

留美學生必讀

美國大學圖書館使用指南

How to Use Academic Libraries
in the United States

錢秋蓀著

by Chiou-sen Chen



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**How to Use Academic Libraries
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封面設計 余美明

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序

人們常說：“圖書館是學術機構的心臟”，這不僅因為圖書館藏有大量記錄人類知識的文獻，而更主要的是圖書館擁有許多具有文獻、資訊專業的人員和各種形式的工具及設備來幫助讀者探索、掌握、開發和利用圖書館的豐富資源。

科學研究人員、大學生、研究生如果通曉文獻知識並能熟練地利用圖書館，他們在研究和學習過程中就能如虎添翼，左右逢源。

正因為圖書館在教育、科學、文化上的重要作用，一些發達國家把如何利用圖書館作為一門知識經常向學生（包括中學生）進行宣講、教育。近年來，中國有些高等院校雖然開設了“文獻檢索”課程，但對指導學生有效地利用圖書館的服務還嫌不足。一些大學生往往把圖書館視為複習功課的場所；研究生和初級科學研究人員不具備應有的文獻知識，不知道怎樣便捷地檢索、獲得所需知識信息的也大有人在；對於出國進行研究或學習的人員來說，不但學習環境變了，如何利用國外的圖書館也成了一個新的課題。

錢秋蓀女士長期在美國的大學圖書館服務，具有豐富的圖書館學理論和實踐知識，憑着對中國留學生和進修、研習人員的一片熱忱，撰寫了本書，目的是想為初到國外

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的研習人員提供一個瞭解並熟悉圖書館的工具，幫助他們盡快地掌握利用國外的文獻信息資源，從而為他們取得豐碩的研習成果助一臂之力。

我曾經作為一名訪問學者在美國學習和工作。閱讀了本書的初稿後，深深感到如果當初能讀到這樣一本專為中國留學生和進修、研習人員使用的書，我在使用國外圖書館的過程中就會少走彎路，不必自己去“碰撞”；儘管我自己是從事圖書館工作的人員，但由於各方面的差距和區別，真正瞭解並熟練利用國外的圖書館也還是十分需要這樣一本入門書的。

本書深入淺出，樸實無華，面向讀者，指明途徑，是一本中國留學生和進修、研習人員的必備讀物。作為一名圖書館工作人員和幾年前的訪問學者，我藉此機會向錢秋蓀女士表示誠摯的謝意。

閻立中

中國科學院圖書館副館長

一九八六年十一月十二日於北京

PREFACE

The publication of Chiou-sen Chen's *HOW TO USE ACADEMIC LIBRARIES IN THE UNITED STATES* is timely and long overdue. As a group of professionals, Chinese American librarians are keenly aware of library/informational needs of foreign students studying in the U.S., in particular, those from China. For many of us who came to the U.S. as foreign students in the 1950s or 60s, if we had such a book to prepare us for our new academic experience, we would have had an easier time adjusting to our environment.

Although China has a library tradition dating back to the 6th century B.C., as far as modern library movements go, China remains a less developed country. In an information-oriented society like the U.S., open and free access to the library and information is considered a basic right. In China, however, knowledge and information have been, by tradition, kept as the property of the educated few. Access to the library and information were guarded privileges. College libraries in China, due to various factors and circumstances, have not developed rapidly enough to keep up with the demands of modern teaching. Emphasis on instruction remains focused on a few assigned textbooks and not on the full utilization of research facilities in the library. Coming from such a relatively restricted library environment, Chinese students in the U.S. generally find it difficult to realize the intellectual freedom enjoyed by the United States libraries.

Because of the foregoing, the majority of foreign students remain in the dark as to the extent of library services available to them. It is particularly difficult for Chinese students

to understand some of the major convictions on which U.S. library services are based. The Library Bill of Rights adopted by the American Library Association in 1948 and amended in 1961 reads:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the writer.

2. There should be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books of other reading matter of sound factual authority should be not proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by librarians in maintenance of their responsibility to provide public information and enlightenment through the printed word . . .

4. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origin or political views . . .

