

# Research on the Cultural Phenomenon of Reading Clubs in Modern Higher Education Institutions and Their Value Connotations in the New Era (Postprint)

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## Abstract

[Purpose/Significance] Through research on the cultural phenomenon and historical impact of reading clubs in modern higher education institutions, this study endows historical culture with new-era value connotations and correctly guides the spiritual needs and value orientations of contemporary young university students. [Method/Process] Employing the literature research method, this study investigates reading club activities in modern higher education institutions, analyzing their common patterns and experiences from dimensions including ideological roots, material foundation, themes and forms, and social impact. Combined with the practical operations of the University of Electronic Science and Technology of China Library, it discusses the feasibility of implementing new-era value connotations in practice. [Results/Conclusion] The research reveals the positive roles played by reading club activities in higher education institutions under specific historical backgrounds in aspects such as ideological guidance, resource construction, and youth cultivation, providing historical reference and theoretical support for optimizing the ideological and political culture construction of university youth students with libraries as the carrier.

## Full Text

### Preamble

#### Study on the Cultural Phenomenon of Reading Clubs in Modern Universities and Their Value Connotation in the New Era

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<sup>2</sup> Jiaxing University Library, Jiaxing 314001**Abstract:**

[Purpose/Significance] By examining the cultural phenomenon and historical influence of reading clubs in modern universities, this study endows historical culture with new era value connotation and correctly guides the spiritual needs and value orientation of contemporary young college students. [Method/Process] Using literature research methods, this study investigates modern university reading club activities, analyzing their common patterns and experiences from dimensions including ideological roots, material basis, themes and forms, and social influence. Combined with the library practice of the University of Electronic Science and Technology of China, it discusses the operational feasibility of implementing new era value connotation in practice. [Result/Conclusion] The study reveals the positive roles played by university reading club activities under specific historical backgrounds in aspects such as ideological guidance, resource construction, and youth cultivation, providing historical reference and theoretical support for optimizing ideological and political culture construction for young college students with libraries as the carrier.

**Keywords:** Higher education institutions; Reading clubs; New era; Value connotation

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## 1 Research Background and Significance

The global landscape is evolving rapidly with severe external challenges. Although the domestic situation is generally improving, value systems are becoming increasingly diverse, ideological struggles are complex, and separatist forces frequently conduct anti-China espionage activities both domestically and internationally. In recent years, CCTV has exposed espionage recruitment cases where young students have become primary targets for intelligence agencies, with such operations repeatedly succeeding [1], sounding the alarm for the nation and prompting profound societal reflection. Peace must be fought for and maintained; even in peacetime, vigilance must be heightened.

How to purify the university environment, enable higher education to penetrate deep into thought, and guide young people to establish correct worldviews, outlooks on life, and values while strengthening confidence in socialism with Chinese characteristics has become increasingly strategic and urgent. This cannot be achieved without understanding and utilizing Chinese history. As General Secretary Xi Jinping has emphasized, “History is the best textbook and also the best sobering agent.” Drawing correct direction from historical patterns has been an important reason for the Communist Party of China’s century-long leadership in revolution, construction, and reform. He has repeatedly stressed the need to “bring to life the artifacts in museums, heritage displayed on the vast

land, and words written in ancient books,” to “make good use of red resources, carry forward red traditions, and inherit red genes” [2]. Remembering historical hardships and deepening historical awareness points the way for sustainable development in higher education.

## 2 Literature Review

Modern China experienced significant historical transitions. The collision of diverse cultures brought about reading revolutions, fostering the widespread popularity and prosperity of reading clubs as a special cultural phenomenon. Since the May Fourth Movement opened the prelude to patriotic movements led by young students, reading clubs became a flexible way for patriotic youth in universities to participate in revolution, actively disseminating new ideas and cultures that propelled China’s modern revolutionary process and ultimately led to national rejuvenation.

