



知识创新与图书馆服务

第四届上海国际图书馆论坛论文集

Intelligence, Innovation and Library Services

Proceedings of the Fourth Shanghai International Library Forum



上海科学技术文献出版社

SHANGHAI SCIENTIFIC AND TECHNOLOGICAL LITERATURE PUBLISHING HOUSE

知识创新与图书馆服务

——第四届上海国际图书馆论坛论文集

Intelligence, Innovation and Library Services
The 4th Shanghai International Library Forum

上海科学技术文献出版社

图书在版编目(CIP)数据

知识创新与图书馆服务: 第四届上海国际图书馆论坛论文集/上海图书馆编. —上海: 上海科学技术文献出版社, 2008. 10

ISBN 978-7-5439-3671-3

I. 知… II. 上… III. 图书馆工作-文集 IV. G25-53

中国版本图书馆CIP数据核字(2008)第143698号

责任编辑: 邹西礼 夏罗敏

封面设计: 徐 利

知识创新与图书馆服务

—第四届上海国际图书馆论坛论文集

上海图书馆 编

*

上海科学技术文献出版社出版发行

(上海市武康路2号 邮政编码200031)

全国新华书店经销

江苏常熟市人民印刷厂印刷

*

开本787X1092 1/16 印张23.75 字数804 000

2008年10月第1版 2008年10月第1次印刷

ISBN 978-7-5439-3671-3

定价: 180.00元

<http://www.sstlp.com>

目 录

数字时代的图书馆与情报服务

数字化时代的高等教育国际化与全球访问	Ellen H. Hammond	3
CASHL 与 NSTL 文献传递服务及用户体验之比较研究	郭劲赤 张艺缤	10
联盟环境下电子资源管理系统的实现	刘国英	16
基于图书馆用户价值构建图书馆 SNS 应用服务的研究	金家琴	22
数字时代如何定位参考咨询服务:新加坡国家图书馆的策略	Judy Ng(张碧玲) Lee Kong(李光前) Ivy Lee(李慧欣)	27
数字化时代中不断演变的图书馆信息服务	李立力	36
中国高校图书馆三大数字资源整合平台介绍与对比研究	屈 南 黄柏楼	45
支持社会学习的图书馆员学习系统的研发	潘 琳	53
迎接电子资源的挑战:上海图书馆电子资源远程访问服务案例研究	彭 伟	58
满足用户的需要以重塑图书馆未来的工作重心	Peter Edward Sidorko(苏德毅) Tina Tao Yang(杨涛)	65
图书馆的知识信息服务	桑良至	80
数字时代的图书馆信息服务	Stephen Mayega	84
论非书资料的资源共享——从“上图展览”全国巡展看服务创新	杨泰伟	90
国际文献交换信息组织研究	俞国琴	95
高校图书馆参考咨询部管理模式的研究	赵迎红 聂规划 徐宏毅	102
关注弱势群体,构建和谐社会	朱惠萍	106

Web 2.0 背景下的图书馆

机构仓储的自存储和强制存储策略研究	都平平	113
圣克鲁斯公共图书馆学习图书馆 2.0:掌握 23 项技术	Hui-Lan H. Titangos Gail Mason	117
具有地方特性,并且全球可及:数字环境下的新一代网络信息发现和递送服务	王 建 媛君林	129
Web 2.0 环境下图书馆资源利用模式研究	刘青华	138
网络环境下我国图书馆与用户互动方式分析	司姣姣	144
在世界 2.0 中竞争:为图书管理员和信息专家准备的工具包	Suzie Allard Ed Cortez	149
Web 2.0 时代的图书馆:长尾与丰饶经济学	王云峰	158
OPAC 2.0:上海高校图书馆的实践与展望	谢 蓉	163
Web 2.0 与图书馆 2.0:图书馆学科建设中的服务创新	赵 东	168

图书馆的核心竞争力与图书馆职业的未来

书外有“书”,从文献资料利用角度看西方学者对华研究——兼论图书馆职业的未来	陈广玉	189
全球学术传播:二十一世纪图书馆面临的挑战和回应	程 洪	196
IC ² 服务模式与创新型用户服务体系	郭 晶 陈 进	206
参考图书馆绩效评估——新加坡国家图书馆的实践	Law Lin Mui(王连美) Vicky Gao(高小行) Ng Hui Ling(黄惠龄)	211

