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АНГЛИЙСКИЙ ЯЗЫК

*Контрольные задания и тексты
для самостоятельной работы студентов
III курса заочного отделения
библиотечно-информационного факультета*

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А 64 **Английский язык:** Контрольные задания и тексты для самостоятельной работы студентов III курса заочного отделения библиотечно-информационного факультета / Сост.: Ю.Е.Сковронская, Г.В.Сорокина, И.В.Сутырина, Т.Г.Холопова; Ред. Т.Г.Холопова; Отв. за вып. И.И.Басс; Санкт-Петербургский гос. ун-т культуры и искусств. – СПб.: СПбГУКИ, 2004. – 32 с.

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Контрольное задание № 3

Чтобы правильно выполнить задание № 3, необходимо повторить следующие разделы курса английского языка по рекомендованному учебнику.

1. Грамматические функции глаголов *should, would*.
2. Обороты с инфинитивом, причастием и герундием, равнозначные придаточным предложениям.
3. Различные значения слов: *only, as, both ... and, because, because of, for, since*.

Образец выполнения 1 (к упр. 1)

1. If a source has been indicated, the librarian **should** try to discover whether the source was adequate.

Если указывается источник, библиотекарю следует попытаться выяснить, оказался ли этот источник полезен.

2. **Should** the library have this book on the shelf?

Должна ли библиотека иметь эту книгу на полке?

3. In the best of all possible libraries, evaluation **would** not be necessary.

В идеальной библиотеке оценки были бы не нужны.

Образец выполнения 2 (к упр. 2)

1. The librarian is often able to determine the level of sophistication of the material required by weighing the age, experience, and immediate needs of the user.

Библиотекарь зачастую способен определить уровень сложности запрашиваемого материала за счет того, что оценивает возраст, опыт и непосредственные нужды читателя.

2. The average search is not likely to turn up more than essential data.

Представляется маловероятным, что среднестатистический поиск приносит что-то большее, чем самые элементарные данные.

3. After all, the chief product of automation **is supposed to be** liberation which, in turn, should allow more time for carpentry, gardening, and Ping-Pong.

В конце концов, предполагается, что автоматизация означает освобождение, в результате которого должно появиться больше времени для занятий столярным делом, садоводством и пинг-понгом.

Образец выполнения 3 (к упр. 3)

Because of a limited budget, questions are being answered by librarians who work almost the entire day on the reference desk.

Из-за ограниченного бюджета на вопросы отвечают библиотекари, проводящие за справочным столом почти весь день

The librarian is not able to connect the clues in the question to a likely answer source, often **because** she does not understand the query.

Библиотекарь не может связать ключи, содержащиеся в вопросе, с вероятным источником, содержащим ответ, потому что не понимает запроса.

For a librarian studies **for** years to gain such knowledge, and a short library-use program can hardly hope to duplicate this background.

Ибо библиотекарь учится много лет, чтобы овладеть этими знаниями, и краткосрочная программа для пользователя библиотеки едва ли может дать такие же познания.

Вариант 1

*1. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на различные значения глаголов **should**, **would**:*

1. If a dispute were to go into litigation, the client **would** have to prove that the librarian's action was in deliberate breach of duty.

2. A wide variety of potential sources **should** be offered wherever possible, but only in some logical, easy-to-understand order.

3. By now it **should** be apparent that determining the proper number of reference titles is more of an educated gamble than a statistically accurate measure.

4. In that case, I **would** encourage the student to seek counseling, and I **would** follow through with referral to an appropriate local agency.

5. If that were the case, then the whole public library system **should** be operating like a business, not a public service.

II. Перепишите следующие предложения и переведите их на русский язык, принимая во внимание, что инфинитивные, причастные и герундиальные обороты соответствуют чаще всего придаточным предложениям:

1. But **being** mindful of the dilemma does not in itself answer the basic problem.

2. Although not directly **concerned** with reference services, all the items **considered** are of great value to reference librarians.

3. There is too much data **for the average manager to cope with**.

4. The amount of data **being generated** offers unprecedented opportunities, but the proliferation suggests problems.

5. Another cause of search failure is the librarian's **missing** an obvious, but unexpected answer.

6. Will information fanatics stay at home or in the office locked into their computers, screens, and unlimited sources? The fact that all this is a bit more expensive than checking out a book **does not seem to have been considered**.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на различные значения выделенных слов:

1. There is no limit to the material that may be found in older reference works, certainly in books from **both** the general **and** the specific reference collections.

2. **Both** evaluations, of course, might be considered in an interview.

3. Some working reference librarians dismiss the evaluation **as** meaningless.

4. In his summary, Hildreth observes something **as** true today **as** it was a few years ago

5. The searching problem offered by databases may not be the **only** reason they are so infrequently employed in libraries.

6. Standards are established not **only** for service but also for such things as building the collection, handling of interlibrary loan materials, and preparation of correspondence.

IV. Прочтите и переведите на русский язык текст.

General Evaluation Methods

There are numerous methods of evaluating anything, but essentially any process can be analyzed in four or five steps. The first step is to determine the purpose of the evaluation, its goals, and precisely what one hopes to learn. Second, use a comparative ruler to measure the situation as it exists against a more ideal situation or against local or national standards. Third, decide which methods should be used to gather the necessary information and data. Fourth, **determine** how the methodology is to be carried out, i.e., who is going to do what, at what cost, and under what time limits. After these preliminaries, one proceeds with the process, gathers the information, and makes any necessary modifications to the methodology. Finally, the results have to be analyzed, and conclusions must be drawn from the results to assist in understanding and possibly changing the situation which is under study.

