The Establishment and Evolution of China University of Scientific and Technical Information

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Abstract

[Purpose/Significance]To trace the history of the China Science Information University established by the Chinese Academy of Sciences in 1958, and to provide more corroborating evidence for the origin of information science education in China.[Method/Process]By retrieving archives from multiple institutions of the Chinese Academy of Sciences, conducting interviews with relevant individuals, and utilizing textual and pictorial materials, this study demonstrates the historical evolution of the China Science Information University and documents this valuable history of information science education.[Results/Conclusion]The China Science Information University, which first offered formal information science education in China, was established by the Chinese Academy of Sciences. The history of the Department of Library, Information and Archives Management in the School of Economics and Management at the University of Chinese Academy of Sciences should also be traced back to the 1958 China Science Information University. Since 1958, following the China Science Information University, both the University of Science and Technology of China and the University of Chinese Academy of Sciences have successively carried forward information science education (the discipline of "Library, Information and Archives Management").

Full Text

Preamble

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The Founding and Evolution of China Scientific Information University

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Abstract: [Purpose/Significance] This paper traces the history of China Scientific Information University, founded by the Chinese Academy of Sciences in 1958, to provide additional evidence for the origins of information science education in China. [Method/Process] By retrieving archives from multiple institutions of the Chinese Academy of Sciences, conducting interviews with participants, and examining textual and pictorial materials, this study documents the historical evolution of China Scientific Information University and recounts this precious chapter in the history of Chinese information science education. [Result/Conclusion] China Scientific Information University, the earliest institution to offer formal information science education in China, was founded by the Chinese Academy of Sciences. The history of the Department of Library, Information and Archives Management at the School of Economics and Management, University of Chinese Academy of Sciences should be traced back to 1958. From 1958 to the present, following China Scientific Information University, both the University of Science and Technology of China and the University of Chinese Academy of Sciences have continued to carry forward library and information science education (the discipline of "Library, Information and Archives Management").

Keywords: China Scientific Information University; Documentation and Information Center of Chinese Academy of Sciences; Library of Chinese Academy of Sciences; University of Science and Technology of China; University of Chinese Academy of Sciences; library and information science education

In September 1958, amidst the nationwide "March Toward Science" campaign, the Chinese Academy of Sciences established two universities in Beijing within a single month. On September 20, the University of Science and Technology of China held its founding and opening ceremony at the auditorium of the PLA Political College; on September 29, China Scientific Information University convened its founding and opening ceremony at 117 Chaoyangmennei Street, marking the beginning of information science education in China. Subsequently, these two institutions merged—China Scientific Information University was incorporated into the University of Science and Technology of China after one year, but information science education (and later the discipline of "Library, Information and Archives Management") has continued uninterrupted to this day. Professors Wu Linnian and Gu Yeqing, while working on their National Social Science Fund project "*Research on the History of Library Undertakings and Academic Thought (1949-1965),*" explicitly noted that "the Chinese Academy of Sciences founded the 'Scientific Information University' in 1958, which was merged into the University of Science and Technology of China to

become a department" (see Figure 1). In his speech at the opening ceremony of the new academic year at the University of Science and Technology of China on September 11, 1959, former CAS President and USTC President Guo Moruo also mentioned that "to train scientific information compilation and publication personnel, our Academy established China Scientific Information University during the Great Leap Forward of 1958" (see Figure 2). The document states: "Given the urgent need to develop scientific information compilation and publication work, and the absence of specialized schools in China to train such personnel, our Academy established China Scientific Information University in 1958."