Literature research shows that modern reading club themes appear in various documentary carriers including newspapers, local gazetteers, books, archives, and journals. From an academic research perspective, journal articles have focused on reading clubs in the Chinese revolution. Studies include group portraits of reading clubs, such as Fan Xianlei’s review of reading clubs’ role in advancing Marxism’s sinicization from the perspective of CPC Central Committee literature research [3], Tao Shangeng’s introduction to early reading organizations and library institutions in Henan led by Communists [4], patriotic youth in Northeast China using reading clubs as weapons against Japanese aggression [5], the Weidun Reading Club active on the Western Jiang front [6], youth reading clubs in Kunming, Yunnan [7], the Qiuzhen Reading Club at Xiangya Medical College in Guiyang [8], the development of reading clubs in Sichuan [9], and party-mass reading clubs in Shanghai, Beijing, Tianjin, and Guangzhou resisting the Kuomintang’s cultural encirclement [10]. There are also in-depth investigations of individual reading clubs, such as Ling Dongmei’s documentation of the Xincheng Youth Reading Club’s cultivation of revolutionary backbone forces in the Jiaxing region [11], and the Yichou Reading Society’s contribution to CPC Taizhou organization building [12]. Other research focuses on civic education, such as Zhao Junling and Ge Wenxian’s examination of how libraries used reading clubs for social education [13], Su Quanyou’s review of civic reading clubs in the Republican era [14], Yin Hong’s study on women’s reading clubs [15], and research on children’s reading clubs [16]. Beyond journal articles, modern reading club themes have received support from various research projects, including the National Philosophy and Social Science Fund project “Research on Chinese Folk Reading Clubs,” the National Social Science Youth Fund project “Research on Modern Chinese Reading Clubs and Their Cultural Phenomenon,” the Ministry of Education Humanities and Social Science Youth Fund project “Compilation and Research of Historical Materials on Reading Clubs in the Republican Era,” and others, reflecting academic recognition of the value of modern reading clubs.

However, significant research gaps remain. Compared with actual historical records, the aforementioned studies are relatively few, and considerable historical materials warrant deeper excavation, analysis, and refinement from different dimensions. For instance, regarding young people—the vital force of the Chinese revolution—especially educated youth intellectuals, existing research lacks focused studies on universities as the main subject, apart from Zhong Fang’s investigation of university reading clubs in Northeast China during the late puppet Manchuria period resisting colonial enslavement education [17]. This represents a regrettable omission.

This study aims to align with current higher education development directions, drawing on sources such as the National Library Press’s *Compilation of Historical Materials on Higher Education in the Republican Era*, the *China Historical Documents Database: Modern Newspapers*, and the *Wanfang Gazetteer Database* to 梳理 historical facts about university reading clubs associated with major events or nodes in China’s modern historical process. By using specific cases to represent broader patterns, it excavates the cultural phenomenon and historical influence of university reading clubs, reveals their general patterns and common experiences, provides historical reference and theoretical support for university cultural construction, and—combined with the University of Electronic Science and Technology’s library resource construction and reading promotion practices—discusses the reading value connotation and practical operability of new era university reading clubs to guide contemporary campus culture construction oriented toward youth ideological work “upward” and “toward goodness.”

### 3 The Cultural Phenomenon of Modern University Reading Clubs

Before the 1911 Revolution, the introduction of Western modern science and Marxism injected new vitality into thought and revolution in coastal regions. Universities such as Fudan, Tongji [18], Jinan, Daxia, and Guanghua successively established reading clubs or literary groups [19]. By the May Fourth Movement, which opened the prelude to universities’ direct participation in revolution, reading clubs became the primary form of revolutionary learning and struggle nationwide, advancing China’s modern revolutionary process through reading’s unique cultural power.

Taking Peking University as an example, it established not only historical reading clubs on campus but also a “Student Reading Club” alliance with Beijing Law and Politics Specialized School and others. Li Dazhao stated at its founding board meeting: “Many organizations have been established in Beijing, but there has never been a reading organization. This club meets a real need, and its purpose of studying practical problems based on academic principles can also resolve the previous debate between ‘isms’ and ‘problems’ ” [24], clarifying the practical necessity of establishing reading clubs in higher education institutions.

Following the September 18th Incident, as Northeast China fell, patriotic teach-

ers and students in Beiping formed numerous reading clubs, such as the “Anti-Imperialist Alliance Reading Club” at Northeastern University (relocated to Beiping) [25], Tsinghua University’s “Three-Three Reading Club” [26], the CPC Member Reading Club at Sino-French University [27], the “Revolutionary Reading Club” (later reorganized as the “Beiping Anti-Imperialist Alliance”) at China University [28], and Yenching University’s “Mars Reading Club” [29], sparking waves of anti-Japanese and anti-non-resistance struggles against the Nationalist government. As white terror intensified in the Beiping-Tianjin region, Kuomintang CC clique leader Chen Lifu launched the so-called “China-based Cultural Construction” campaign, organizing the Chinese Cultural Construction Association and reading competitions to instill reactionary Three Principles of the People and bourgeois viewpoints, attempting to divert students’ attention into books, dilute their awareness of national crisis and the corrupt nature of the Kuomintang government, undermine student movements, and thereby control the nation’s destiny [30]. In response, Beiping Municipal Party Committee Propaganda Chief Zhang Xiuzhong contacted Beijing Normal University, China University, and others to organize reading clubs, promoting CPC progressive positions through proletarian literature [31].