The process of evaluation requires both subjective and objective methods, attitudes, and approaches. **Emphasis** should be, and tends to be, on objective methodology. There may be an almost-mystical faith in the scientific method and in objective data, but the fact **remains** that it produces results. Scientific results convince governing bodies **to provide** more funds and persuade skeptics that improvements in service might be useful. At the same time, it is ridiculous to assume that a cumulation of statistical data on, say, how often people use the dictionary will give anyone anything more than just that – data – and will provide very little information about the quality of the collection. It is imperative that the objective studies have a fine focus and that they be balanced by subjective observations and analyses.

V

a). Заполните пропуски приведенными ниже словами и выражениями:

to determine; emphasis; general; to provide; to remain.

There are numerous buying guides to the best type of software for a given set of situations. In a _____ way, the best beginning approach is to consult current issues of any of the computer magazines. They seem to _____ a handy reference, so the librarian may _____ what is suitable for a given problem area.

A basic guide to software is found in R.R.Bowker's *Software Encyclopedia*. This is a descriptive listing of over 22,000 packages. A similar guide, covering much the same material, although with _____ on somewhat different points, is *The Educational Software Preview Guide*. Time changes the software, of course, but the basic packages _____ pretty much the same.

б). Подберите определения, к словам, приведенным в части (а).

1. to continue to be in the same state or condition
2. special importance that is given to one part of something
3. to find out the exact details or facts about smth; to decide
4. describing only the main features of smth
5. to make sure that someone gets what they need, especially by giving it to them

Вариант 2

I. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на различные значения глаголов **should, would**:

1. To answer the need of specialists in technical libraries Universities of Culture should train more specialists at special departments.
2. The students should acquire their special knowledge in the field of scientific and technical information in a special course dealing with the questions of history, sources, methods and system of organization of bibliography.
3. The dean said that in the degree course particular attention should be paid to the academic and general studies in the education necessary for librarians at that level.
4. Would you undertake the responsibility to direct a research program in the cataloguing, classification and subject analysis of library and documentary materials?
5. Special attention should be paid to the fundamentals of mechanization and automation of the processes of retrieval and handling of information

II. Перепишите следующие предложения и переведите их на русский язык, принимая во внимание, что инфинитивные, причастные и герундиальные обороты соответствуют чаще всего придаточным предложениям:

1. The Library of Congress seeks to acquire catalogue immediately and disseminate cataloguing data rapidly for all current

monographs and monographic series of research value in order to meet the urgent needs of American libraries through a centralized national cataloguing effort.

2. The rational organization of current subject bibliography is of particular importance since, being one of the main sources of information on scientific and technical achievements, it constitutes a necessary prerequisite for successful development of science.

3. Open access being a quick means of getting to a particular book for consultation, it is really valuable to researchers.

4. When planning an exhibit, decide upon the central idea, or theme of the display, then build around it. Make a rough preparatory sketch to indicate layout and colour treatment.

5. The British National Bibliography, first issued in 1950 by the Council of the British National Bibliography, is edited from the British Library by a professional staff.

6. Since the displays are to be viewed by persons of all ages, interests and walks of life, the material must be varied in scope and reading level.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на различные значения выделенных слов:

1. The catalogue is the key to the collection of books **since** it helps patrons to grasp the main idea of a book.

The Dewey Decimal system has been introduced in American libraries **since** the end of the 19th century.

2. In the first half of the 20th century **the only** expedient measure was to radically revise the Decimal Classification already being used in Russian libraries.

The Russian State Library endeavours to offer every group of visitors the most convenient facilities for their work; **only** one large reading room for the social sciences and humanities houses 500 readers.

3. Manuscripts written by Armenian chroniclers and dating from the 5th to the 18th century occupy a prominent place among the treasures of the Matenadaran **for** many of them contain valuable, even unique information on the history of Transcaucasia, Iran, Russia, Byzantium, and other countries.

For many years Armenian manuscripts had been collected and brought here from monasteries, where they had been preserved.

Some manuscripts are remarkable **for** their complicated ornament and colour scheme.

4. So called literally-critical readings are held in the library every year. They are devoted to **both** solving problems connected with the development of children's literature **and** revealing new critical forces in this field.

Both tasks are discussed by school teachers, librarians and kindergarten and nursery teachers who gather in the lecture hall to hear critical reviews of children's literature.

5. **Because of** the growing volumes of printed materials many libraries tend to introduce automated systems.

A technical library should supply special literature and documentation paying special attention to the content of its collection and information requirements of the readers **because** it is, in most cases, a sort of an auxiliary department of a plant or a research institution.

6. Copyright can be defined **as** the exclusive right secured by law to the authors and artists to publish and dispose of their several works for a limited time.

As publishers build reputation for issuing certain types of books the name of the publishing house may be of great importance to the readers.

An old proverb says, "Choose an author **as** you choose a friend".

To manage the increasing flow of information is **as** important **as** to be able to collect all up-to-date materials in the stock.

IV. Прочтите и переведите на русский язык текст.

Networks and Interlibrary Loan

Share and share alike for mutual good. That is the reason for networking in the United States and Europe.

The idea is to share everything from books and periodical articles to knowledge about finance, computers, and catalog procedures. There are as many different share plans, programs, and dreams as there are networks, and there are many different meanings to the word *network*.

A businessperson may speak of a network of computers in a single office, or nationally, or internationally. Networked computer systems tie together all the computing resources in a company, from mainframes to microcomputers. To get it all to work together requires networking of considerable skill.

A librarian thinks of a network as a group of libraries tied together by mutual interest, a fax machine, an online database, and a cataloging system. Here, too, one is likely to find a network of computers similar in type, if not in scope, to those found in medium to large business concerns.