对图书馆职业未来的思考·····	潘俊	217
论图书馆员工工作压力、焦虑、倦怠心理问题·····	裴新军	221
论知识创新背景下的图书馆核心竞争力内涵与本质·····	宋天和 莫祎	230
网络环境下医院图书馆信息服务创新实践——知识创新与医院图书馆·····	徐烈	233
从引文到论点,《中国:脆弱的超级大国》信息源初步分析:以图书情报视角·····	曾原	237
图书馆情报的核心竞争力和其职业发展·····	Zhong Geng(耿忠鸣)	244
论图书馆核心竞争力的构建·····	祝建国	248
数字鸿沟与图书馆的责任		
信息和数字素养:发展的绊脚石? 一个巴基斯坦人的看法·····	Kanwal Ameen G E Gorman	253
读者授权:传统图书馆的新途径法国语言中心的跨文化挑战 ·····	Guillaume JOSSO Karine LESPINASSE-SABOURAULT	265
加拿大的图书馆与信息学教育·····	Macy Zheng(郑美卿)	277
提供获取数字化信息的平等途径——图书馆在缩小“数字鸿沟”中的作用 ·····	Susan Russell Jie Huang	281
忧郁河上的桥:公共图书馆致力于其社区的联系·····	Margaret Tarbox Maggie Wang	288
21 世纪的数字革命和印度高校图书馆:需要创新服务·····	S. S. Pawar Monika Sharma	293
网络语境下的“信息焦虑综合征”与图书馆经典作品的“深度阅读”·····	谭楚子	299
古籍数字资源长期保存的需求与实践·····	张磊 卢颖 徐强	306
构建图书馆人文化服务的多层次保障体系·····	张麦青	312
数字图书馆与赛伯基础设施建设		
数字图书馆的信息服务与功能强化·····	陈新添 朱秀珍	319
元数据注册再发现·····	黄田青	325
试论网络资源的规范控制·····	刘炜 张春景	334
联邦互联网搜索引擎的书商数据库:比较评价·····	Paul Nieuwenhuysen	340
智域中的数字图书馆信息战略的构想·····	沙广萍	349
高校数字图书馆建设评估相关实践及其启示·····	王启云	353
商业图书馆——构建竞争情报的信息基础设施·····	张左之	360
摘要选登		
在赛伯基础设施背景下创新开展高校图书馆工作·····	方习国	369
论网络文化与高校图书馆的发展·····	伦宏	370

Content

Library and Information Service in the Digital Age

Internationalization in Higher Education and Global Access in a Digital Age	Ellen H. Hammond	3
A Comparative Study about Document Delivery Service and User Experience of CASHL & NSTL	Guo Jingchi Zhang Yibin	10
Implementation of an Electronic Resources Management System in a Consortium Environment	Guoying Liu	16
User Value Based Study on the Construction of SNS in Library	Jin Jiaqin	22
Repositioning our Information Services in the Digital Age: A Study of the National Library Singapore Strategy	Judy Ng Lee Kong Ivy Lee	27
Evolving Library Information Services in the Digital Age	LiLi Li	36
An Introduction and Comparative Study on Three Digital Information Integrating Platforms of Chinese Academic Libraries	Nan Qu Michael Bailou Huang	45
The Research of E-Learning System for Librarians Based on Social Learning Theory ...	Pan Lin	53
Meeting the Challenges of E-Resources; A Case Study of Shanghai Library E-Resources Remote Access Service	Peng Wei	58
Refocusing for the Future; Meeting User Expectations in a Digital Age	Peter Edward Sidorko Tina Tao Yang	65
The Knowledge and Information Service of Library	Sang Liangzhi	80
Library Information Services in the Digital Age	Stephen Mayega	84
Resource Communion of Non-book Materials—Tour Exhibition around the Country of Shanghai Library Exhibition; One of the Service Innovations	Yang Taiwei	90
The Study of Information Organization on International Literature Exchange in Library	Yu Guoqin	95
Research on Management Model of Referring and Consulting Service in the Altitude Seminary	Zhao Yinghong Nie Guihua Xu Hongyi	102
Concerning for the Disadvantaged Groups and Building a Harmonious Society	Zhu Huiping	106