The few library and information archives journals in China at that time also reported on this development. *Scientific Information Work*, hosted by the Institute of Scientific and Technical Information of China (established in 1956 as the Institute of Scientific Information of the Chinese Academy of Sciences, renamed in 1958, now the Institute of Scientific and Technical Information of China under the Ministry of Science and Technology), published an article titled "A Great Event for Scientific Information Work: The Chinese Academy of Sciences Founds an Information University" on pages 44-46 of its 1958 Issue 8 [1]. The journal further reported on pages 44-46 of its 1958 Issue 9 about "The Birth of a New Communist-Type University: The Official Opening of China Scientific Information University" [2]. *Historical Materials and Research of the Academy* recorded in its 1997 Issue 6, page 11: "On September 29, 1958, China Scientific Information University, founded by the Academy's Compilation and Publication Committee and jointly organized by the Academy's Library, Science Press, and the Institute of Scientific and Technical Information, was formally established with three departments: Library Science, Scientific Publishing, and Scientific and Technical Information, with a four-year program." *Bulletin of the Library of the Chinese Academy of Sciences* (formerly *Library and Information Service*) reported in its 1958 Issue 11, page 18 that "China Scientific Information University established a Department of Library Science" [3]. Figure 3 shows Meng Guangjun, then a student, photographed excitedly in front of the school sign after attending the opening ceremony.

1. China Scientific Information University

1.1 Establishment

China Scientific Information University was founded by the Chinese Academy of Sciences in Beijing in 1958. Although we have been unable to locate the official application documents from that year despite extensive searches, a letter from the Chinese Academy of Sciences to the Ministry of Education on May 9, 1959, regarding the merger with the University of Science and Technology of China, mentioned that "the Compilation and Publication Committee of the Chinese Academy of Sciences founded China Scientific Information University, which held its opening ceremony at 117 Chaoyangmennei Street in Beijing on the morning of September 29 this year" [2]. *Historical Materials and Research of*

the Academy also recorded in its 1997 Issue 6, page 11: "On September 29, 1958, China Scientific Information University, founded by the Academy's Compilation and Publication Committee and jointly organized by the Academy's Library, Science Press, and the Institute of Scientific and Technical Information, was formally established with three departments: Library Science, Scientific Publishing, and Scientific and Technical Information, with a four-year program." The *Bulletin of the Library of the Chinese Academy of Sciences* reported in its 1958 Issue 11, page 18 that "China Scientific Information University established a Department of Library Science" [3]. Figure 3 shows Meng Guangjun photographed in front of the school sign at 117 Chaoyangmennei Street ("Ninth Prince's Mansion") after attending the opening ceremony.

1.2 Leadership

The Chinese Academy of Sciences was responsible for founding China Scientific Information University, with implementation by the Academy's Compilation and Publication Committee (hereinafter referred to as the "Academy Compilation Committee"). The Committee's director was Tao Menghe (also CAS Vice President), and deputy directors were Yang Zhongjian, Yin Da, Zhou Taixuan, Zhu Wushan, and Song Zhichun. The Committee oversaw Science Press (with Zhou Taixuan as President and Editor-in-Chief, and Zhao Zhongchi as Vice President and Deputy Editor-in-Chief), the Library of the Chinese Academy of Sciences (with Tao Menghe as Director, and He Changqun and Fan Xinsan as Deputy Directors), and the Institute of Scientific and Technical Information (with Li Xue as Deputy Director). The Committee's personnel relations were affiliated with Science Press, which was located at 117 Chaoyangmennei Street, commonly known as the Ninth Prince's Mansion (Fuwang Mansion), a nationally and municipally protected cultural heritage site in Beijing, where both the Academy Compilation Committee and China Scientific Information University's main campus were housed.

Tao Menghe served concurrently as President of China Scientific Information University, with Song Zhichun as Vice President. The Party Committee consisted of Song Zhichun (Standing Committee member), Zhu Wushan, Zhao Zhongchi, Li Xue, and Fan Xinsan, among others. Cui served as Deputy Director of the Party and Youth Office.

1.3 Educational System

China Scientific Information University had three departments: Library Science, Scientific and Technical Information, and Compilation and Publishing, following USTC's "integration of institutes and departments" model (where CAS research institutes were responsible for teaching in corresponding university departments). The Library of the Chinese Academy of Sciences (renamed the Documentation and Information Center of the Chinese Academy of Sciences in November 1985; we use its original name for periods before this date), the Institute of Scientific and Technical Information, and Science Press respectively

undertook teaching responsibilities. The university adopted a half-work, half-study approach combining education with productive labor, requiring all students to spend half their time in classes and half in labor during the instructional period. To cultivate talent efficiently and steadily, the school offered undergraduate, specialized, and special programs (the special program was planned but not actually implemented due to limited faculty, whose energies were devoted to undergraduate and specialized programs; however, two director management training sessions held by the Documentation and Information Center of the Chinese Academy of Sciences at the CAS Management Cadre College in Huairou, Beijing in the 1980s could be considered special programs. This interpretation is provided by Meng Guangjun, who participated in teaching and class management; both responsible persons Shi Jian and Bai Guoying have passed away) [4]. Figure 4 shows a photo of the special program.