Most of us have a network of friends, relatives, and professional acquaintances. There are also the television and radio networks, and so on.

Of these many kinds of networks, we will focus on library networks, and in most libraries the term *network* still means “sharing”. The Special Libraries Association has as good a definition as any for the word: It is a formal “arrangement whereby several libraries or other organizations engage in a common pattern or exchange of information, materials, services, or all three for some functional purpose”.

There are some variations: (1) The American Library Association only recognizes a group of libraries as being in a network when they have central management and programs. (2) A *library consortium* is usually a synonym for network, but can also be confined only to acquisitions and selections of materials. A consortium is probably limited by subject, geographical location, size of the library, etc. (3) Other terms, with slightly different connotations but essentially representing a network include: federated systems, cooperative systems, etc.

V.

а). Заполните пропуски приведенными ниже словами и выражениями:

network; businessperson; mutual; online; database.

Reference librarians are constantly involved with _____ and use both a formal and informal approach. The librarian may find information in numerous _____ or use any of _____ services to fulfil the patrons’ questions. Some of the abovementioned information services are intended for _____ use. They can be of _____ interest for different types of readers, such as research workers, _____, teachers, college students.

б). Подберите определения, к словам, приведенным в части (а).

1. feelings such as respect or hatred felt equally by two people towards each other;
2. a large amount of data stored in a computer system so that you can find and use them easily;

3. directly connected to or controlled by a computer; connected to other computers through the Internet or available through the Internet;
4. a man or a woman who works at a fairly high level in a company;
5. a set of computers that are connected to each other and can be used to send information or message.

Вариант 3

*I. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на различные значения глаголов **should, would**:*

1. One might add that we would have better staff if we offered higher salaries and increased prestige.
2. The reference librarian should be able to wander freely in the forest of specialization and be equally able to identify a specific tree in any one area.
3. Should the librarian offer assistance to a person who does not ask for help, yet seems to need it?
4. Would you mind looking for material about nineteenth-century American literature over there?
5. He said that specialized libraries where information was needed almost immediately and where cost was not a major factor would prefer the online search.

II. Перепишите следующие предложения и переведите их на русский язык, принимая во внимание, что инфинитивные, причастные и герундиальные обороты соответствуют чаще всего придаточным предложениям:

1. The Baltimore County Public Library decided to save money by training every reference librarian to provide service to all age levels.
2. The academic librarian is expected to do more online searches than in the average public library.
3. No one expects a librarian to have a total knowledge of all aspects of science, the humanities, and the social sciences.
4. Determining the optimum size of a collection within a library involves so many variables that an attempt to set one standard would be meaningless.
5. The published guidelines indicate that many libraries have their own written policies regarding reference goals and objectives.

6. When working with students, the librarian sometimes finds it helpful to ask to see the teacher's question in writing or to see an outline of the material.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на различные значения выделенных слов:

1. Librarians decided in the early 1980's that **the only** possible way to fit online searches into tighter and tighter budgets was to impose a fee.

Only one of the 12 libraries queried offered anything remotely resembling a reference interview.

2. Even under the best circumstances reference work requires a lot of concentration and energy and a reference librarian may be forgiven **for** the occasional thought that being alone on an island might not be a bad idea.

The reference librarian will be asked to recommend what is not needed **for** the next fiscal year.

3. **Since** there usually are not enough staff members for ideal service, the statement establishes priorities in the hierarchy of services.

The transmission of a document over a telephone line is an old process and one which has been used in libraries **since** the mid-1960, if not earlier.

4. Today in most libraries the choice of computer-assisted search is either the traditional online or CD-ROM. Librarians may combine **both**, particularly for detailed research.

This type of network is growing and is found at **both** the local **and** national level.

5. The search can be complex, and even difficult, not **because of** a lack of proper translation procedures but **because of** a lack of specific sources.

Because each organization that sells CD-ROM tends to have its own search software, it is important to find a publisher who has more than one CD-ROM offering, who, in fact offers a number of databases which employ much the same system.

6. **As** in any conversation, it is advisable to keep eye contact with the user.

The recurrent yearbooks, manuals, and encyclopedias may be discarded **as** new editions are obtained.

Copyright

Students and laypersons understand vaguely that a copyright or patent protects the originator of a work. For example, it assures an author of exclusive rights to his novel or scientific treatise. Under most (but not all) circumstances the author must be paid each time the novel is purchased or the article is faxed or photocopied. However, because of exceptions and gray areas, understanding copyright law has developed into one of the great mysteries of modern times. It truly takes an expert to fathom its various aspects.

In the midst of the confusion the librarian continues to offer public access to data from the author's novel or treatise. Perhaps this is acceptable, but when is there a limit to how many photocopies one can make of an article, a book, a chapter or whatever? When and how is the author paid or recognized for such use?

These are some of questions that arise from the copyright law's gray areas. Maybe the answer is that there is no answer. Perhaps simple commonsense will be the librarian's guide to good behavior. While the U.S. Copyright Act of 1976 is clear about author's rights, Section 107 concerning "fair use" is vague. *Fair use* is a method of defining what someone may do with a copy of an article, or a page out of a book, or a video recording, etc., without violating the rights of the copyright holder or author. In general, one is free to photocopy an article as long as the copy is not put to commercial use and is used for research, scholarship, teaching, etc.

