

Talk the Library Talk

图书馆职业英语系列

Talk the Library Talk



图书馆 实用英语会话

公共服务篇

(英汉对照)

Talk the Library Talk • *Public Services*
(English-Chinese)

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序 言

陈传夫

(中国图书馆学会副理事长、武汉大学信息管理学院院长)

前不久,我看到媒体报道说,纽约皇后区公共图书馆分馆,获得总馆的拨款,破天荒开设中文会话课程,引起广泛回响,不同族裔的民众要求增开班级的呼声甚高。此时,我手头正在阅读旅美学者潘俊林女士、李国庆先生合著的《图书馆实用英语会话·公共服务篇(英汉对照)》(以下简称《会话》)初稿。我也想起中国图书馆代表团访问美国图书馆时图书馆员之间热烈交流的情景。为何美国图书馆开设中文课程受到如此的欢迎?为何许多中国图书馆员经常关注美国的图书馆情况?我想最好的答案是:文化是需要交流的,文化是可以互补的。语言是文化的表达符号。多元文化的存在与互补有利于每一个人。

图书馆是文化的场所。从诞生的那一天起,图书馆就收集、保存、传播不同的文化。图书馆员的语言无疑是联系读者的桥梁。近代图书馆学家施雷廷格(Schrettinger, Martin 1772—1851)认为,图书馆员的记忆是图书馆组织计划中不可分割的一部分。在图书馆的运行中,图书馆员的作用是不可替代的。图书馆员服务公众,实现图书馆的功能与任务,其语言反映着图书馆的文化与风格。

无论如何,图书馆还是一门专门的职业。尽管人们希望从更加宽广的视角,甚至从 iProfession 的视野期待图书馆工作,但至少在目前,图书馆仍然是一个独立的职业领域。200 年前,施雷廷格就支持图书馆职业的独立性,最早提出建立专门学校培训图书馆员的设想,并在《图书馆学综合性试用教科书》中首次用图书馆学这一名称代表这一学科。一门学科应有自己独立的语言体系,这也成为一门学科是否成熟的标志。图书馆员的语言,虽然不能说就是图书馆学科的语言,但它的确反映了这门学科的实践特征。从《会话》中我们可以看出,图书馆员的语言实际是读者(在《会话》中经常被称为顾客、读者、用户)生活的一部分。它表明图书馆必须嵌入社会,嵌入公众的生活,成为公众生活的一部分。所以图书馆员的语言实际是公共生活的一部分。

图书馆也是专业性工作。它如同法律、会计、医务工作者,都是职业工作。职业工作自然也有职业语言。因此,世界各国的大学开设了图书馆学专业,培养图书馆学专门人才。这种制度今天、明天仍然需要。随着人类社会的发展,图书馆将会

更加完善。要学好一门专业,实践是必不可少的。我国许多大学的图书馆学专业开设了专业英语课程,这是值得鼓励的。不过许多教授这门课的教师也抱怨说缺少好的教科书。编写这样的教科书肯定是十分困难的。不过《会话》作为教学参考书,可以获得身临其境的效果。因为这是两位有着多年的实践经验的图书馆专家编写的。这些会话不是编出来的句子,而是活的语言的记录。早年我在美国学习时,带了一本国内某出版社出版的英语口语书,我的美国朋友来看我,惊喜地发现了这本书。我请朋友看看这书编得怎么样,他们的回答是“会话很奇怪”!从此,我知道了编写一本好的英语书是多么不容易!对于图书馆学专业师生,如果要学习图书馆英语,我觉得《会话》是值得参考的。

在全球村时代,图书馆员的相互交流、学习是十分重要的。这种交流不是源于好奇,也不源于自卑与优越,而是源自相互学习,共同吸收人类的文化的需要。全球图书馆职业的宗旨是一致的,掌握规范的语言,对于提高服务水平与效率都十分重要。优秀的图书馆会话的中英文对照读本,我们还很缺乏。本书的出版是非常及时的,更何况本书具有实用、科学、规范等特点。