In its first year, the university enrolled over 500 students, including more than 240 high school graduates and over 300 in-service cadres. Faculty were primarily experts or backbone staff from the Library, Institute of Scientific and Technical Information, and Science Press under the leadership of the Academy Compilation Committee. Due to limited materials, we focus here on the library science education component.

The undergraduate library science program lasted four years, and the specialized training program lasted two years. The four-year undergraduate program required students to study physics, chemistry, biology, mechanical engineering, electrical engineering, and other specialties during the first three years, with the fourth year dedicated to library science theory and skills. The goal was to cultivate professionals who understood science, mastered two foreign languages, and were proficient in library science. The two-year specialized program focused on library science theory and skills, plus one foreign language and necessary knowledge of literature, history, science, and technology.

1.4 Merger

China Scientific Information University was established in September 1958 and merged into the University of Science and Technology of China in August 1959. In a letter to the Ministry of Education on May 9, 1959 (Document No. [59] Yuan Ji Zi 196), the Chinese Academy of Sciences noted that "given the urgent need to develop scientific information compilation and publication work, and the absence of specialized schools in China to train such personnel, our Academy established China Scientific Information University during the 1958 Great Leap Forward, with the Academy Compilation Committee responsible for its leadership. The University mainly trains personnel for scientific information and compilation and publishing work, with a four-year program and 257 current students." The letter further proposed that "according to the spirit of the Central Education Conference regarding consolidating and improving existing higher education institutions, we suggest that China Scientific Information University be discontinued, and to properly handle the study issues of current

students, we propose merging the existing students into the University of Science and Technology of China as a department."

After obtaining Ministry of Education approval, the Chinese Academy of Sciences merged China Scientific Information University into the University of Science and Technology of China on August 28, 1959 [4]. The original faculty and staff were absorbed by USTC, and the four-year students also reported to USTC for studies, including 80 information majors, 53 publishing majors, and 30 library science majors (enrollment numbers, pre-merger student numbers, post-merger registration numbers, and later graduate numbers are all accurately extracted from archival materials).

2. Department of Scientific Information, University of Science and Technology of China

2.1 Undergraduate Program

2.1.1 Educational System   After China Scientific Information University merged into USTC in August 1959, it became the Department of Scientific Information. The original four-year program was changed to five years. Approved by the CAS Party Group, starting from the third year in 1960, students were assigned to the Technical Physics Department (originally Physics), the Polymer Chemistry and Physics Department (originally Chemistry), and the Biophysics Department (originally Biology) to spend half a year to one year meeting the basic requirements of each department' s specialized courses. In the fifth year, library and information science courses were offered, with students studying both foundational scientific knowledge and foreign languages, as well as library and information science professional courses [5].

In September 1962, during the fifth year, the university Party Committee decided to transfer the information majors originally under the Technical Physics Department and Polymer Chemistry and Physics Department to the unified leadership of the Biophysics Department. Library science teaching was undertaken by the Library of the Chinese Academy of Sciences. *Historical Materials and Research of the Academy* recorded in its 1997 Issue 6, page 15: "In September 1960, China Scientific Information University merged into the University of Science and Technology of China to become its Department of Scientific Information. The library science specialty remained under the responsibility of the Academy' s Library," which immediately established a teaching and research group with Gu Jiajie, Zhao Jisheng, Tong Zenggong, Hu Wenqiong, Shi Jian, and Zheng Xiaoqiang as members.