Section 108 of the law concerns photocopying in libraries and the law involved with interlibrary loan. Essentially, it says that copying is legal as long as it is done without a profit motive. Beyond that there are stumbling blocks to efficient interlibrary loan: (1) One may request only five articles from the same journal if they all were published in that journal in the past five years. (2) Books may be borrowed, but only if the book cannot be purchased at a reasonable price. That is, almost any book in a current edition of *Books in Print* should not be sent on interlibrary loan. While all this protects the publishers and the authors, it does raise some sticky problems. Some librarians conveniently overlook the rules, others pay for the periodical articles, and still others may claim that an interlibrary within a system does not infringe on the copyright law.

V.

а). Заполните пропуски приведенными ниже словами:

article, edition, law, loan, request.

1. Despite the developments in interlibrary _____, there remain basic problems, not the least of which is the cost of such services.

2. One may use networks to _____, for example, an item from the New York Public Library.

3. Actually, various students have shown that the _____ has not really had all that much effect on interlibrary loan.

4. The average library is not likely to request an _____, book, or report more than once.

5. Most popular reference works go into several editions, and it normally is pointless to maintain earlier editions when the latest _____ of a standard work can be obtained.

б). Подберите определения, к словам, приведенным в части (а).

1. To ask for something formally.

2. A particular version of a book, magazine or newspaper that is printed at one time.

3. A sum of money that you borrow, usually from a bank or government, and have to pay back in smaller amounts with interest every week, month, or year.

4. A system of rules that a society or government develops in order to deal with business agreements, social relationships, and crime.

5. A piece of writing in a newspaper or magazine.

ТЕКСТЫ

User Studies¹

A user study is an analysis of the behavior of users (and nonusers) of information in their relationships with libraries (or information systems) and services. There have been countless studies of various types of user and libraries, studies which are valuable in understanding how information is matched with the needs of the individual. Several generalities have emerged from these works, and some of them are outlined here.

The average user study is based on demographics, i.e., an evaluation of education, age, occupation, economic status. Often this is balanced with such variables as the size of the library collection, the education of the staff, distance of the user from the library, etc.

Another type of user study considers communication patterns (See Chapter 2 of this volume) and such things as how and why the reference section is used; and why one person may prefer periodicals to books or databases.

There are numerous methods of evaluating who uses a library and how it is used, but several generalities have emerged from these studies:

1. People have different patterns of behavior when they are seeking information, at least information other than the ready-reference variety. Although libraries may separate information into the classical divisions, such as the humanities and science, and their subdivisions, people do not always seek information within those specific, logical areas.

For example, the typical library is organized along subject or divisional lines. This does not mean that someone in need of information on Chinese pottery will necessarily confine the search to the area of art. The user may not even begin the search there but may start with the history or the science section.

Few people seek information as an end in itself; rather, it is used to help trigger decision making or to enhance understanding of the imme-

¹ See any issue of *Library Literature* for news about current user studies. See, too, Janet M. Lange, "Public Library Users, Nonusers, and Type of Library Use", *Public Library Quarterly*, vol. 8 (1/2), 1988, p. 49-67. This has a relatively current bibliography of such studies.

diating environment or the world. Most people want the information, and are not all that interested in how it is obtained.

2. The average user does not contact the reference librarian. Users may talk to student assistants, other nonprofessionals, and professional librarians. Any member of the library staff may become involved with the communication process. The user will form an overall impression of the library based on an encounter with any of the staff, none of whom may be directly involved with reference service but all of whom, incidentally, the average person considers librarians. This easy confusion has numerous ramifications, and there is no better reason for properly trained staff at all levels. Signs indicating where to get the right type of help and an understanding among staff about directing an individual to a reference librarian are helpful in improving information communication.

Selective Dissemination of Information (SDI)

Selected Dissemination of Information, or SDI, is a term commonly employed in the computer-assisted search. The acronym is a way of saying that once a day, once a month, the librarian searches the available new literature and prepares a bibliography of materials likely to be of interest to a particular person. For example, if X client is involved with hospital administration, the librarian would search, via the computer terminal, databases likely to give the latest information on the topic. The printout of the computer's findings is then sent to the client. In this way the material is "selected" from the latest periodical indexes, i.e., databases, and the "information" is "disseminated" to the user.

Actually, this can be done almost automatically if that a search is made each time the databases is updated or new databases are added. The key search words or phrases are built into the standing search. The user mentioned above, for example, is notified each month how many citations are available for "Hospital Administration". The user can then modify his request (if he feels there are too many or too few citations) and receive an updated printout of the citations or abstracts.

The normal system allows each user to draw up a profile of his or her needs, interests, and other pertinent factors. Using the profile, the librarian delivers relevant items to the user as they become available.

The items may be citations (usually with abstracts), actual copies of the text, or microfiche.

How does the librarian know that X document or Y article will be of interest or value to the user? The profile is consulted, and it indicates that X document falls within the user's field of interest, whereas Y article is probably only peripheral. The librarian will then inform the user when the library has received X document.

Among the commercial services offering SDI are those which publish printed "current contents" magazines and / or offer them online. (These services may also approach the same subject via the distribution of machine-readable tapes for use with automated systems). For example, the Institute for Scientific Information, publisher of *Science Citation Index*, offers a number of *Current Contents* Titles: *Life Sciences*, *Physical and Behavioral Sciences*, etc. These publication reproduce the title pages of journals, usually at time of publication or even several weeks ahead of publication. The user can then scan the current contents and indicate to the librarian what might be of particular interest, or the librarian can first check off what he thinks will be of value and then send the user either the citations or the hard copy of the article².

The computer and CD-ROM makes SDI a much easier and more efficient method of helping the individual keep up with developments in a field. An individual library may have arrangements to search weekly, monthly, or quarterly for certain terms in one or more databases for the individual. The printed citations are then sent to the person on a regular basis.