Library 2.0 and Web 2.0

Strategy Study on Self-storage and Constraint-storage of Institutional Repositories	Du Pingping	113
Learning Library 2.0; 23 Things @SCPL	Hui-Lan H. Titangos & Gail Mason	117
Local Touch and Global Reach; the next Generation of Network-level Information Discovery and Delivery Services in a Digital Landscape	Jian Wang Adriene Lim	129
Utilization Patterns of Library Resources in the Web 2.0 Environment	Liu Qinghua	138
The Research about the Library and the Users' Interaction of the Network Environment	Si Jiaojiao	144
Coping in a 2.0 World; A Toolkit for Librarians and Information Professionals		

.....	Suzie Allard Ed Cortez	149
Web 2.0 Era Library: the Long Tail and the Economics of Abundance	Wang Yunfeng	158
OPAC 2.0: The Practice and Prospect of Shanghai College Libraries	Xie Rong	163
Web 2.0 and Library 2.0: the Services Innovation in the Library Disciplines Construction	Zhao Dong	168

Core Competence of Library and Its Professional Future

Study on Western Scholars' Books on China Research with Angle of Citation Analysis:		
Discussion on the Future of Librarian Profession	Chen Guangyu	189
Global Scholarly Communication: Challenge and Response of the Twenty-First Century Library		
.....	Hong Cheng	196
IC ² Service Mode and Innovative User Service System	Guo Jing Chen Jin	206
Library Performance Indicators—A Case Study of Lee Kong Chian Reference Library, National Library, Singapore		
.....	Law Lin Mui Vicky Gao Ng Hui Ling	211
Thoughts on the Future of Library Profession	Pan Jun	217
By Library Staff Working Pressure, Anxious, Tired Psychological Question	Pei Xinjun	221
The Connotation and Essence of Library Core Competence in the Knowledge Innovation Background		
.....	Song Tianhe Mo Wei	230
Innovation Practice of Information Service in Hospital Libraries under Network Environment		
.....	Xu Lie	233
From Citation to Opinion, an Elementary Analysis on Information Source of China:		
<i>The Fragile Superpower</i> : an Angle from Library Science & Informatics	Zeng Yuan	237
Core Competence of Library and Its Professional Future	Zhong Geng	244
On the Construction of Library's Core Competence	Zhu Jianguo	248

Digital Divide and Responsibilities of Library

Information and Digital Literacy: A Stumbling Block to Development? A Pakistan Perspective		
.....	Kanwal Ameen G E Gorman	253
Towards the Empowerment of the Reader: a New Approach in a Traditional Public Library		
.....	Guillaume JOSSO Karine LESPINASSE-SABOURAULT	265
Education of Library and Information Studies in Canada	Macy Zheng	277
Equalizing Access to Information: Libraries' Role in Narrowing the Digital Divide		
.....	Susan E. Russell Jie Huang	281
A Bridge over Troubled Water: A Public Library's Effort to Help its Community Connected		
.....	Margaret Tarbox Maggie Wang	288
Digital Revolution and Indian Academic Libraries in the 21 st century: Need for Innovative Services		
.....	S. S. Pawar Monika Sharma	293
"Reading Deeply" Will Rescue All Mortal Beings Suffering "Information Distressing Symptom"		
.....	Tan Chuzi	299
Challenges and Requirements in Preserving Cultural Heritage Materials		
.....	Zhang Lei Lu Ying Xu Qiang	306
On the Human Service System Building in the Library of Technology University		
.....	Zhang Maiqing	312

Digital Library and Cyberinfrastructure

Information Service and Function Strengthened of Digital Library ...	Chen Xintian Zhu Xiuzhen	319
Rethinking Metadata Registry	Huang Tianqing	325
Authority Control of Web Resources	Liu Wei Zhang Chunjing	334
Internet Federated Search Engines for Bookseller Databases: A Comparative Evaluation	Paul Nieuwenhuysen	340
Information Strategic Concept of the Digital Library in Noosphere	Sha Guangping	349
Academic Digital Library Construction Evaluation: Relative Practice and Its' Inspiration	Wang Qiyun	353
Business Library—Build Information Infrastructure of CI	Zhang Zuozhi	360

Abstracts of Other Papers

Innovation and Development of University Libraries under the Cyberinfrastructure Environment	Fang Xiguo	369
On the Internet Culture and the Development of University Libraries	Lun Hong	370

数字时代的图书馆与情报服务

Library and Information Service in the Digital Age

数字化时代的高等教育国际化与全球访问

Ellen H. Hammond

(美国耶鲁大学东亚图书馆)