本书的作者潘俊林女士1996年获美国亚利桑那大学语言学(第二语言习得与教学)博士,现任美国北伊利诺斯大学副教授、图书馆咨询馆员。李国庆先生毕业于北京大学和印第安那大学,现在是美国俄亥俄州立大学教授、图书馆中/韩文部主任。他的研究涉及明清小说、近代中西交流史、文献学、图书馆与情报学、英美文学等多方面,出版有《美国俄亥俄州立大学图书馆中文古籍书录》、《21世纪美国大学图书馆运作的理论与实践》(合作)、《亲历中国丛书》(10种,主编)、《醒世姻缘传》(校注)、《保护并捍卫》(翻译)、《我看乾隆盛世》(合译)等书。他们不仅是优秀的图书馆职业工作者,也在多个学术领域著述丰富。他们都十分关心国内图书馆的发展,与国内许多图书馆建立了友好合作关系,为中美图书馆交流做出了贡献。我相信,这本《会话》的出版必将为中美图书馆员之间的理解与交流起到积极作用,也为提高不同文化背景下图书馆员的工作规范起到借鉴与促进作用。我也相信,对于出国留学的各类学人,通过本书了解当地图书馆的使用技巧,提高信息素养也大有裨益。

以上为我对本书的观感。是为序。亦借此机会感谢潘俊林女士、李国庆先生对中美图书馆员交流合作所做出的贡献。

2009年3月22日于武昌

NOTES FROM THE AUTHORS

In recent years, during our frequent exchanges both domestically and internationally with our library colleagues in Mainland China, we are often confronted with questions about the library profession in the United States—questions regarding the differences between the two cultures and linguistic conventions. It would be difficult to draw a line between such distinctions, cultural or linguistic, given their reciprocally causative nature. Our research on current library information education in Mainland China has observed absence of training in library English. Despite a few publications on the administration and operation in US academic libraries, of library English sentence patterns, or of bilingual dictionaries, there are insufficient works in this field. The already published works are not very effective in content, which is either outdated or not tailored to meet the practical needs of professional library workers.

This book, therefore, is meant to be a handbook for library public services, a textbook for self-study, and instructional material for in-service training. Our targeted readers include professional librarians, who have a moderate command of the English language, library and information science majors and all, who desire to learn about library services and expressions. Its content matter gives consideration to both cultural background and professional language; it employs primarily a dialogue discourse set in actual library operations that cover a full scope of public services. The book comprises not only popular topics such as “Reference Services” and “Circulation,” but also such topics as “Specialized Services” and “Information Literacy,” which have not yet received sufficient attention. In order to achieve a comprehensive coverage, we have integrated practice at multiple library settings into one U. S. university library service modal. The English-Chinese bilingual format is used to facilitate language consultation and comparison. Taking into account the needs of readers at various difficulty levels in choice of words and sentences, we have used not only simple dialogues, but also paragraphs of exposition in addition to policy statements, emergency announcements, and questions and answers of visit sessions. Explanations on relevant cultural

background and expressions are provided either in the dialogue discourse or via “Challenging Questions” and “Suggested Answers” to enhance understanding and stimulate thinking. A glossary is appended to list words and expressions, some of which are either not included or explained correctly in other sources. Photographs of kind or services have been taken of real library settings.

This book, which covers public services, is only our initial attempt for a library series. We sincerely hope that our library colleagues will kindly share with us their thoughts on the book, including its concept, its content trade-offs, arrangement, and so on, in order to help us make improvements in our future work.

编写说明

近年来,在国内外不同场合跟国内同行交流的机会十分频繁,常被问到一些有关美国图书馆的专业问题,其中关系文化背景的不同,也牵涉中英语言的差异,而这两者往往又互为因果,难解难分。考察国内图书信息教育现状,并无专业英语训练。虽说也出版了一些有关图书,或介绍美国大学图书馆的管理和运作,或提供图书馆英语句式的表达范例,也有图书馆情报学的双语字典,但从数量上说是屈指可数,从质量上说则或者是明日黄花,或者是隔靴搔痒,少有能满足广大图书馆工作人员实际需要的。

