

主编 郭复威 张柏秋

图书馆学专业英语

SPECIALIZED ENGLISH OF
LIBRARY SCIENCE

吉林人民出版社

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对出版《图书馆学专业英语》的期望(代序)

九十年代末,郭复威教授应邀假期出国考察,我们在国外不期而遇。看到他搜集了很多图书馆学教育资料和研究资料,还看到了他在国外发表的论文,我才知道他在搞图书馆学的教学工作。郭教授在校学的是外语专业,后去南开大学图书馆学系学习,再后从事文献检索课教学工作。

今年五月份,郭教授应邀参加教育部专家组对东北师大图书馆科技文献查新中心评估鉴定会时,我们再次相遇。

会后,郭教授说他正在搞图书馆学专业英语教学工作,并准备编著这个教材试用,请我参与编撰工作,我愉快地接受了。《图书馆学专业英语》这门课国内相关院校开设了几十年,但一直还没有出版过教材,这本书选择了一些国外图书馆学教学课程的教案纲要及国外图书馆学科研热门话题文献,和国外图书馆学事业方面的文献 30 篇。

通过这本书的学习,学生可以了解到国外图书馆学专业在教学和科研方面的发展和现状,同时,教师通过英文原版文献内容、文字及专业术语的讲解,对学生的英语运用能力的提高,也将有很大的帮助。

这本书的出版,对丰富图书馆学及其教学内容有一定的建设性作用,并希望它能改变图书馆学专业英语没有教材的空白。

张柏秋

2005 年 7 月

前 言

《图书馆学专业英语》课,国内相关院校都在讲,有的已讲几十年了,还没有教材。笔者看到几家有讲义的学校,讲授的内容虽有选择,但少有不同。讲义的一部分内容选自大百科相关图书馆学款目,大部分内容选择的是“检索型工具书”的介绍,这着实把“外文工具书”的课程内容重复了,还有一小部分与图书馆学毫不相干。而且内容陈旧少有新意。

这本“教程”是笔者根据自己教学实践,选择了下面五章 30 课内容,根据学期规定学时选择介绍。

图书馆学教学 选择有 11 篇是关于美国图书馆学专业课程,分别介绍了每门课的教学纲要、课程信息,使学生对美国图书馆学专业课程、教学内容和教学方法有了大概的了解。

图书馆学研究 选择了美国图书馆学研究热门话题文献 7 篇,关于图书馆数字化、数字图书馆、数字咨询服务的趋势与问题、数字咨询服务的建设与维护,因特网给教师和图书馆管理人员的机遇与挑战,数字环境下的馆藏建设以及因特网时代的图书馆与传统图书馆对比研究等话题。对中国图书馆学研究方向及研究方法有很好的参考作用。

图书馆学事业 选择了 9 篇有关美国图书馆协会道德规范条例、图书馆权力法案、网络虚拟咨询年度会议报告、美国图书馆协会的年度会议文献、图书馆学信息学教育协会年度会议报告等文献。使学生能更多地了解美国图书馆事业发展的现状及进程。

参观图书馆 分别介绍世界上最大的两个图书馆,美国国会图书馆和不列颠英国图书馆。通过虚拟参观美国国会图书馆的形式,介绍美国国会图书馆的方方面面。参观方式虚拟现代,参观效果如身临其境。

版权法 由于美国的版权局归属国会图书馆,我们介绍这一章,不仅让学生了解美国国家图书馆与中国国家图书馆的不同,同时也使学生对版权知识和美国版权法有一定了解。

通过对美国图书馆学教学、图书馆学研究、图书馆学事业等多方位的了解,使学生开阔视野、增长见识、知己知彼,对自身学识发展以及对图书馆学教研和图书馆学事业发展都会起到积极的作用。

本书的编写参考了大量外国文献,得到了爱达荷大学、美国图书馆协会、国会图书馆、教育资源信息中心提供的支持,在此,我们向文献的作者表示感谢。

本书得到了长春师范学院图书馆馆长姜维公教授的大力支持,在本书编写过程中,还得到了教务处李晓非副处长、教材科林淑田科长的大力帮助,在此编者一并向他们表示诚挚的谢意!