As a firm believer in bibliographic instruction and library service programs, I share Chiou-sen's enthusiasm in extending library information to those much in need of these services, that is, foreign students from China. According to the statistics released in the *Open Doors: 1985/86, Report on International Educational Exchange*, published by the Institute of International Education in New York, Taiwan leads in all places of origin with 23,770 students in the U.S. in 1985/86. The Chinese mainland leads with the largest percentage increase over 1984/85 (38.4%) with an increment

of 3,880 in 1985/86. If those from Hong Kong were to be added to this group, the student enrollment from the Chinese mainland, Taiwan and Hong Kong totals 48,460 in 1985/86. The total foreign students enrollment in 1985/86 is 343,777, which accounts to approximately 3 percent of the total number of the United States student population. Some may consider this number not very large, however, the long term impact of these students may be great. Foreign students, in particular, are tied to the development of the respective countries from which they originally came and they forge the future of the world.

Since its founding in 1973, the Chinese American Librarians Association's mission has been a strong commitment to academic and educational services by bringing together two different cultures, Chinese and American. It is my pleasure and privilege, as President of the CALA 1986/87, to introduce this volume prepared by Chiou-sen Chen, a long-time friend, Rutgers colleague, and a dedicated member of the Chinese American Librarians Association. I am sure that users of this book will derive much benefit from its pages.

As this volume approaches its realization, I would like to thank the Joint Publishing Company of Hong Kong for their initial interest in and eventually undertaking the publication of this book.

Marjorie H. Li,
President Chinese American
Librarians Association, U.S.A.
January 5, 1987

前 言

一個來自中國大陸、台灣及香港的學生第一次進入美國大學圖書館，可能與《紅樓夢》中第一次進大觀園的劉姥姥頗有同感：書庫裏一望無垠的書架上排列着千百萬冊書籍，任你瀏覽借閱；數十萬張目錄卡片有條不紊地按字母順序排列在目錄櫃裏，供你查考館藏；電腦終端機、縮影片的閱讀機、複印機、電話機，甚至貨幣兌換機都散置各處，供你使用；更有一大堆指示標指向參考室、期刊室、視聽室等等……真是令人眼花繚亂，目不暇給。一個求知心切的中國留學生對着這座知識寶庫未免躍躍欲試，希冀入庫探寶。然而由於對圖書館的各項收藏、服務及設備瞭解有限，中國留學生多半只能探看一點皮毛，而無法真正取得知識的瑰寶。再等上完第一堂課後，中國留學生可能就會爲不擅於利用圖書館而感到惶恐了。教授在第一堂課就指定了一大堆課外閱讀材料，還交代了期中與期末需各交一份研究報告，爲此馬上就得開始構想題材，搜集資料。看着美國學生由教室走向圖書館，熟練地查閱目錄卡或電腦綫上的目錄，自在地與圖書館員研討如何開始尋找資料，而自己却面對這茫茫書海，不知從何着手，心中真有一種說不出的滋味。

筆者曾有機會參觀國內幾所著名大學的圖書館，並與工作人員互相研討切磋。雖然國內圖書館都在快速地進步，

但離美國的水準還有很大一段差距。在筆者所服務的新澤西州州立大學——魯格斯大學（Rutgers University）圖書館中，我也常與中國留學生及交換學者接觸，總覺得缺乏利用圖書館的知識與經驗是中國留學生的通病。他們要與美國學生在學業上競爭，語言已吃了大虧，若還不能充分運用圖書館，吃虧就更大了。在美國大學裏，尤其是研究所裏，教授多半是指引你求知的方向與路徑，真正研究學問還得借重圖書館與實驗室。筆者編寫這本書的目的，是希望有志來美求學或初到美國的中國留學生能藉它作一個起點，學習如何使用美國的大學圖書館。

這本指南用中文書寫，以便讀者閱讀與瞭解。但圖書館的專用詞彙，第一次以中英文同時出現，以後就盡量只用英文，不再加中文譯詞，以訓練讀者熟悉這些英文詞彙。書後並附錄常用圖書館詞彙英漢對照表，以便讀者隨時查考。

筆者對編寫此書構想已久，現在終於能成事實，首先得感謝同事徐燕生一再鼓勵並幫助收集所需之資料，也要感謝魯格斯大學亞力山大圖書館公共服務部主任鄭明子，提供她多年從事諮詢工作之實際經驗，與我同擬此書的大綱，更要感謝曾任漢聲雜誌社編輯的李鶴立助理編輯此書。Columbia, Harvard, Princeton, Rutgers, Standford 及 Yale 各大學的圖書館都惠予提供照片，為本書增色不少，在此也特予感謝。希望我們合力編成的這本小書，能對來美求學的學生及做研究的學者有些貢獻。

錢秋蓀

於新澤西州魯格斯大學
亞力山大圖書館
一九八六年，夏

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