文摘 此文主要探讨美国高等教育如何对需要大型大学图书馆提供的访问服务做出新的思考。它特别探讨了针对美国一所研究型大学的国际化为世界图书馆用户创造了一种需求并且证明这种需求符合学术和东亚国家学生的需要。它进一步表明了即使在准入时期,网络元数据和全文本也是人们不断需要的。数字时代的一个悖论就是不断增长的需求是为了图书馆在国外的馆藏和服务。

关键词 数字时代 教育国际化 全球访问

Internationalization in Higher Education and Global Access in a Digital Age

Ellen H. Hammond

(East Asia Library, Yale University, USA)

Abstract This article examines how the internationalization of higher education in the United States requires new thinking about access services provided by large academic libraries. Specifically, it explores how a strategic focus on internationalization in one American research university has created a need for global library user services and provides a case study of how this need is being met for faculty and students going to countries in East Asia. It further suggests that even as “access” is increasingly assumed to indicate online availability of metadata and full-text, one of the paradoxes of the digital age is the increasing need to assure physical access to library collections and services abroad. ①

Keywords Digital Age Internationalization of education Global access

Trends in the Internationalization of American Higher Education

American universities have strongly endorsed the concept of internationalization, and the education of “global citizens” has become a standard goal for most institutions. ② Study abroad, the creation of branch campuses overseas, recruitment of international students, targeted development of area studies and language programs, and overall curriculum overhaul are some of the methods commonly used to achieve this goal. Many universities have also joined international university consortia or nurtured bilateral institutional relationships to facilitate international partnerships and networking. They have also worked to facilitate opportunities for faculty research and student learning and internships abroad.

As a result of internationalization efforts, American university campuses are increasingly diverse. While international students have always accounted for a large share of the graduate student population, there is an increasing number coming from abroad for a four-year undergraduate degree. More American undergraduates are choosing to participate in study abroad programs, and graduate students(at least until recently) have been able to take advantage of competition in the air travel industry and the availability of foundation and university

① The term *access* is used in this paper in the broad sense to include not only access to print collections via circulation privileges but also access to physical library study space, staff, and services in library facilities.

② For a general but dated survey of this change from a library perspective see Bonta, Bruce D. “American Higher Education and International Programs: Background, Issues, and a Future Agenda,” in Bonta, Bruce D. and James G. Neal, eds., *The Role of the American Academic Library in International Programs* (Greenwich, CT: JAI Press, 1992), pp. 1—23. The *Chronicle of Higher Education* is the best publication for following more recent trends.

funding in order to make international research travel a standard component of graduate programs. The study abroad option is no longer limited to those doing language and culture study; professional programs and science and technology departments are often just as likely as humanities and social science programs to send students beyond U. S. borders.

These trends have been pronounced at Yale University, a major research university located in New Haven, Connecticut. The internationalization effort has been guided by a three-year strategic plan that emphasizes the positioning of Yale as a “global university of consequence.”^① The plan details a long list of initiatives to expand and improve international experiences for students, bring talented international students and scholars to Yale, facilitate international collaborations, and increase Yale’s visibility abroad. The plan also highlights international initiatives by campus museums and libraries and suggests leveraging relationships already established by librarians and curatorial staff overseas.

As a response to the University-wide initiative, Yale University Libraries identified the development of international programs as one of its strategic priorities. The expansion of “resources and opportunities for international collaboration and information sharing” and support of University international activities became the overarching goals.^② As a result, the Library has collaborated with the Yale Office of International Affairs to support a number of high-profile initiatives involving government and university-level exchanges with countries in East Asia and other regions. The experience at Yale is consistent with the results reported by Linda K. W. Becker in her study of successful patterns of internationalization in Australian libraries. At Yale, librarians have been proactive in sponsoring international programming and their collaborations with international partners have influenced institutional change.^③

The Impact of Internationalization in one Yale Library Department

How do these trends play out within individual units in the Yale University Libraries? Since the University has placed the most emphasis on establishing linkages in East Asia (primarily China, Korea, and Japan), the experience of the East Asia Library is suggestive of the local effects of internationalization. As a result of the expansion of China, Japan, and Korea-related programming, there has been an increase in the number of international scholars accessing the East Asian collections, more calls to sponsor tours and exhibits for international delegations, involvement in local conferences arising from overseas collaborations, opportunities to sponsor visiting librarians, and invitations to participate in a range of events on campus. Since many universities and libraries within East Asia have long emphasized international-level activity, the new openness of Yale (and other American universities) to formal exchanges and partnerships has been welcomed and opportunities seized with alacrity. Therefore, the increasing amount of *inbound* traffic to the East Asia Library has not been unexpected.

