousness of purpose. Certainly it will make a great difference for communal welfare

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① 对一个自愿献身某种职业的人来说,向他提出其职业实用价值的问题几乎是对他的一种亵渎。

② 即使人们承认他们职业活动的某些方面是有价值的,也有可能冒犯他们,因为这暗含着他们的某些方面是没有价值的。

③ 对他来说,把系统化的人类知识加以扩展本身就是对其职业社会价值的证明。

whether this public agency is conceived as a necessary and normal social element, or as a supererogatory benefaction to fortunate individuals. ① By the one view the service will be rendered as an obvious duty, by the other it may easily degenerate to bureaucratic favoritism. ② It will make a great difference for library extension whether the proposed institution is considered an essential part in the machinery of public education or as provision for certain incidental elegancies of life. ③ The one opinion will inspire immediate action at public cost, the other will defer to the chances of private munificence. It will make a great difference whether the librarian is regarded as a public official, or merely the holder of a desirable position. By the one theory he must be selected for his professional education, experience, and efficiency, by the other it may be for pity or personal obligation. ④ It will make a great difference to young man hesitating in the choice of his career whether he believes that librarianship is a profession or an occupation. It will make an equal difference in the quality of his training whether the school looks upon his future activity as the administration of a public trust or as the correct supervision of a routine procedure. And so the tale might easily be continued, but, after all, it should require no long argument to convince anyone who will consider this matter seriously that an understanding of the social theory of the library will con-

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① 当然,将图书馆这种公共机构作为必要的和常规的社会元素,还是将其作为普惠于个人的额外的善举,会给社会福利带来很大的不同。

② 从一种观点来看,图书馆服务可以被当作一种显而易见的责任,而从另一种观点来看,它很容易堕落为官僚主义的偏好。

③ 将图书馆作为公共教育机制中不可或缺的一部分,还是作为优雅生活中额外的保证,这会对图书馆的发展带来很大的不同。

④ 对一个正在为其职业选择犹豫不决的年轻人而言,在他心目中图书馆员是一个专业职业还是一个普通职业,将对他的选择产生很大的影响。

tribute to its successful administration.<sup>①</sup>

Perhaps the practical value of exact psychological knowledge will be less apparent. It may be said plausibly that since every librarian has himself been a reader, his remembered experience should be a sufficient guide for an understanding of the perplexities of others.<sup>②</sup> Yet this certainly is not true in other but similar matters. To have been a pupil does not quality one as a teacher. A long and varied experience of the benefits and abuse in political life does not of itself produce the statement. While a reader reads, his attention is held by the book. He seldom observes himself during the process.

But even more than this, each individual's taste in reading, his motive, his method, and his profit are peculiarly his own. They are the compounded result of himself and his intellectual experience. To use these as a norm for evaluating the abilities, needs, ideals, and desires of another is almost as foolish as it would be to judge his physical state by one's sense of well-being.<sup>③</sup> Any man who sees in society only the endless duplication of his own personality usually lives a life of perpetual intellectual turmoil.<sup>④</sup> He quarrels with his fellows ceaselessly for not doing as he does. He ascribes their departures from his standards to stupidity or perverseness. He cannot conceive that they are true to themselves just be-

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① 还可以很容易地列出很多其他不同的观念会导致不同结果的例子,但是不需长篇论证,就能使关注这个问题的人们相信,对图书馆社会理论的理解有助于图书馆事业的成功。

② 人们似乎这样认为,每个图书馆员本身就是读者,因此他记忆中的经历应该对理解其他读者的困惑有重要的指导作用。

③ 利用自己的各种感受作为标准来评价别人的能力、需求、理想和期望是非常愚蠢的,就好像凭一个人对自身健康状况的感觉来判断其身体状况一样。

④ 任何一个把社会中其他人看做是自我个性复制品的人通常会生活在无尽的心智混乱中。

cause that they differ from him in their thought and in their actions. Until he can imagine himself acting differently if he and his past had been different, no one can attain a sympathetic understanding of humanity. An imagination of this sort is impossible unless one has observed, without prepossession, the actions of others.

For so personal a matter as reading these considerations assume an overwhelming importance. The library is no mission station for the promulgation of an established literary gospel that is eternally true. The librarian's duty is not to entice men, against their wills if it need be, to convert themselves to his way of thinking.<sup>①</sup> He is merely society's custodian of its cultural archives. The responsibility which he assumes with his office is to exploit those archives for communal advantage to the utmost extent of his ability. Therefore, a major phase of the library's service to any individual reader will be to assist him to an effective method for achieving his own private purpose, so long as this is not anti-social, and to safeguard him from losing his labor in activities which are futile with reference to his own immediate desire.<sup>②</sup> For all this there must be a sympathetic understanding of that individual's motive and mental ability. Effective librarianship is largely a matter of accurate psychological diagnosis.