The Information Industry

In advertisements, political speeches, and even in classroom situations, we are reminded that this is the age of the information society. More and more computers, telephones, and television sets mean more involvement with information.

Just how many people are involved with information science, or, to put it another way, knowledge production? Figures have varied widely,

² Online one may search the seven current contents at once, or individually. For example one might search *Current Contents* for information on William Blake (i.e., William with Blake), or simply look for current data in the Arts and Humanities service.

but of the projected 30 million or so people concerned with the industry of information processing, close to two-thirds are office workers, managers, and teachers who may use a computer but hardly are adding to the information revolution.

As one expert puts it: "There is no reason to believe that ordinary people will reevaluate their priorities and uprate information just because they hear that electronic offices are all the rage"³.

Information is considered by many to be a commodity which can be bought, sold, and traded for gain; e.g., the Office of Management and Budget makes the point that information is not a free good, but a resource of substantial economic value and should be treated as such.

An obvious conflict between the fee-based service and the library is that the former is using the library for a profit without giving the library a share of that profit. On the face of it this seems unfair, but even a cursory look at the implications shows that it would be impossible for the tax-supported library to justify a policy which would charge persons for using a library simply because they realize an immediate profit.

What Is the Question?

First, foremost, and always the purpose of the reference interview, even if it only takes a moment, is to clarify the question. For example:

"Do you have any books by Ellen Agara Pa?" a young girl recently asked a children's librarian at the Fordham Library center in the Bronx.

After a few minutes of patient, detective-like work, questioning the child and searching the stacks, the librarian, Marion Hanes, a 28-year-old specialist in children's services, pieced together the request, and, to the child's great delight, produced a book of tales by Edgar Allen Poe⁴.

One might shrug this off as the rare situation that would arise only with a child, but adults sometimes present the same problem. They are not sure of the author, the title, or sometimes the subject.

Experienced reference librarians know that the original question put to them by a user is rarely the *real* question. There is either much more, or the question has been phrased in such a way to make it seem

³ A.E. Cawkell, "The Real Information Society", *Journal of Information Science*, no. 1, 1986, p. 88.

⁴ "New York Finds Librarians in Short Supply", *The New York Times*, April 23, 1988, p. 33.

overly complex. This confirms the fact that different people, with equally different needs, phrase their queries in different ways.

The librarian who has a tolerance for ambiguities and vagueness will follow a simple, direct route to a possible answer. For example, when the query is vague, the librarian may not try to get more information through the interview, but will look for a basic broad subject approach which is likely to meet the needs of the user. Also, heading for simplicity, the librarian will immediately limit the search in terms of time, difficulty of the materials, etc.

Conversely, the librarian who has problems with vague queries will wish to have a full understanding of the question and the subject it concerns. Even though one source of information may provide the answer, the librarian tends to look for additional sources which will sharpen and define the request.

A special set of circumstances is the realization that different persons have many different reasons for asking a librarian for help. In a school or academic library setting, the normal reason for asking a question is related to an assignment. The student wishes to know where to locate a reference work or needs serious help finding material for a paper or talk. Teachers will want more refined sources, although essentially they are in quest of the same types of answers.

The greatest variety and type of queries come to the public reference librarian. Here are not only the students and the teachers, but those laypersons, of different ages and backgrounds, who may wish to gather information for practical purposes, e.g., from how-to and self-help situations to compilations which assist in business, scientific, or research decisions. Other reasons for putting a question to the librarian range from a failure of memory, to a desire to win a bet, to simply finding an answer for the sake of curiosity.

Rules of the Game

Over the years reference librarians, through experience more than through scientific analysis or theoretical considerations, have compiled useful approaches to searching. Some of these are of the limited “how-we-do-it” type, but many others are of considerably more universal interest. Some applicable techniques are listed here.

1. When you “know” the answer is in a particular source, it usually is. There are times – and we have all had them – when after checking all the

possible places for an answer, one source stands out as the most likely key to the problem. But a check of the source did not help. Take heart: The answer is there, it will just take some proper “page shaking” before it falls out, the fault lies not with chance, but in your choice of source.

2. Depend on no one’s prior research for accuracy or completeness. This involves fellow staff members. Although the staff members of your department are renowned “good guys” and have never led you astray, the moment one of them hands you a question and specifies that A, B, and Z have already been checked, believe them not. It may happen that they speak the truth; it will however, not always occur that way. Of course if they have followed all the rules forth here, trust can be extended – halfway.

3. Keep a list of where you have looked. On a long question it is folly to try to remember all the sources checked and the results of each search. It is doubly foolish to expect to transfer all this negativeness to the next researchers and expect them to remember it too. So, mark, somewhere, the source checked and the result.

4. Take your time. One professional librarian twice selected the correct reference source but overlooked answers directly under her eyes, due to being in too great a hurry. In another case, she obtained the key information from the patron but did not take sufficient time to examine it. Lack of time to interview and to consult sources appear to be another major cause of professional failure.

5. Try various entry points. The subject approach is the most common, but consider the name of an author or an organization. Normally the author search is limited to those with some knowledge of the field, but it does no harm to ask the user (where appropriate) if the name of an author or organization is known.

Time to Reply

How long does it take to answer a query? There is no definitive answer, but some general replies can be made based upon experience and study. Most ready-reference questions can be answered in less than five minutes. Search-and-research questions may take from a few minutes to hours or even days⁵.

⁵ Using a computer to search for the answer to a question takes longer usually because the question is one which requires more than a single, passing

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How much effort and time should the librarian take to answer a difficult question? A major constraint is the policy of the library. The library may have a written policy in which specific time limits are outlined, or there may be an unwritten understanding about the amount of time spent per question.