What *has* been surprising is the way East Asia Library public services have needed to expand and diversify due to changes in the *outbound* traffic. Internationalization at Yale has fostered growth in the number and type of programs drawing faculty and students abroad. For example, the Peking University-Yale University Joint Undergraduate Program in Beijing represents a new style of international education in which

① Levin, Richard C. and Linda Koch Lorimer, “The Internationalization of Yale: 2005—2008 The Emerging Framework,” Dec. , 2005. Accessible: http://world.yale.edu/about/pdf/Internationalization_Yale.pdf.

② “Yale University Library Action Plan,” 2003. Accessible: <http://www.library.yale.edu/strategicplanning/actionplan.html>.

③ Becker, Linda K. W. , “Globalisation and Internationalisation: Models and Patterns of Change for Australian Academic Librarians,” *Australian Academic and Research Libraries: AARL*, v. 37 (4), Dec. 2006, p. 289. This essay is the final article in a three-part series that is one of the few recent, extended examinations of the academic library experience with internationalization. The earlier articles appeared in *AARL* v. 37 (2) and v. 37 (3).

undergraduates are in residence at a foreign university studying a range of subjects with counterparts from the home institution. While Chinese language and Chinese content courses are offered, they are not required. The Chinese and American students are as likely to be studying together in a social science, science, or humanities course that does not relate to East Asia. In like fashion, Yale is offering summer school classes at the University of Tokyo that are open to students from Yale and from the home institution. Internship programs—the “International Bulldogs” —send Yale undergraduates to major cities in East Asia and other regions for summer training. These new programs—which increasingly bring a non-area studies clientele into East Asian study abroad—present both challenges and opportunities for enhanced public services by East Asia Library staff, as outlined below.

What other factors influence the decision of individual faculty and students to travel abroad for study and research? For many students, of course, “abroad” is actually home, as 16% of the student body was international during the 2006—07 school year.^① For undergraduates, who are increasingly being required to work with primary source materials, vacations and summer breaks in their home country represent excellent opportunities to do the research required for senior essays and papers. Enterprising American undergraduates also find ways to conduct research projects overseas. Faculty and graduate students, especially those in East Asian area studies, have always considered sojourns in East Asia essential for their work. University-level partnerships with universities in East Asia are allowing them new opportunities to teach and research in China, Japan, and Korea. (This trend dovetails with others—such as the popularity of “crossing borders” research topics—to make the population of individual researchers and their research destinations increasingly diverse.) What these user groups have in common is a need for research support both before and after they go abroad.

Faculty and students interested in East Asia can already take advantage of a number of innovative programs to obtain document delivery services and borrow books from libraries in East Asia. However, the ubiquity of online library catalogs on the web and better access to information about special collections and other resources abroad have actually made the research trip increasingly important. While the *access over ownership* model has had successes in creating a rich *national* collection of international resources in U. S. academic libraries, knowledge of the inevitably richer troves of materials in the countries of origin continues to grow due to the Internet. Digitization of photographs, rare books, ancient documents, contemporary archives, historic periodicals, and other primary and secondary resources offers researchers a tantalizing glimpse of larger archival and special collections that will never be fully available to them in the U. S. through interlibrary loan or online. This is one of the paradoxes of the digital age. In a hybrid culture of print and digital resources, the amount of information available online is serving to lead more researchers to libraries and archives abroad and therefore increase their need for improved physical access to these collections. In addition, the expectations that academic library users have for online access are paradoxically increasing their need for a research base in libraries when they are abroad for study and research.

The Re-conceptualization of East Asia Library Public Services

The orientation of East Asia Library public services has gradually shifted with the development of new international programs at Yale. Previously, the service was aimed almost exclusively at on-site patrons, with the definition of “on-site” shifting gradually from face-to-face encounters at the East Asia Library reference desk and in staff offices to e-mail exchanges and then to virtual reference service through the Library-wide service. However, the perspective was generally Yale and U. S.-centric, with an emphasis on finding information currently available at Yale or making it available locally through purchase, loan, or document delivery. Internationalization and the expansion of programming abroad encouraged more global thinking.