于是我们将本书定位于面向有一定英语基础的图书馆工作人员、图书馆在校学生,以及一切有意了解和学习图书馆服务和用语的人士,为他们提供一本有关图书馆服务的实用手册、自学课本,以及相关部门的培训教材。内容上兼顾文化背景和专业用语,形式上重在情景会话,通过实际运作来具体介绍图书馆服务的各个环节。它既包括“咨询服务”、“资料流通”等受到普遍重视的内容,也包括“特教服务”、“信息素质教育”等尚未受到足够重视的环节。我们还以美国一座大学图书馆为模本,兼收多个图书馆的服务模式和项目,以增强其概括性;采用英汉双语以方便读者查阅对比;选词用句兼顾难易,既有简明浅显的对话,又有较长段落的解说,还有政策陈述、紧急通知、访谈问答等,以满足不同需求。根据需要,对有些文化背景和词语用法或者加强解释,或者增加“疑难问题”和“参考答案”,以促进理解,激发思考。书后还附有术语表,列举了一些一般词典未含或误释了的义项。书中的插图照片拍自图书馆的实景,包括资料实物和服务场景。

本书是我们的初步尝试,只涵盖公共服务一个方面。我们诚恳地希望图书馆界的前贤和同仁对本书的理念、内容的取舍、形式的安排等诸方面不吝赐教,以便我们继续做其他图书馆业务时有所改进和提高。

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First of all, we would like to thank the first author's daughter Yang Li, who performed impromptu roles in the design of many of the situational dialogues. She was also our first reader. During her busy study hours, she read through the whole manuscript and made a great deal of valuable suggestions regarding the revision of the English text.

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Our sincere thanks go to Mr. Wendell Johnson, President of the De Kalb Public Library Board of Trustees, Ms. Sarah Tobias, Director of the Sycamore Public Library, and Ms. Mary Anderson, Head of the Youth Services of the Sycamore Public Library, for their help in providing us valuable information on public library operations and services.

Our thanks also go to Northern Illinois University and the University Libraries, who granted the first author "Sabbatical Leave" and "Research Time," which ensured her the time to write the book.

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Last but not least, we would like to thank the editor of National Library of China Publishing House, Ms. Jin Liping, who has all along offered valuable advice for our book from the first stage of the topic planning to the last stage of the manuscript.

鸣 谢

首先,我们想感谢第一作者的女儿李阳。她在我们的许多情景对话策划中扮演即兴角色。她也是本书的第一位读者,在繁忙的学习之余,通读了全书的草稿,并且对书稿英文部分的修改提出了许多宝贵的意见。

我们要感谢北伊利诺斯大学图书馆的许多同仁。他们在我们需要了解图书馆不同部门的运作细节时,解答了诸多各式各样的问题。他们是拜伦·安德森、埃德·格罗萨克、詹姆斯·米尔霍恩、琼·梅茨格、凯伦·霍夫德、林恩·托马斯、马德琳·纳尔逊、马西娅·迪克、保罗·阿兰森和萨拉·麦克霍恩-蔡斯。

我们诚挚地感谢迪卡尔布公共图书馆董事会主席温德·约翰逊先生、锡卡莫尔公共图书馆馆长莎拉·托比亚斯女士以及赛城图书馆少儿服务部主任玛丽·安德森女士为我们了解公共图书馆的运作和服务提供的宝贵帮助。

我们还要感谢北伊利诺斯大学和校图书馆为第一作者提供了“学术休假”和“研究假”,使她有了充分的时间写作本书。

我们也真诚地感谢武汉大学信息管理学院院长、中国图书馆学会教育与培训委员会主任委员陈传夫博士在百忙之中为本书赐序。

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PART 1 INFORMATION SERVICES

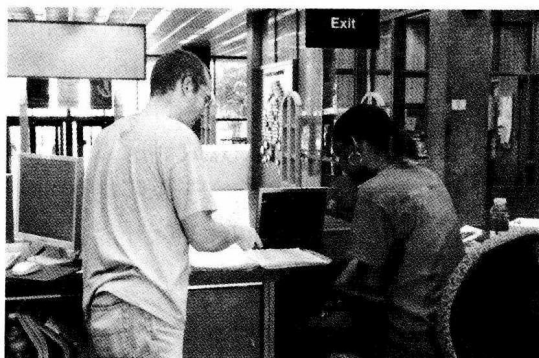
第一部分 信息服务

1.1 LEARNING ABOUT THE INFORMATION DESK SERVICES

了解信息台服务

Student Worker Training

学生工作人员培训



Information Desk Training 信息台学生培训

(Photography by Charles Larry)

Situation : Jane (J) is a sophomore in the College of Education. She will be working 10 hours a week at the Information Desk this semester. Mark (M), the unit supervisor, is training her. P = Patron. K = Karen, the reference librarian.