本书难免有欠缺和不足,敬请读者批评指正。

编 者

2005 年 8 月

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Chapter 1 Library Science Teaching

UNIT 1 *Computer Applications in Libraries*

Course Syllabus

University of Idaho

3 Semester-Hour Credits

Prepared by: Robert L. Bolin Electronic Resources Librarian,
Associate Professor

Textbook

Saffady, William. *Introduction to Automation for Librarians*. 4th ed. Chicago: American Library Association, 1999. ISBN: 0838907644.

Course Description

Trends and developments in library automation; practical applications of microcomputers to library work and administration. Note: This is an academic course intended to teach fundamental terms and concepts. It is not a course on automating a library.

Course Objectives

When you finish this course, I expect you to be able to talk or write intelligently about computers and about library applications of computers and to be able to write a clear plan or proposal concerning computer applications in libraries. You will not be expected to be an expert on personal computers or on library automation but should be able to understand articles or presentations made by experts.

Introduction

Since I cannot talk to you as I would in the classroom, I am writing down what I would say if I could. My purpose is to tell you what I think is important and why. Feedback is welcome at any time. Please help me make this a better course.

What is library automation?

Today we call the use of new concepts and new equipment automation. In librarianship, the use of new concepts and equipment dates from the 1870s. It was at the heart of modern librarianship and the modern library movement. The extraordinary characters who founded that movement in the 1870s, particularly Melville Dewey, promoted revolutionary concepts and new equipment to implement them.

In addition to devising the Decimal Classification system, Dewey set up the first library school and participated in the founding of the American Library Association and Library Journal. Both served to educate librarians about new, sometimes revolutionary, concepts of

librarianship; for example, the relative arrangement of books. Previously, the rule had been absolute arrangement, where a book had a specific location such as "Alcove 3, Shelf 5, Book 14." Books could not be rearranged in any way without making the catalog obsolete. New books on a particular topic could not be placed next to other books on that topic without re-doing the catalog. Decimal Classification, which allowed books to be shelved by their classification numbers, brought books on the same topic together and allowed them to maintain their relative arrangement even if they were shifted or new books were interfiled. The Decimal Classification system was a monumental intellectual achievement and was one of the foundations of the revolution in librarianship.

The revolution in librarianship required new equipment as well. Dewey was a vigorous promoter of new equipment and felt that founding the Library Bureau was one of his important achievements. He wrote, "I believe the Library Bureau to be the most important of the agencies (A. L. A. , Journal, Bureau, and School) for advancing library interests....."¹The Bureau manufactured and sold equipment and supplies needed by libraries. It standardized the dimensions of catalog cards and sold the first modern card catalog cabinets. ²The card catalog meant that relative arrangement could be applied to the catalog. Prior to the card catalog, written book catalogs or printed lists were common. A book catalog is easy to use and convenient but difficult to amend. Rather than attempt to amend their catalogs, libraries typically published periodic supplements. In order to search the catalog, users would have to consult the basic catalog and all the supplements.

We now take for granted many other resources in modern libraries that are based on relatively recent technological developments. Take the Reader's Guide, for example. The concept of a periodical index is simple. In the last century, a number of ambitious indexing projects were undertaken, but most failed for economic reasons. There was a relatively small market and printing costs were high. As new material was indexed, cumulative editions were needed. However, resetting the type to produce cumulative editions was very expensive.

In the 1890s, Halsey W. Wilson solved the problem by applying the notion of relative arrangement to printing. He realized that linotype slugs—a single line of text created by a linotype machine—could be interfiled just like cards or books. He interfiled newly set slugs with slugs set previously to create cumulative publications. He perfected this technique to produce the Cumulative Book Index and later used it to produce Reader's Guide and the other indexes of the H. W. Wilson Company.