① “Factsheet: Some Facts & Statistics about Yale University,” Accessible: <http://www.yale.edu/oir/factsheet.html> # InternationalProfile.

New services developed to support Yale library users beyond Yale included:

- Sessions for student and faculty planning research trips in East Asian countries. These sessions were designed to both impart information (about identifying libraries and using them effectively, obtaining expert advice from librarians, cultural and institutional differences in library organizations, bookstores and other information sources, etc.) and to allow information exchange among participants. ①
- Orientation for students enrolled in summer school courses. For example, a session organized in the spring of 2008 for students enrolled for a Japanese film course in Tokyo that summer included students who had never been to Japan. This meant that, unlike in the past, no prior knowledge of doing research abroad or in East Asia could be assumed.
- Web pages for students participating in the Peking University-Yale University Joint Undergraduate Program in Beijing to provide basic information about setting up proxy access to Yale databases, services in the Peking University Library, how to interpret various terms in the local Peking University online catalog, etc. ②

All of the public services mentioned above are local and unilateral—efforts developed by East Asia Library staff to prepare library users for academic travel. What became clear, however, was the need for bilateral cooperation to assure that Yale students and faculty would have access to the study spaces, collections, and expertise that they would need during their time overseas. Just as Yale University was formally establishing partnerships with Peking University, the University of Tokyo, and other institutions in East Asia, the East Asia Library needed to consider the linkages with counterpart libraries to ensure that the expectations of its users for access to information would be met. The University's strategic partnerships provided the Library with a strategic window of opportunity to extend access services beyond the boundaries of Yale and the U. S.

Precedents for International Library Partnerships

A search of the library literature for models of bilateral research library partnerships provided surprisingly little guidance in thinking about how to support Yale library users abroad. There is an extensive literature in the field of international librarianship with general recognition that the “demand for information by a more aware global public requires greater attention to the world's information structure” and stress on the importance of “envisioning and implementing adequate systems and services for the international effort.”^③ However, the articles and books in the area of international librarianship tend to cover a broad range of issues with few thematic links and no relationship to the problem at hand. ④

Bliss^⑤ has identified four foci in this disparate group of writings, (which she generally termed “neither

① The inspiration for these sessions was a panel organized by the Council on East Asian Libraries Public Services Committee at the 2004 Annual Meeting. The panel Power Point presentations are available at: <http://www.library.umass.edu/subject/easian/CPS/#2004>.

② The web page, constructed by Tao Yang, is available at: <http://www.library.yale.edu/easian/pkulib.html>.

③ Stueart, Robert D., *International Librarianship: a Basic Guide to Global Knowledge Access*, (Lanham, Md.: Scarecrow Press, 2007).

④ Examples of edited texts with this type of broad but completely disparate content include: Harrison, K. C., *International Librarianship*, (Metuchen, N. J.: Scarecrow Press, 1989), Bonta, Bruce D. and James G. Neal, eds., *The Role of the American Academic Library in International Programs* (Greenwich, CT: JAI Press, 1992), Carroll, Frances Laverne and John Frederick Harvey, eds., *International Librarianship: Cooperation and Collaboration* (Lanham, Md.: Scarecrow Press, 2001), and Kesselman, Martin Alan and Irwin Weintraub, eds., *Global Librarianship* (New York: Marcel Dekker, 2004).

⑤ Bliss, Nonie J., “The Emergence of International Librarianship as a Field,” *Libri* v. 43 (1), Jan. —Mar. 1993, pp. 39—52.

substantive nor analytical”^①), including theoretical attempts to define the field and relate it to comparative librarianship, consideration of international and cultural issues in library school education, overviews and recommendations regarding bibliographic access through international standards and cooperation, and finally, professional practice in the international arena (including “first world” library assistance and expertise in developing countries, services for international students, individual and institutional collaborations, professional exchanges, etc.). The last area promised considerable relevance. However, few of the articles reviewed for this paper related such international practices to access for home institution users abroad.