An equally important aspect of the time element is what some call the “irritation quotient”: i.e., just how long should the user be asked to wait for an answer? Potential irritation can be curbed at the beginning if the reference librarian indicates approximately how long the user should expect to wait for an answer.

In a related matter, everyone is familiar with the sometimes-long wait for an interlibrary loan item, the necessary wait in line until the librarian is available, the wait which culminates at the reserve desk only to find the wanted item is gone, etc., etc. Not all this, of course, is the fault of the librarian, but she should be aware that time is a very important factor in influencing the use or nonuse of the library.

Telephone Service⁶

Unequal reference service is often given when someone telephones in a query and the librarian drops everything to respond. The people waiting at the desk understandably may be less than pleased. There are two ways of overcoming this problem:

1. Install a telephone answering service, which can be done without too much cost, to be used when the librarian is busy. The message: “What is your question(s)?” and “I will get back to you as soon as pos-

answer. According to one study, the actual amount of time spent depends on the skill of the librarian. “The five highest ranking searchers responded that they averaged 21–40 minutes terminal time for a requested search. By contrast, the five lowest... reported that they average approximately ten minutes for a requested search”. Remember this was for a multifaceted research question. Tina Roose, “What Factors Affect Our Performance as Online Searchers?” *Library Journal*, May 15, 1989, p. 54.

⁶ See Rochelle Yates, *A Librarian’s Guide to Telephone Reference* (Hamden, CT: Shoe String Press, 1986). This 126-page guide is a working manual which answers numerous questions. See also Rosemarie Riechel’s *Improving Telephone Information and Reference Service in Public Libraries*, by the same publisher, 1987.

sible". In this way, the person on the phone feels satisfied and the individual in front of the desk is not overlooked.

2. If the library is large enough, there is a specialized telephone reference service that allows librarians to screen calls. Here the usual process is to identify the question, which usually is no more than a ready-reference problem ("What is the address of X or Y"; "Where can I find information on colleges"; "What is the height of the tallest building in the world", etc). If specialized assistance is needed or if the answer requires materials beyond those in ready reference, the call is transferred to the regular reference librarians.

Most libraries provide telephone reference service and use many types of reference works, including telephone books. Larger libraries have separate sections for phone reference, usually out of view of the public. The smaller- and medium-size libraries perform the service from the main desk.

The telephone aspects of reference follow specific procedures. For example, libraries differ in such matters as how to answer requests by a patron as to whether or not the library has a book or periodical. Some will look to see if the library owns the item; others will ask the user to come in and check. Should one answer legal or medical questions over the phone? Should the librarian give out city directory information over the phone? These and countless other policy issues must be established if effective service is to be given.

In many libraries there is a special group of reference works set aside for telephone service. These vary from place to place, yet inevitably include local directories and telephone books, as well as national works such as *Facts on File* and *Books in Print*. Normally, too, a great deal of emphasis is placed on "how-to-do-it" types of manuals and handbooks from music and sports to first aid and gardening. The most often used reference sources tend to be a dictionary, various almanacs, and local guidebooks.

While the telephone service requires the same basic steps needed when dealing face to face with people at a reference desk, some particular skills are necessary. One must be able to ascertain the nature of the question quickly and be sure it is clearly understood. Interviewing procedures tend to be somewhat less personal than at the desk and yet are even more necessary to master. One must know when to terminate a query, when to call back, and when the question should be referred to

another section. As more than one reference librarian has observed, telephone reference service can be a unique type of work which requires specific skills – and certainly much experience.

A model of its kind, the New York Public Library's telephone reference service draws upon 1500 reference works to answer some 1000 calls a day. Staffers can answer most questions without leaving the desk, but when an answer is not readily available they transfer the call to various subject areas within the library. The limitations to the service are those followed by many other libraries: (1) The question must be one which can be answered in about three minutes or less. (2) Questions will not be answered if they involve contests, crossword puzzles, or school homework. "When we can't answer a question within the allotted three minutes [a librarian explained] we tell the caller in what department or division of the library one can look for the answers or for more comprehensive research of the subject"⁷.

Interlibrary Loan

The 1990s are realizing the benefits of national and international interlibrary loan (ILL) library networking. One may secure a book through interlibrary loan from another library in the same community, state, country, or, for that matter, from abroad. An elusive magazine article may be secured in the same fashion. Thanks to modern technology one may place the order at a computer terminal and have the needed material within days – if not in minutes, where a fax machine is available. As indicated in the brief explanation of local-area networks, an individual may sit in her home or office and obtain much of the needed material without even going near a library.

Despite the developments in interlibrary loan, there remain basic problems, not the least of which is the cost of such services. "Librarians in North America have no natural desire to engage in expensive, computer based cooperative activities on a large scale, across vast geographical distances. The need for local control and the urge for self determination [dominate]"⁸.

⁷ "For Library Reference Staff, It's a Question of Answers", *The New York Times*, Jan. 3, 1982, p. 49.

⁸ Charles Hildreth. "Library Networking in North America in the 1980's", *The Electronic Library*, August 1987, p. 226. For ongoing articles on interlibrary loan and related matters, see the journal *Interlending & Document Sup-*

Interlibrary loan has two complementary purposes. The first is to aid the researcher in acquiring specialized material from other libraries. The second is to assist the general reader in borrowing material otherwise inaccessible because of lack of complete library resources. The interlibrary loan as a research aid is almost exclusively the charge of college and university libraries. The interlibrary loan as a boon to popular reading, and to a lesser extent, as a reference tool, is usually a service of public libraries, in cooperation with one another or with a state library.