"Today we have the great good fortune to live in an era when change is accelerating. It is our challenge to use new technology effectively."^①

What will you get out of this course?

When you finish this course, I expect you to be able to talk or write intelligently about

① Notes

1 Dewey, Melville, "The Library Bureau," *Library Journal*, 13:145-146, May 1988.

2 Datz, H. R. , "Equipment Then and Now," *Library Journal*, 76(6):476-481, March 15, 1951.

3 Lawler, John, *The H. W. Wilson Company*, Minneapolis: University of Minnesota Press, 1950, 25-26.

computers and about library applications of computers. I don't expect you to be a computer expert, but I expect you to be able to communicate with computer experts and vendors selling computer-related equipment and services. Also, I expect you to be able to write a clear plan or proposal concerning computer applications in libraries.

I don't expect you to be an expert in library automation. I hope that you will have a good grasp of basic concepts so that you can benefit from further reading and continuing education.

Dewey and his associates laid the groundwork for continuing library education with library journals, library associations, and state libraries. Today, more than ever, we must take advantage of continuing education opportunities. I want you to know the fundamentals so that you can get the most out of an article or a presentation at a conference.

My main technique of instruction is to hit you over the head with the key concepts until you get the message. I have included a "Key Concepts" section in each lesson. The purpose of that section is to tell you what to pay particular attention to when you do the reading. In the "Lecture" section of each lesson, I will usually tell you what I think is important and why. When I grade your exercise, I will provide you with comments. Also, I have provided a hypertext glossary; terms that appear in the glossary are bolded.

Between the Key Concepts, the Lectures, and my comments on your lessons, you should have a pretty good notion of what I think is important and what to expect on the exams.

What about the text?

I had a dilemma when choosing resource material for this course. I could ask the students to use a set of articles that did not adequately cover the subject or a textbook, which is a bit ponderous. I chose the textbook because it covers all the concepts that I think are important. However, it often goes into greater detail than necessary.

Read the Key Concepts section of the lesson carefully before reading the assigned chapter in the text. Read the chapter expressly to learn about those key concepts. Of course, you are welcome to absorb any other information you want.

After you read the chapter and my lecture, review the key concepts to make sure that you understand them.

What do I expect from students?

I expect you to make a good effort to complete the exercises and to do a good job on the exams and the final project.

Writing is important!

You must demonstrate to me that you understand the key concepts in the material covered. To do that, you must write well.

I expect you to answer each question head-on.

I expect you to answer each question completely.

I expect you to answer the actual question asked.

If you don't know the answer, don't filibuster with irrelevant details. Don't expect to find all answers in the text. Some questions are intended to make you think on your own and draw your own conclusions.

Here are some tips:

Answer in your own words. Don't quote me or the textbook.

Pay attention to the operative terms in questions, like "list," "contrast," "compare," or "describe." Do what the operative term tells you.

When you answer an essay question, write two or three prose paragraphs in plain English.

Never use the words "**prewritten software**," which appear frequently in the text. If you must use an adjective with the word "software," the word "commercial" would probably be appropriate.

Never use the words "electronic card catalog." The card catalog was a brilliant invention. It was one of the developments that made modern librarianship possible, but the card catalog has been rendered obsolete by online catalogs. The phrase "library catalog" is preferred.

Note: My comments on writing may offend some of you. Obviously, I am not aiming my remarks at the poets among you. However, I have taught this course for about ten years and know that about half of the students need this advice.

Lessons

In each lesson, you will be told the lesson objective, the key concepts you should become familiar with, and the chapter to read in the text. Please read the key concepts section before you read the chapter in the text. You will also find a lecture elaborating on the reading and the key concepts covered. Finally, you will find a written assignment to submit.

If you don't understand a particular lesson, please contact the instructor directly.