Of much the same fashion is the librarian's office with respect to the books in his custody. His effectiveness in exploiting them for communal benefit will depend on his knowledge of what they are. Yet it is clearly

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① 图书馆员的职责不是去诱导人们转变思想来信服自己的想法,更不能违背人们的意愿这样做。

② 因此,针对个体读者的图书馆服务的一个重要方面是帮助读者找到有效的方法去实现自己的目标,只要这个目标不是反社会的;并防止读者将精力浪费在对于其当前愿望无意义的活动中去。

impossible for any individual to learn of the contents of very many works by reading them through. In the course of a year the most assiduous reader can seldom peruse more than two hundred volumes. A whole life-time at this rate will be insufficient to establish a personal acquaintance with the thousand books. Against this the world's literature has been computed to embrace some eight and a half million separate writings. The librarian, in his professional capacity, must endeavor to learn about books rather than to know them directly. His basic study is bibliographical history. This consists, as we have seen, of the separate histories of literature, of science, and of their combined effectiveness in the current system of scholarship. Furthermore it is obvious that his profit from these studies will depend very largely upon his skill in reading the tabulations of formal bibliography as a shorthand history. The librarian must be learned not merely in specialized sociology and psychology, but also in a particular type of historical science.

## II

The development of library science may be expected to do more for professional practice than even the undoubted benefits which will accrue from a clear definition of the professional motives. ① It will establish that theoretical framework without which no deliberate extension of knowledge is possible. *Modern man's acceptance of science is characterized by two distinct phases*: He believes that the knowledge which he has is of the utmost usefulness; he is likewise possessed of an optimism that it can be in-

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① 人们对图书馆学发展的期望可能会远远超出专业目标清晰定义的职业实践所能产生的收益范畴。

creased, with the same rate of value, almost indefinitely. ① He may carp at the apparent futility of particular investigations but his faith in research, as such, is unshaken. Yet in spite of the strength of these convictions he usually has a conception of the scientific methods of exploration which is hopelessly mistaken. One may suspect in turning over the pages of almost any library journal that the recurrent demand for research in librarianship involves only too often a presumption that nothing will be required for this except time and industry. ② In reality there is no such thing as scientific research until a theoretical hypothesis has been formulated. ③ Chemists do not make random mixtures to see what will happen. Biologists do not thrust under their microscopes the first living organism at hand. Educators do not rush to the nearest classroom or sociologists to the nearest jail. Before there can be scientific observation there must be intellectual consideration. Chronologically experiment comes after hypothesis, not before it.

There are many factors in the present state of scientific studies which obscure the real nature of science itself. The most potent perhaps is that in the multitude of activities popularly called scientific so conspicuous a part is taken by what are merely pedagogical techniques. ④ For every laboratory that is devoted to research there are hundreds which serve no

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① 当前人们对科学的认识表现为两个明显的阶段,一是他们相信自己所拥有的科学知识是极为有用的,二是他们同样也乐观地认为,这种知识及其价值是以相同的速率不断增长的。

② 在翻动几乎所有的图书馆学期刊时,人们可能会猜测,对图书馆学研究的要求常常隐含着一种假设,即图书馆学研究除了时间和勤奋之外,再无其他要求。

③ 实际上,没有理论假设,就不能成为科学。

④ 最明显的因素也许是在大量通常被称为科学的活动中,很显著的一部分仅仅是教学技巧。

other purpose than to establish in students a direct knowledge of phenomena and the habit of scientific procedure. ① To a lesser degree this is also true of many of the investigations which are carried out by candidates for the higher academic degrees. The student himself is still too ignorant of the field to discover a serious problem; his teacher is usually so harassed by the same need in each of his long series of pupils that his imagination cannot produce one on the spur of the moment. ② Indeed, in some fields that have long been worked it is almost impossible to discover a reasonable dissertation subject that has not already been used. And, after all, the interests of both the candidate and his director is concentrated on the question of method. It is therefore neither surprising nor deplorable that much of the output of this kind of research should be superficial, a mere collection of obvious facts discussed with every possible pomposity of scientific manipulation and technical jargon. ③

Fortunately science does not depend upon this sort of thing for its sustenance. It continues its progress in spite of, rather than by virtue of, the multitude of its votaries. Only those may assist in the process who conceive their quest with reference to its general significance, and for this an intellectual theory is prerequisite. ④ But unfortunately, to the neophyte

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① 对于一个致力于研究的实验室而言,所做的许多事情就是为了让学生直接了解知识现象和常见的科学过程。

② 学生自己对某些领域知之甚少,还不可能发现一些重要问题;而面对一长串有同样问题的学生,教师则疲于应付,他的想象力也不足以在当时就找到给每个学生去思考的问题。

③ 因此这既不令人吃惊也不令人可叹,这种研究的大部分成果是肤浅的,仅仅是收集了一些明显的事实,并使用了一些惹眼的科学手段和技术术语对事实进行了讨论而已。

④ 只有那些考虑自己探索目标的普遍意义的人才会有助于科学的发展,况且,科学理论是科学进步的前提。