The results of the interlibrary loan setup have improved somewhat over the past few years because of the linking of some interlibrary loan systems to national bibliographical utilities and networks. The best-known subsystems for interlibrary loan are those operated by OCLC and RLIN. Somewhat similar services are offered by the other bibliographical utilities.

How does the librarian at the computer terminal know who has X and Y item, which are only two sources out of millions? The answer: the online union list. Libraries have listings of their holdings. This information is passed on to the network. To this, add the holdings of the Library of Congress and many other large libraries and one has a national-international union list.

One may use networks to request, for example, an item from the New York Public Library. If the library cannot provide the item, further requests are sent automatically to other libraries within the network. In addition to supplying the material promptly. The user is normally in a hurry, and a common question is "When may I expect to receive X book or Y article?" There is no single answer to the question. The amount of time depends on how close the requesting library is to the source of the book – across town may take only a few hours, whereas across the country may take days or weeks. The actual processing of the request is another factor. Experience indicates that this varies from library to library and a safe guess is from 24 hours (exceptional) to a week (average within a state or regional system) to two or there weeks (average when one has to go beyond the state or region).

ply (1976 to date, quarterly). Although published in England, it offers much of value to American and Canadian readers.

Copyright

Students and laypersons understand vaguely that a copyright or patent protects the originator of a work. For example, it assures an author of exclusive rights to his novel or scientific treatise. Under most (but not all) circumstances the author must be paid each time the novel is purchased or the article is faxed or photocopied. However, because of exceptions and gray areas, understanding copyright law has developed into one of the great mysteries of modern times. It truly takes an expert to fathom its various aspects.

In the midst of the confusion the librarian continues to offer public access to data from the author's novel or treatise. Perhaps this is acceptable, but when is there a limit to how many photocopies one can make of an article, a book, a chapter or whatever? When and how is the author paid or recognized for such use?

These are some of the questions that arise from the copyright law's gray areas. Maybe the answer is that there is no answer. Perhaps simple common sense will be the librarian's guide to good behavior. While the U.S. Copyright Act of 1976 is clear about author's rights, Section 107 concerning "fair use" is vague. *Fair use* is a method of defining what someone may do with a copy of an article, or a page out of a book, or a video recording, etc., without violating the rights of the copyright holder or author. In general, one is free to photocopy an article as long as the copy is not put to commercial use and is used for research, scholarship, teaching, etc.

Section 108 of the law concerns photocopying in libraries and the law involved with interlibrary loan. Essentially, it says that copying is legal as long as it is done without a profit motive. Beyond that there are stumbling blocks to efficient interlibrary loan: (1) One may request only five articles from the same journal if they all were published in that journal in the past five years. (2) Books may be borrowed, but only if the book cannot be purchased at a reasonable price. That is, almost any book in a current be edition of *Books in Print* should not be sent on interlibrary loan. While all this protects the publishers and the authors, it does raise some sticky problems. Some librarians conveniently overlook the rules, others pay for the periodical articles, and still others may claim that an interlibrary loan from a library within a system does not infringe on the copyright law.

Actually, various studies have shown that the law has not really had all that much effect on interlibrary loan. The average library is not likely to request an article, book, or report more than once. The chance of a periodical article or of a single periodical being requested on interlibrary loan more than once is largely accidental. One may also interpret broadly the section on books, particularly since it is stipulated that the book must be sold at a “fair price”. This is not to say the copyright law is not an important consideration and one of much interest to librarians but that it has not had real (as opposed to theoretical) influence on the activities of the majority of libraries⁹.

Weeding

A constant ongoing of reference source evaluation is the weeding process. *Weeding* is the removal of books from the reference collection. There are various ways of determining whether a particular work should be ranked as obsolescent or of little value to the reference librarian:

1. Study the use of the book. This can be determined by a survey of how often the book is off the shelf. (Circulation records can be studied to see which books are checked out the most frequently, but this is rarely the case in the reference section).
2. Timeliness is often a factor, although not always. A source “ages” in the sciences and social sciences in only one to five years, although in the humanities sources can last up to 25 years or longer¹⁰.

Weeding is a cost-efficient method of ensuring needed new space and keeping the collection efficient for use. But F.W. Lancaster, an expert in such matters, reminds us that “there are costs associated with weeding itself: in identifying which materials to discard or relocate, in

⁹ *The Copying Primer for Librarians and Educators* Chicago: American Library Association, 1987. This is a brief, easy-to-understand guide which answers most of the questions concerning copyright and the library. Larger libraries, such as the one at SUNY/Albany often publish their own brief primers of use by both librarians and laypersons, e.g., *Copyright Policies*, Albany: The State University of New York, 1987.

¹⁰ For a detailed analysis of the age factor, see Allen Kent et al., *Use of Library Materials*, New York: Marcel Dekker, 1979; see also almost any issue of *Library Literature*, where there are numerous references to studies of this aspect of weeding.

the alteration of catalog and shelflist records (to record new locations), and in retrieving materials from remote storage when requested by users. Different types of “costs” are those associated with user inconvenience, caused by delays in delivery of stored items, and possible loss of circulation due to items not being immediately available”¹¹.

Weeding is a delicate process. Conceivably, any book, pamphlet, magazine, newspaper, or other written material can have reference value, particularly for the historian or anyone else concerned with social mores and records of the past. To discard such a work is akin destroying the past. For example, one of the most difficult research problems is to locate materials in local newspapers of the nineteenth century.