The lessons are divided into two groups:

Lessons on Computer Hardware, Software, and Applications

Lesson 1, Hardware Concepts

Lesson 2, Software Concepts

Lesson 3, Data, Online Applications, and Networks

Lesson 4, Office Applications

Lesson 5, Review (submit lesson, but not graded)

Lessons on Library Automation

Lesson 6, Cataloging and the Role of the Catalog

Lesson 7, Integrated Library Systems

Lesson 8, Reference Applications

Lesson 9, Digital Libraries

Lesson 10, Review (submit lesson, but not graded)

Field Trip and Report Lesson 11,

The final project is a Field Trip and Report. This report is Lesson 11. I will reject a report that does not demonstrate you understand the key concepts covered in this course.

You do not have to wait until you have completed Lesson 10 to take the field trip (Lesson 11). However, I expect you to write a report that reflects a good understanding of library automation.

Writing counts. You must demonstrate that you understand the key concepts in the material covered. If you write out the lessons and exams by hand, please use one side of the page only.

Exams

There are two exams. The exams cover all lessons and they are cumulative. Expect questions on hardware concepts in the second exam.

Grading

This course is straightforward. You will:

Complete five lessons.

Take the first exam.

Complete five more lessons.

Take a field trip and submit a report (Lesson 11).

Take the second exam.

Lessons = 60% of the final grade.

Exams = 40% of the final grade.

About the Course Developer

The course developer, Professor Robert Bolin, has taught LibS C419 for about 10 years. This is the third edition of the study guide. Professor Bolin is a reference librarian at the University of Idaho. He has a Master of Library Science degree from the University of Kentucky and a Master of Public Administration degree from the University of Georgia.

For more information consult Professor Bolin's Curriculum Vitae, located on the Internet at http://www.uidaho.edu/~bbolin/cv_bolin.html.

Lesson 1

Hardware Concepts

Lesson Objectives

To familiarize the student with basic terms and concepts related to computer hardware, particularly microcomputers.

Key Concepts/Important Terms

Chapter 1 of the text contains an excellent introduction to the basic concepts of computer hardware. However, the key concepts are what is important, not the details. Don't get bogged down.

While you are reading Chapter 1, get straight in your mind:

1-1 What are the differences between **microcomputers**, **minicomputers**, and **mainframe computers**?

1-2 What is the **CPU** and how is it related to the associated **peripheral** devices?

1-3 How are **peripherals** classified? What are some examples of **peripherals** in each classification?

1-4 What is the difference between **CRT** monitors and **LCDs**?

1-5 There are two types of **magnetic storage media**. What are the key differences between magnetic disk technology and magnetic tape technology? What are the advantages of each?

1-6 How does **optical disk technology** differ from magnetic data storage technology?

1-7 What are barcode labels and why are they important?

1-8 What are the differences between **ROM** and **RAM**?

1-9 What is **machine readable** information? How is it created?

Reading Assignments

Chapter 1, "Computer Hardware," in Introduction to Automation for Librarians, 4th ed.

Lecture

As I said in the Introduction, since I cannot actually lecture you, I am writing down what I would say. In the lecture section in each lesson, I will tell you what I think is important. If you have not read the "Introductory Lecture" in the Introduction, you should.

What do you need to know about computer hardware?

What you definitely don't need to know is how the **CPU** does its stuff. It is sufficient to know that the **CPU** is the "brain" of the computer.

I have taken the covers off hundreds of PCs. All you really need to know about the CPU is what you learn from doing that—there is a bunch of wiring inside, and you hook hard disks, CD-ROM drives, monitors, keyboards, mice, and other peripherals to it.

Think about what **machine readable** means.

Years ago, I took courses and had jobs that required using punched-card technology. That gave me a real understanding of the meaning of "machine readable," and it gave me an understanding of the difficulties of data entry.

Obviously, using 80-character cards for data storage is very inefficient compared to using CD-ROM discs that can store millions of characters. Conceptually, however, the same thing is going on. A **datastorage peripheral** (card reader) reads the data (in the form of a pattern of holes) from a medium (paper cards). The card reader interprets the patterns of

holes and sends the appropriate electronic signals to the computer.