2.1.2 Curriculum   Course content included: Introduction to Library Science (4 hours), Collection Development (14 hours), Chinese Cataloging (30 hours), Russian Cataloging (36 hours), Classification (30 hours), Reader Services (20 hours), Bibliographic Work (20 hours), Reference Materials and Services (including introduction to Chinese reference tools, 24 hours), History of Chinese

Books (20 hours), Foreign Languages (first foreign language Russian was studied in the first four years; now English/German/French were electives, 40 hours), and Special Reports (68 hours). Special reports covered overview of Chinese library development (4 hours), catalog systems of scientific libraries (4 hours), patent literature introduction (4 hours), special scientific and technical materials (technical reports, conference proceedings, etc., 4 hours), important Russian reference books (8 hours), important Western reference books (8 hours), document reproduction (4 hours), and Western cataloging (4 hours). Instructors including Cai Guoming, Gu Jiajie, Zhao Jisheng, Cheng Qifen, Hu Wenqiong, Tong Zenggong, Han Kunfan, Bai Guoying, Mu Chunfang, Peng Guiyuan, Yu Desheng, Liao Yuanzhen, Zhou Zhuying, Chen Peilin, Li Lianfu, Cheng Hongmo, Qi Qin, Wu Zuocheng, Qiang Yihong, and He Shaoxi were all experts or backbone staff from the Library of the Chinese Academy of Sciences; Liu Guojun, a renowned professor from the Department of Library Science at Peking University, taught the overview of Chinese library development.

2.1.3 Internship The total internship lasted four weeks. In addition to classroom internships conducted alongside courses, after completing all library science courses in the 10th semester, students also interned at the University of Science and Technology of China Library.

2.1.4 Research Research time was scheduled for the 10th semester, lasting three weeks. Students wrote graduation theses combining their scientific specialties with library science, including writing reviews, compiling small subject bibliographies, and producing experimental reports, which counted as part of their academic performance. Twenty-seven students submitted 18 theses—11 individually authored, 5 co-authored by two students, and 2 co-authored by three students. Thirty-four faculty members served as advisors. In the summary report, the teaching and research group affirmed achievements and noted that graduates from the department had good qualifications and outstanding characteristics, while also pointing out the drawbacks of co-authoring graduation theses.

Sample thesis titles illustrate that graduates could immediately begin work at their assigned posts: *Nucleic Acids and Heredity* (review), *Research Trends in Synthetic Fibers* (review), *Advances in Polymer Synthetic Materials* (review), *Photosynthesis in Plants* (review), *Application of Radioactive Isotopes in Agriculture* (subject bibliography), *Semiconductor Device Literature* (subject bibliography), *Subject Bibliography on Solid-State Luminescence*, *Polymer Chemistry and Technology* (bibliography of bibliographies), and *Thermosensitive Reproduction Method* (experimental report).

2.1.5 Graduation On July 14, 1963, the University of Science and Technology of China held its first graduation ceremony, which included students from the Department of Scientific Information. Among them, 10 were assigned to the

Institute of Scientific and Technical Information of China, 11 to the Library of the Chinese Academy of Sciences, and 14 to Science Press.

Graduates assigned to the Library of the Chinese Academy of Sciences included Yao Guochang, Zhang Yulin, Ding Lihua, Zhou Meihe, Shi Zuoshen, Qiu Yutao, Dai Qiaoxian, Shang Zhirong, Cheng Yongfang, Zhang Shuyong, and Liang Jiapei. Later, except for those transferred to other units, those who passed away prematurely, or emigrated, the three who remained became backbone staff: Yao Guochang and Zhang Yulin both became research librarians before retirement—the former served as executive deputy editor-in-chief of the retrieval journal *Chinese Physics Abstracts* (the editor-in-chief position was vacant), and the latter headed the Cataloging Department; Ding Lihua became an associate research librarian before retirement. Figure 5 shows Yao Guochang' s graduation certificate.

2.2 Specialized Training Program

2.2.1 Educational System *Historical Materials and Research of the Academy* recorded in its 1997 Issue 6, page 11: "In October 1958, China Scientific Information University launched a Library Science Specialized Training Program, with the Academy' s Library responsible for all teaching work." This refers to the Library of the Chinese Academy of Sciences being responsible for all teaching work for the Library Science Specialized Training Program, first under China Scientific Information University and later under the Department of Scientific Information at USTC.