Anyone who has sought contemporary opinion or statistical data or a biography of a little-known figure knows that there is no limit to the material that may be found in older reference works, certainly in books from both the general and the specific reference collections. Many of these older reference works, such as the early editions of the *encyclopedia Britannica*, are now classics, and are invaluable sources of material found nowhere else.

Understanding these warnings, there is still a need for judicious weeding. Libraries are always short of space, and this is particularly true in the reference section. Weeding clears the shelves of little-used, or sometimes never-used, materials. Actually, few works are discarded in larger libraries. They are sent off to storage. Smaller libraries cannot afford this luxury, and the material often is systematically removed.

Personnel¹²

Almost without exception a set of policy procedures exists for reference librarians, as it does for all employees of the library. This may be required by a union and may be accepted by management as good sense. More likely it is worked out by the librarians and the administrators at meetings and in one-to-one conferences.

¹¹ F.W. Lancaster, “Obsolescence, Weeding, and the Utilization of Space”, *Wilson Library Bulletin*, May 1988, p. 48

¹² “Personnel Issues in Reference Services”, *The Reference Librarian*, Spring / Summer 1986. The entire issue is given over to the subject. For an evaluation of reference librarians, see Chapter 10 of this volume.

At any rate, certain elements are found in all personnel policy procedures. There usually is some indication of how salaries are determined. Other points concern the daily activities of the reference librarian from number of hours at the reference desk to duties in the collection development. These will be formalized in a written policy statement, at least in larger libraries. The library normally has a special officer, division, etc., in charge of nothing but personnel problems. In small- to medium-size libraries the procedures may be more informal, with the head administrator in charge of personnel decisions.

The primary benefit of a written personnel policy statement can be summarized in one word – fairness. Policies may or may not work, depending on who wrote them and who interprets them, as well as on the given sense of understanding or misunderstanding between parties involved.

Recognizing the vagaries of human nature, the usual policy statement is general. It rarely spells out what to do when one librarian takes exception to the rules governing Monday evening hours. At the same time given policy sections can be quite specific, for example, the salary scale and antidiscrimination clauses¹³.

There are three reasons for the less-than-flattering appraisal of reference librarians and their ability to answer questions. First, there is need for more education for librarians, and along with that, more careful selection of people who are going to be librarians, at least, reference librarians. One might add that we would have better staff if we offered higher salaries and increased prestige, but that is another textbook. Second, the unsatisfactory success rate is partially caused by the fact that the sources of information are difficult to use or because there are not enough good sources available, or the sources are dated, or the librarian has a poor understanding of the works – or all of the above. Third, and most likely, the librarian is not able to connect the clues in the question to a likely answer source, often because she does not understand the query.

Some working reference librarians dismiss the evaluations as meaningless. It is impossible, they say, to effectively measure their

¹³ Sheila Creth, "Personnel Issues for Academic Librarians; A Review and Perspectives for the Future", *College & Research Libraries*, March 198, p. 144. Much of her overview is applicable to other types of libraries and in almost all cases to reference librarians.

work. Even a failure, for example, may be a success in that it points the user to another method of framing the question, of recognizing that the query as stated can have no valid answer.

Another rebuttal is that the research used to evaluate performance may be self-serving in that the methodology is designed to measure inadequacies rather than success.

The rate of accurate librarian response should bother library users more than it apparently does. In one study when a wrong or partial answer was given and the person putting the question was asked: "Does this answer your question?" Approximately 76 percent were satisfied. It seems the public reaction is "My reference librarian, right or wrong!"¹⁴.

Imperfection manifested in some "wrong" answers is part of the nature of the reference process. Drawing upon seventeen years of experience working at a reference desk, one public librarian suggests that there is more to evaluating the service than asking for a right or wrong answer to some questions.

The typical study uses 20 or 30 questions to test accuracy. All the questions are well-tested and presumably could be answered correctly. If only 50 percent are answered correctly, the researcher concludes that the library has a low accuracy rate. However, the SUNY-Albany library handles about 7000 *reference* (not including directional) transactions a month. This works out to about twenty-three per hour, or just under three minutes per question. Because of a limited budget, these questions are being answered by librarians who work almost the entire day on the reference desk. If any 30 of those 7000 questions had been answered incorrectly, should the conclusion be that the librarians were doing a poor job of answering questions? Or would it be more accurate to conclude that imperfection is inherent in the reference business, particularly in an imperfect world containing imperfect (not stupid, just imperfect) questions, understaffing, and long, stressful hours behind a desk in the role of giver of information on the subject of *everything* under the sun?¹⁵

Those who believe in the value of reference evaluation systems argue that although reference service methods are highly personal and

¹⁴ Ralph Gers and L.J.Seward, "Improving Reference Performance...", *Library Journal*, Nov. 1, 1985, p. 32-35.

¹⁵ Charles Anderson, "The Exchange", *RQ*, Spring 1988, p. 314.

difficult to isolate and measure, the economics of information management forces such evaluations. Administrators, who as part of their job must justify expenses and service, require cost estimates to justify reference work. Others who argue for evaluation rest their case not so much on the economic factor, which most believe important, but on the necessity of determining: (1) who is the public served (or not served) by the library and how can service to that public be improved; (2) the types of materials and resources needed for that particular public – both in numbers and by subject interest; and (3) the type of organization pattern that will best deliver the maximum service.

The reasons for evaluating are: (1) to check the current status of the service, (2) to discover methods for immediate and longrange improvement, and often (3) to determine the need for modification of goals and philosophy of service. In practical terms, the analysis may be necessary to justify current budget requests, to determine requirements for added staff, or to support changes in physical surroundings, operation of databases, or membership in a network.

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АНГЛИЙСКИЙ ЯЗЫК

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