I used one pioneering bibliographic program, called FAMULUS, which allowed the user to edit the master file, which was on tape, by submitting data on punched cards. FAMULUS also allowed the user to backup the master file by punching its contents onto cards. At one point I had a bibliography stored on cards under my bed.

- The **peripherals** are really important. When you buy a computer, you get some basic stuff. Of course, you get to negotiate about the size and quality of the **peripherals** that come "standard," but nowadays most computers come with a hard disk, diskette and **CD-ROM drives**, a monitor, a keyboard, and a mouse. You customize the computer further by adding speakers, scanners, printers, and so on.

- Some peripherals-keyboards, mice, monitors, diskette drives, **CD-ROM drives**, **LCD monitors**, tape drives, modems, and light pens-are more important than others. You would be nuts to waste much effort thinking about **COM** applications since digital applications are rapidly making all microfilm applications obsolete.

- Personal computers or **microcomputers** are more important than **minicomputers** and mainframe computers. Most of us use PCs often, and we will probably never encounter a mainframe again-if we are lucky.

Before I knew anything about computers, I worked on a project to create a large bibliographic file. The product of the project was a book catalog created with a mainframe computer. Whenever we wanted to change the catalog, we had to negotiate with the computer center in our organization. That was a frustrating experience.

When I went to library school, I determined to learn enough about programming that I would not be at the mercy of programmers. I took half a dozen programming courses and concluded that I was basically right about computer centers. I see, looking back, that the sorts of changes we were asking for were simple and that they could have been done in far less time than it took to negotiate about them.

I believe that the mainframe computer fostered an arrogance in the personnel who tended it because they had the computer and you had to march to their music. The concentration of programming resources also prompted officials to attempt to manage that resource through bureaucratic procedures.

The PC has changed everything. I work at my desk and I don't have to ask a computer center for permission to do my work. Workers at computer centers, who now manage network connections and do similar work, are in their proper role. They are technical experts who can be consulted if you have a problem. I think it is a much better world.

I am very happy that I took computer courses because I clearly understand how to make computers do what I want. Although I usually use prewritten software (commercial programs), my knowledge of programming principles and techniques has helped me organize data on computers, write DOS batch files, and write HTML.

Written Assignment

Part A

1. Write a brief biographical essay. Tell me why you are taking the course, what you already know, what you want to know, and what you hope to get out of the course. Are you taking this course for accreditation?
2. Write a brief essay describing the functions of the CPU and the functions of the peripherals associated with it. How are peripherals usually classified?
3. In the early 1980s, I saw a room full of "portable" IBM PCs. They were relatively huge, about the size and shape of a breadbox. What technological breakthrough has made it possible to create tiny laptop computers?
4. List data input peripherals you would expect to find at the circulation desk, at the reference desk, in the technical services department, and in the office of a college library.

Part B

The only way to keep up with new computer hardware is to read review articles. Find an evaluation of computers or peripherals that might be useful in a library. Write a brief report giving:

- a) The citation of the article.
- b) The equipment evaluated.
- c) Criteria used to evaluate the equipment.
- d) Whether or not you found the article useful. If not, why not.

Some articles you might use are :

McClelland, Deke. "Digital Cameras Develop." *Macworld*, September 1999, 78-84.

Grotta, Daniel, et al. "Scanning Made Simple." *PC Magazine*, September 1, 1999, 196-216.

Jacobi, Jon L. and Andrew Bandt. "How Low Can They Go: The Best PCs under \$1000." *PC World*, July 1999, 114-124.

Jerome, Marty. "Notebook Steals and Deals." *PC/Computing*, May 1999, 100.

Poor, Alfred. "Multimedia: DVD Upgrade Kits." *PC Magazine*, March 9, 1999, 168.

Karney, James, and Bruce Brown. "Color Network Printers." *PC Magazine*, May 25, 1999, 172.