The specialized program had 27 students, including 16 recommended by CAS branches and research institutes, 3 in-service cadres from the Library of the Chinese Academy of Sciences, all studying full-time, and 8 students admitted through the college entrance examination. Originally planned as a half-work, half-study program with two-year graduation [6], it was later changed to full-time study after one year due to the urgent need for library professionals in the CAS library system. With approval from the Academy Compilation Committee and USTC, students completed one year' s courses in half a year and graduated six months early.

2.2.2 Curriculum The curriculum consisted of three components: political courses (22%), scientific and cultural knowledge courses (41%) including Chinese, foreign languages (Russian or English elective), general Chinese history, mathematics introduction, physics introduction, chemistry introduction, and biology introduction; and library professional courses (36%) including library science fundamentals (covering library work theory, book knowledge, and reader services), library collection and cataloging (including acquisition, classification, Chinese cataloging, foreign cataloging [Russian or Western languages elective], and preservation), general bibliography, reference book usage (Chinese and foreign language components, with Russian or Western language elective), and special materials processing (including document reproduction, periodical

management, map management, and patent and standard processing methods). Over three semesters, 42 instructors were hired, with 22 from the Library of the Chinese Academy of Sciences teaching Chinese language and library professional courses, and instructors for other courses from the Institute of History (Third Division), Institute of Mathematics, Peking University, Hebei Beijing Normal College, the Academy Compilation Committee's Terminology Office, and Science Press.

2.2.3 Internship　The program included both classroom internships and production internships to connect classroom instruction with practical work. Students interned in acquisition, cataloging, and reading/reference sections of the Academy's Library, as well as in the binding factory and reproduction unit to master practical operational skills.

2.2.4 Graduation　All 27 students in the specialized program completed their studies successfully. The "Work Summary of the Library Science Specialized Training Program, Department of Scientific Information, University of Science and Technology of China" noted that "academic performance was generally good, with 7 students (26%) achieving excellent grades and 17 students (63%) achieving good grades." The completion ceremony was held on January 9, 1960, at the auditorium of the Library of the Chinese Academy of Sciences. *Bulletin of the Library of the Chinese Academy of Sciences* reported in its 1960 Issue 2 under the title "Completion of the Library Science Specialized Training Program, Department of Scientific Information, University of Science and Technology of China": "Gu Jiajie, head of the teaching and research group, delivered a summary report, followed by speeches from Deputy Director Fan Xinsan of the department, Vice Dean Wu Nong of USTC, and teacher representatives."

Historical Materials and Research of the Academy recorded in its 1997 Issue 6, page 11: "Deputy Director Fan Xinsan encouraged students to obey the Party, establish professional dedication, and strive to become both politically sound and professionally competent cadres within a short period. Vice Dean Wu Nong encouraged students to aim high, work hard, and play exemplary roles in their future positions to achieve greater victories. Finally, Meng Guangjun represented all students in expressing their determination to resolutely obey the Party, accept assignments, and devote their entire strength to the library cause" [7].

Among the 27 graduates, the 16 recommended by CAS branch libraries and research institutes returned to their original units. Liu Linying from the Wuhan Branch Library later transferred to the Library of the Chinese Academy of Sciences and became an associate research librarian. The three in-service cadres from the Library of the Chinese Academy of Sciences—Meng Guangjun, Han Zhe, and Guo Yongfang—all returned to work at the library and later became backbone staff. Meng Guangjun became a research librarian and doctoral supervisor before retirement (this specialized program was his second academic

degree), Guo Yongfang was an associate research librarian and expert in ancient documents and history of science who unfortunately passed away prematurely, and Han Zhe was a librarian. Among the eight college entrance examination students, Gao Huanbao, He Rui, Zeng Qingxiang, Zhong Weijie, and Wu Qionghua were hired by the Library of the Chinese Academy of Sciences, though most later emigrated. Gao Huanbao later transferred to the Lanzhou Branch Library and became a research librarian. Figures 6 and 7 show the group graduation photo and a sample graduation certificate.