情 景: 简(J)是教育学院二年级的学生。这个学期她将每周在信息台工作10个小时。马克(M),这个部门的负责人,正在培训简。P = 读者。K = 凯伦,参考咨询图书馆员。

M: Hello, Jane, we'll start some training today. Have you used the Information Desk services before?

你好,简。我们今天开始培训。
你以前有没有使用过信息台的服务呢?

J: Yes, quite a few times, especially during my freshman year.

M: What do you think is the most frequently asked question at the Information Desk?

J: Let me think. Umm, is it the library hours?

M: Yes. Library hours could be a lot of other things besides the building schedule. There are many different offices, collections, and service points in the library. They do not share the exact hours. On weekends, for example, the Regional History Center and the University Archives Unit are closed whereas some service desks are open for part of the time when the library building is open. Therefore, when the library building is open, it doesn't necessarily mean all the offices, collections, and service desks are open. We need to find out what the patron really means by "hours."

J: Where do we keep all the information about hours?

M: Regular, interim, and holiday library building hours are posted outside the front entrance on the bulletin board. Both the building hours and the Reference Desk hours of the current semester are displayed at the Reference Desk. The overall library schedule, including the main library building and

有啊,好多次呢,尤其是在上大-的时候。

你认为信息台最常被问到的问题是什么?

我想想啊。嗯,是不是图书馆的开放时间呢?

正是。图书馆的开放时间可以是图书馆大楼的开放时间,也可以是其他别的什么时间。图书馆里有许多不同的办公室、馆藏资料和服务点,开放的时间都不尽相同。比如说,周末地方史料中心和校档案部不开放,有些服务台在图书馆大楼开放的部分时间开放。所以说,图书馆大楼开放并不等于说所有的办公室、馆藏区和服务台就都开放。我们应该弄清楚读者问的到底是什么时间。

有关开放时间的信息我们放在哪里呢?

图书馆大楼在正常学期、假期和节假日的开放时间贴在楼前入口处的公告栏里。本学期大楼和参考咨询台开放的时间参考咨询台有。整个学年的图书馆大楼和所有服务点的开放时间都登载在图书馆的网页上。点击一下“时间表”就都有了。

its service points for the whole academic year, is posted on the library's webpage. Click once on "hours" and you'll see all of it.

J: I see.

M: We also receive a lot of "where" type of questions, such as "Where is the closest men's restroom?" "Where is the water fountain?" "Where is the computer lab?" "Where can I find a copy machine?" "Where is the student lounge?" "Where are the lockers?" and so on.

J: I don't really know the answer to all of them.

M: We keep the library floor maps in the top drawer. All the public facility locations are indicated on them.

J: This is very handy. I'm guessing I will use them a lot.

M: There is other stuff in the drawer, too. When opening the desk in the morning, we take out the stapler, the hole-puncher, and the tape and put them here on the right side of the service counter. At closing, put them back into the drawer.

J: How about the pencils and scissors? Do we also put these out?

M: No, we loan them at request. We need to keep the service area neat and clean. It will be too messy if we leave everything out.

我知道了。

我们还会遇到许多“在哪里”一类的问题,例如:“离这儿最近的男洗手间在哪里?”“饮水机在哪里?”“计算机房在哪里?”“哪里能够找到复印机?”“学生休息室在哪里?”“哪里有物品存放柜?”等等。

这些问题我还真不全知道。

我们在上面这个抽屉里放的有图书馆的楼层图。所有的公共设施上面都标了。

这还挺方便的。我想我会经常用得到。

抽屉里还放有别的一些东西。上午开门时,我们把订书机、打孔机和胶带纸拿出来放在服务台右边。关门时再把它们收回到抽屉里。

铅笔和剪刀呢?也都放在外面吗?

不用,有人借时再拿出来。服务区应该保持整洁。把所有的东西都放在外面会太乱的。