The most relevant set of publications in the library literature featured examples of *library twinning* and *sister libraries*. The familial metaphor for these relationships is unfortunate given that fact that purposeful, strategic, and shifting alliances to obtain needed services is the direction the East Asia Library hopes to move. Nevertheless, several of the case studies and methodologies presented in this literature are useful. The “twinning” concept emerged in the early 1990s with a conference held in Canada sponsored by the Banque internationale d’information sur les États francophones,^② which later inspired a volume by Doyle and Scarry published by Unesco, *Guidelines on Library Twinning*.^③ Within the United States, twinning has been normalized as the *sister library* concept and developed by the American Library Association (ALA), especially its International Relations Round Table.^④ The best overview of the development of this program is by its founder, Sarah Long.^⑤

Both Unesco and later IFLA and the ALA continued to champion the library sibling concept. Unesco emphasizes primarily amorphous benefits accruing from such partnerships:

- Promoting moral and intellectual “solidarity”
- Stimulating inter-cultural dialogue
- Reducing North-South inequality
- Encouraging resource sharing^⑥

These outcomes reflect a tendency in discussions of twinning to view nebulous goals such as cultural understanding and multicultural exchange (and a global library tourism of sorts) as sufficient justification for developing partnerships.

The Doyle and Scarry handbook, however, is a refreshing corrective to so much of the literature on international library exchanges. This publication is one of the few manuals for international library partnerships and provides useful recommendations related to needs analysis, goal-setting, selecting a partner library, contractual issues, and assessment. Also included is a sample “Memorandum of Understanding (MOU),” a basic document governing contractual arrangements. It suggests that academic and research libraries consider collection development initiatives, document delivery, inter-library loan, staff exchange, joint conferences, and collaboration on bibliographic instruction and user orientation as possible partnership outcomes.^⑦

One of the most instructive examples of academic library twinning is reported by Sinitsyna and Hill and

① Bliss, Nonie J., “The Emergence of International Librarianship as a Field,” *Libri* v. 43 (1), Jan.—Mar. 1993, p. 50.

② International Seminar on the Development of Twinning Models for the Libraries in the South and in the North, June 20—21, 1991, Ottawa, Canada.

③ Doyle, Robert P. and Patricia Scarry, *Guidelines on Library Twinning*, (Paris: General Information Programme and UNISIST, United Nations Educational, Scientific, and Cultural Organization, 1994). The conference premise and sponsorship led to the tendency to focus on twinning relationships between institutions in developed-developing nation pairs.

④ The IRRIT’s newsletter, *International Leads*, regularly features stories about such partnerships.

⑤ Long, Sarah, “Library to Library: Global Pairing for Mutual Benefit,” *New Library World*, v. 102 (3), 2001, p. 79.

⑥ Doyle, Robert P. and Patricia Scarry, *Ibid*, p. iii.

⑦ *Ibid*, p. 11.

describes a partnership between the Vassar College Libraries and the All-Russia State Library for Foreign Literature.^① This is one of the few collaborations that reported an extension of access and public services abroad, with Sinitsyna's institution providing orientations to Moscow libraries for Vassar students and faculty. The authors conclude:

In our experience, perhaps the most exciting aspect of a twinning relationship is not merely that it involves one library with another, but that it fosters a general sense of cultural linkage which can lead to patterns of contact which enrich and supplement those that are customary between a library, its collections, and its traditional patrons. The notion that libraries should be, in the spirit of their collections, institutions that transcend walls and borders is especially timely in the age of the emergence of the World Wide Web in that it places libraries in the strategic position of being representatives, facilitators, advocates, and sources for the universal exchange of information that is burgeoning on the Web virtually. If libraries are to retain this vantage and forge the links necessary to survive and evolve in this inter-institutional and trans-cultural information framework, they will have to do so through cooperative effort, assisted by the same technologies that are conditioning the changing expectations of information seekers.^②

The Yale East Asia Library and User Access to Japanese University Libraries

Sinitsyna and Hills' emphasis on the "inter-institutional and trans-cultural information framework" and the best practices outlined by Doyle and Scarry combine in arrangements between Yale University Library and libraries at two institutions in Tokyo, Japan, the University of Tokyo and Waseda University. The arrangements are formalized in Memorandums of Understanding (MOUs) and seek to "transcend walls and borders" by providing library access to Yale users whenever they are in Tokyo for research and study. They were facilitated by university-level agreements concluded earlier, although the desire for greater accessibility to these libraries had been a long-standing goal of East Asia Library staff and the possibility had been bruited before the universities began to engage in their own MOU negotiations.