3. Inheritance and Development

As seen from the above integration, the Department of Scientific Information at the University of Science and Technology of China did not enroll new students after 1959—both the undergraduate and specialized programs only admitted the class of 1958, which became the university' s first graduating undergraduate class in 1963 and the first department to hold a graduation ceremony in 1960. However, due to the Chinese Academy of Sciences' leaders and experts, as well as university leaders and experts, having full understanding of and attaching great importance to scientific and technical information work and education, they continued to find ways to establish related departments. Despite having "multiple origins," occasional discontinuities, and frequent changes, all these efforts fell under the auspices of the University of Science and Technology of China and the University of Chinese Academy of Sciences, both led by the Chinese Academy of Sciences. Meng Guangjun feels honored to have intersected with these three universities—as a student first, and later as a teacher and part-time instructor.

3.1 University of Science and Technology of China

3.1.1 Department of Science and Technology Management and Information On November 10, 1987, USTC established a preparatory leading group for the Department of Science and Technology Management and Information, with Yu Kaifu as group leader. On December 30, he officially became Deputy Director (in charge). On January 6, 1988, the Chinese Language Teaching and Research Office was merged into this department. Subsequently, Associate Professor Li Zhengzhong also served as Deputy Director. Later changes were somewhat frequent. On July 7, 1988, the Chinese Academy of Sciences approved USTC' s establishment of a Management Science Department, which was renamed the School of Management, USTC. On January 13, 1995, the USTC Business School was established at the Hefei main campus. On April 22, 2005, the USTC Management School in Beijing was dissolved and merged into the Business School, which was renamed the School of Management, USTC. The school was located at the CAS Management Cadre College in Beijing. The newly established School of Management consisted of the Department of Economic Management and Systems Science, the Department of Science and Technology Management and Information (both still in Hefei), and the soon-to-be-

established Department of Management Engineering in Beijing. During the Department of Science and Technology Management and Information period, it had three specialties: Scientific Information (renamed Management Information Systems in 1988), Scientific Editing, and Scientific Information. On January 16, 1991, the Department of Science and Technology Management and Information was renamed the Department of Scientific Information. In 1993, it was renamed the Department of Information Management and Decision Science. Meng Guangjun served as a part-time instructor for both departments from September 1989 to July 1990 and from July 1993 to July 1996 (see appointment letters in Figure 8).

3.1.2 Department of Science Communication The current Department of Science Communication in the School of Humanities and Social Sciences, USTC, offers an undergraduate major in Communication Studies, three master's programs in Journalism and Communication, Media Management, and Cultural Philosophy, and two doctoral programs in Media Management and Cultural Philosophy. The department's introduction explicitly traces its origins to the establishment of China Scientific Information University in 1958, which merged into USTC as the Department of Scientific Information one year later. The Communication Studies major has continuously developed in response to societal needs, evolving through name adjustments from Scientific Information and Editing (1980s), Information Management and Information Systems and Editing and Publishing (1990s), to Communication Studies (2003), becoming one of the nation's most experienced professional bases for cultivating bachelor's, master's, and doctoral students in science communication.

3.2 University of Chinese Academy of Sciences

3.2.1 CAS Cadre Training College / CAS Management Cadre College / UCAS Graduate School The CAS Cadre Training College, established in Huairou, Beijing in September 1978, was renamed the CAS Management Cadre College in September 1983, which immediately established a college-level Library and Information Science specialty. The Library of the Chinese Academy of Sciences (now the Documentation and Information Center of the Chinese Academy of Sciences) was responsible for teaching, with Wan Liangchun transferred to serve as full-time Deputy Director and multiple part-time instructors for different courses. In March 2005, the CAS Management Cadre College merged into the CAS Graduate School, now the University of Chinese Academy of Sciences.

3.2.2 Documentation and Information Center of the Chinese Academy of Sciences / UCAS Graduate School The Documentation and Information Center of the Chinese Academy of Sciences began enrolling master's students in Library Science and Information Science in 1979, and obtained master's degree granting authority in both fields in 1986. It obtained doctoral degree granting authority in Library Science in 1993, jointly obtained doctoral degree

granting authority in Information Science with Nanjing University in 1995, independently obtained doctoral degree granting authority in Information Science in 2003, and obtained first-level doctoral degree granting authority in Library, Information and Archives Management in 2011. In 2017, the Documentation and Information Center of the Chinese Academy of Sciences and the School of Economics and Management, UCAS, cooperated to establish the Department of Library, Information and Archives Management (with Chu Jingli as the first department head). In 2018, graduate education was separated from the Human Resources Department to establish the Graduate Education Division (Science-Education Integration Office) as a full department-level unit.

Following the CAS science-education integration model, the Documentation and Information Center of the Chinese Academy of Sciences has cooperated with the UCAS Graduate School (now UCAS) to jointly cultivate master' s and doctoral students in library and information science in different phases. When cooperation began in 2002, eight library and information science doctoral supervisors were appointed (see appointment certificates in Figure 9). By early 2022, there were 21 doctoral supervisors and 54 master' s supervisors, with 100 master' s students and 91 doctoral students enrolled (including the Chengdu Documentation and Information Center and Wuhan Documentation and Information Center, hereinafter referred to as "Chengdu Documentation and Information Center" and "Wuhan Documentation and Information Center"), excluding the Northwest Institute of Eco-Environment and Resources and the Institutes of Science and Development.

3.2.3 Department of Library, Information and Archives Management, School of Economics and Management, UCAS On October 23, 2017, the Department of Library, Information and Archives Management was jointly established by the Documentation and Information Center of the Chinese Academy of Sciences and the School of Economics and Management, UCAS. The Documentation and Information Center of the Chinese Academy of Sciences (including Chengdu and Wuhan Documentation and Information Centers) is also the leading unit for the first-level discipline of Library, Information and Archives Management at UCAS, with participating units including the Northwest Institute of Eco-Environment and Resources (Lanzhou Documentation and Information Center) and the Institutes of Science and Development (Strategic Intelligence Research Institute). The department implements the CAS science-education integration model, strengthening discipline construction at the graduate education level with distinctive features under the joint support of the Documentation and Information Center of the Chinese Academy of Sciences and the School of Economics and Management, UCAS.

In the five years since its establishment, the department has rapidly aligned with university education models, twice revising its curriculum system, optimizing course offerings, and increasing the number of courses. Textbook construction

has been incorporated into the UCAS textbook development plan, and quality course construction is being integrated into the department's discipline construction special plan. All faculty members are UCAS faculty, with biennial training for instructor-mentors. Multiple courses have received "Excellent Course" awards from the university and school, and several instructor-mentors have received awards including the CAS "Zhu Li Yuehua Excellent Teacher," "UCAS Tang Lixin Teaching Master," "Cheng Siwei Fund Excellent Teacher," "UCAS Excellent Educational Achievement Second Prize," "CAS Excellent Educational Achievement Second Prize," and "UCAS Leading Goose Silver Award (Wings Award)." Numerous graduate students have received various awards from CAS, the university, and the Documentation and Information Center, with many obtaining opportunities for government-sponsored overseas study. In 2020, the department joined the international iSchool alliance, and cooperation with top domestic universities (disciplines) is being further strengthened.

4. Conclusion and Reflections

4.1 Clarifying Origins

In Chinese library and information science circles, when tracing the origins of information science education, including the most authoritative *Encyclopedia of China* (Library Science, Information Science, and Archives volume), the 1958 establishment of China Scientific Information University is universally recognized. However, some authors have misunderstood the founding unit due to incomplete understanding of the organizational structure and affiliation relationships within the Chinese Academy of Sciences at that time.

The main purpose of this paper is to clarify internal circumstances, present facts, and provide a brief introduction based on extensive archival materials and the first author's personal experience as a participant. The definitive conclusion is: China Scientific Information University, the earliest institution to offer formal information science education in China, was founded by the Chinese Academy of Sciences, with specific planning and management by the Academy's Compilation and Publication Committee. The Library of the Chinese Academy of Sciences, the Institute of Scientific and Technical Information, and Science Press were respectively responsible for teaching in the three departments of Library Science, Scientific and Technical Information, and Compilation and Publishing. From 1958 to the present, following China Scientific Information University, both the University of Science and Technology of China and the University of Chinese Academy of Sciences have continued to carry forward library and information science education (the discipline of Library, Information and Archives Management, and Publishing/Communication Studies) with their own distinctive characteristics and development models.