The library-level MOUs provide for access services for faculty and students during research trips to Tokyo and New Haven. They greatly improve on access arrangements that are permitted for in-country students and scholars and are meant to cover individuals doing personal research or study. They are provided free of charge. (Anyone from Yale or either of the Japanese universities officially affiliated with the partner institution normally gains library privileges through the ID card they receive as part of this affiliation.) From the Yale perspective, these agreements help extend library access services to Yale users abroad in order to address several issues and problems:

- Students in the University of Tokyo-Yale summer program needed access to the library for course assignments. Without the library card issued under the terms of the MOU, their status would not have allowed them to use the library or check out books.
- Beyond the standard seven days usually allowed to visiting researchers from abroad, students and faculty had always needed to resort to personal connections to obtain extended access to Waseda's library.
- The Waseda and University of Tokyo library environments are most nearly like those in an American university library setting. They offer easy access to excellent collections and services that are not easily accessible elsewhere in Tokyo. (The National Diet Library, for example, while it houses outstanding collections, has closed stacks, does not allow individual borrowing, and has considerable bureaucracy to contend with to gain access, in-building circulation, and copy services.)
- Students and faculty in temporary quarters while abroad during school vacation and break periods often do not

① Sinitsyna, Olga V. and Thomas E. Hill, "Moscow-Poughkeepsie: Report on a Twinning Libraries Experiment," *IFLA Journal*, v. 23 (3), 1997, pp. 192—196.

② *Ibid.*, p. 196.

have network connections in their lodgings. Access to libraries also allows for Internet and computer access for research purposes and network connections for laptops that will allow proxy or VPN access to electronic resources licensed by Yale. In some cases, there are electronic resources (especially rich CD collections) that visitors can also access, resources that may not be available at the home institution.

- In addition to the access to collections and study space, reference librarians in the host institution can provide guidance. (At both Tokyo host institutions and at Yale, this type of service can be subsumed under the rubric of “support services for international students,” which is a topic quite well covered in the literature of international librarianship.)

The MOUs are of two types. The University of Tokyo-Yale agreement, which provides circulation privileges, goes the farthest in extending access. It is currently in a one-year pilot phase. Responsibility for replacement costs if a book is borrowed or damaged is borne by the institution with which the borrower is affiliated (and it is in a position to then charge the borrower for the costs.) The wording for this clause is based on standard wording in U. S. inter-library loan agreements, the clearest indication that access is moving from a national to an international level. Circulation periods are consonant with those for similar groups of users at the University of Tokyo (graduate students, undergraduates, etc.) The agreement with Waseda University is less specific. As Doyle and Scarry note, flexibility and some casualness in an exchange can be expedient in some partnerships,^① and the Waseda University-Yale University written agreement does not disclose that, in fact, reciprocal terms have been agreed that allow students and scholars from each institution extended access privileges (although this does not extend to circulation.) The MOUs, despite their dissimilarities, are both based on mutual obligations and benefits. They are between libraries in similar institutions,^②—three prominent universities that have placed high priority on internationalization. These institutions expect both inbound and outbound movement of students and faculty to continue to increase, and these library agreements are one step toward better support for those taking advantage of the trend.

Conclusion

With students and faculty increasingly moving around the globe to study, teach, and conduct research, the geographic location of the university means less. This is not just a function of the ubiquity of the virtual world of digital information. In fact, the necessity to go abroad for research can, paradoxically, increase as a result of the hybrid nature of information resources worldwide. Academic libraries will need to prepare for services that support their users globally. Taking advantage of strategic bilateral partnerships with counterpart libraries abroad is one way to mediate support on their behalf.^③ It is important to remember that “global access” should refer not just to information retrieved online, but also to the myriad institutions beyond national borders that provide access to information resources and services. The importance attached to this access by student and scholars at Yale indicates that the notion of the “library as place” is still important in the digital age. Ensuring that academic library users can enter those places worldwide is a new responsibility for librarians in the internationalized university of today.

① Doyle, Robert P. and Patricia Scarry, “Moscow-Poughkeepsie: Report on a Twinning Libraries Experiment,” *IFLA Journal*, v. 23 (3), 1997, p. 9.

② It should also be noted that these universities are all situated in advanced industrialized countries; Hazen has the best discussion of the complexities of engineering agreements when there are substantial inequalities between countries and institutions. Hazen, Dan, “Dancing with Elephants: International Cooperation in an Interdependent (But Unequal) World,” *Collection Management*, v. 24 (3/4) 2000, pp. 185—213.

③ In the future, worldwide networks of cooperating institutions or consortial arrangements might obviate the need for bilateral agreements, just as the Research Libraries Group membership enabled a national-level access services arrangement.