4.2 Remembering Pioneers

Whenever alumni from the undergraduate and specialized programs of China Scientific Information University gather together or achieve accomplishments, they naturally think of and feel grateful to this short-lived yet distinctive and historically significant alma mater, which cultivated a group of sincere, practical, and pragmatic professionals for the library and information cause under extremely simple conditions. We deeply admire CAS President and USTC President Guo Moruo, Vice Presidents Yan Jici and Hua Luogeng, CAS Vice President and China Scientific Information University President Tao Menghe, leaders of the Academy Compilation Committee, and Ministry of Education leaders—all pioneering scholars with exceptional wisdom and vision who understood the importance of library, information, and editing/publishing work and the necessity of cultivating talent in these areas. With scientific, professional, innovative thinking and spirit, they planned and founded this unique China Scientific Information University and later resolutely accepted it as the Department of Scientific Information at the University of Science and Technology of China. Their broad understanding and open adoption of the term "information" in the 1950s fills us with sincere reverence for these respectable pioneers.

4.3 Carrying Forward

Under the leadership of the CAS Party Group and following the example of these pioneers, the Library (Documentation and Information Center) of the Chinese Academy of Sciences and the CAS documentation and information system have consistently adhered to scientific, professional, and innovative thinking and spirit, creating many "firsts" in China's library and information field. Examples include: being the first to propose integrating information into libraries and implementing an integrated library and information system, renaming the Library of the Chinese Academy of Sciences to the Documentation and Information Center of the Chinese Academy of Sciences in 1985; implementing integrated library and information systems across the Academy's library system; achieving leading domestic results in rational layout of literature resources, joint development of electronic resources, construction of literature information sharing network projects, subject librarian services, collaborative intelligence services, and education and training; proposing that library and information work is part of scientific research work and that library and information personnel are part of scientific research personnel (the "two parts" concept), and under this guidance, developing and implementing professional technical position evaluation and achievement awards for library and information personnel across the Academy, which had far-reaching impact in China's library and information community; and being the first to conduct master's and doctoral education in library science and information science with degree-granting authority, approved by the Academic Degrees Committee of the State Council.

4.4 Parallel History

Twenty-one years after the 1958 establishment of China Scientific Information University, Japan established its Library and Information University in October 1979 in Tsukuba Science City, Ibaraki Prefecture—the only national university in Japan specializing in cultivating library and information professionals [8]. Its predecessor was the Library Junior College established in 1964, which was officially renamed Library and Information University in 1979, establishing a four-year undergraduate program in Library and Information Science. From 1984, it added a two-year graduate school granting master' s degrees. Interestingly, 25 years after its establishment in 2004, this university also merged with the University of Tsukuba to become the Graduate School of Library, Information and Media Studies, University of Tsukuba. Both these unique specialized universities in China and Japan represent historically significant pioneering institutions.

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Author Contributions

Meng Guangjun: Arranged collection and organization of archival materials; wrote the paper.
Chu Jingli: Assisted in collecting archival historical materials; revised the paper.

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The Founding and Evolution of China Scientific Information University

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Abstract: [Purpose/Significance] Tracing the history of China Scientific Information University founded in 1958 by the Chinese Academy of Sciences to provide more evidence for the origins of information science education in China. [Method/Process] By retrieving archives from some institutions of the Chinese Academy of Sciences, interviewing persons involved, and examining textual and pictorial materials, this study demonstrates the historical evolution of China

Scientific Information University and records this precious piece of information science education history in China. [Result/Conclusion] China Scientific Information University, the first to offer formal information science education in China, was founded by the Chinese Academy of Sciences; thus the history of the Department of Library, Information and Archives Management, School of Economics and Management, University of Chinese Academy of Sciences can be traced to 1958. From 1958 to the present, after China Scientific Information University, the other two universities also affiliated with the Chinese Academy of Sciences—the University of Science and Technology of China and the University of Chinese Academy of Sciences—have continued to develop library and information science education.

Keywords: China Scientific Information University; Documentation and Information Center of Chinese Academy of Sciences; Library of Chinese Academy of Sciences; University of Science and Technology of China; University of Chinese Academy of Sciences; library and information science education

Note: Figure translations are in progress. See original paper for figures.

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