In 1935, the CPC Central Committee issued the August 1st Declaration, calling for the establishment of an anti-Japanese national united front, which party organizations nationwide responded to enthusiastically. The Beiping party organization guided young university students to participate in reading clubs and current affairs forums, establishing the advanced youth anti-Japanese salvation organization “Chinese National Liberation Vanguard” [32]. The Chengdu local branch of this vanguard, primarily comprising Sichuan University and Chengdu Higher Normal School [33], led relocated universities’ reading clubs to their peak, including Yenching Reading Club [34], Guanghua “Minxie” Reading Club, Northeastern University’s CPC member “Reading Club” [35], and “Youth Reading Club” and “Literature/History/Philosophy/Economics Reading Club” [36], conducting revolutionary propaganda activities such as “Opposing Japanese Consulate Establishment in Chengdu,” “Mourning Mr. Lu Xun’s Death,” and “Supporting Patriotic Youth Students Arrested in Pixian” [37]. The Tangshan Engineering College, merged into and temporarily located in Xiangtan, organized its underground party branch to form a vanguard team that disseminated anti-Japanese salvation information from the Shaanxi base area through reading clubs and current affairs discussions [38].

In 1937, the Marco Polo Bridge Incident erupted, Beiping fell, and the nationwide War of Resistance Against Japan began. China University remained in Beiping, where President He Qigong persisted in running a Chinese university for Chinese people through self-funding, employing patriotic teachers from Yenching, Union Medical College, Tsinghua, and Nankai who remained in Beiping-Tianjin, accepting displaced students from Hebei and Northeast China, expanding the library, and personally writing couplets: “Read books ancient and modern, record their greatness; take national and ethnic responsibilities to encourage our scholars,” thereby conducting national integrity education. He per-

sonally selected 100 excellent essays for the *China University Chinese Textbook*, requiring students to read them intensively. At this time, Japan and the US had not yet gone to war, so Japanese puppet authorities were still cautious about Yenching University with its American church university background. The CPC underground party branch organized the “March 21 Reading Club” to conduct Marxist and current affairs revolutionary education [39].

The following year, the Wuhan Battle erupted. To support the invasion of Wuhan, Japanese forces quickly captured Guangzhou, an important port in South China and the birthplace of the National Revolution. Relocated universities persisted in learning and revolution, such as the Southwest Associated University moved to Kunming, whose CPC party organization established a central study group to guide reading clubs in major middle schools and vocational units; the Guizhou branch of Jiaotong University organized the “Newborn Study Society” reading club [42]; the CPC Southern Bureau guided Zhejiang University to establish the Meitan student movement leadership core, organizing reading clubs and publishing the “Declaration of All Students of National Zhejiang University for Promoting Democratic Constitutionalism” [43]; Xi’an Temporary University’s “Social Science Research Association” reading club and “Self-Encouragement Society” reading club, Northwest Normal College’s “Shanyang Reading Club” [32], etc. Relocated universities further promoted the development of local institutions, such as the CPC-led Yunnan University reading club backbone forming the “New Democratic Alliance” [44], Guangxi University student reading clubs [45], Northwest University’s “Besieged City Reading Club” in Shaanxi [46], and the “Anti-Japanese Salvation Federation” reading club in Lanzhou’s middle schools and universities in Gansu, establishing a broad revolutionary front of patriotic youth. By the time of the Anti-Japanese War victory, most universities had established party branches. In Beijing alone, there were over 200 underground party members, with more than 110 in 12 schools including Peking University, China University, Yenching University, and Beijing Normal University [32]. The revolutionary ranks in universities, with their cultural quality and development potential, laid ideological and organizational foundations for the Liberation War through reading club-centered revolutionary learning.

Subsequently, the “Cangbaitang Incident” and “Jiaochangkou Bloody Case” exposed the Kuomintang’s dictatorship. The breakdown of peace negotiations between the Kuomintang and CPC led to renewed tension. The Kuomintang ruling authorities were politically corrupt, economically depressed, and fiscally bankrupt, with military expenditures for civil war surging and education funding sharply reduced. After the Liaoshen Campaign, they even secretly ordered national universities to purge Communists [47]. Progressive groups in various schools actively resisted. For example, Yenching faculty reading clubs, Railway College’s “New Acoustics Society,” Tsinghua progressive professor reading clubs, and reading clubs at Peking University and Sino-French University exposed Kuomintang corruption through discussion forums [48], studied Mao Zedong’s *On New Democracy* and other works, and clarified revolutionary conviction—that the CPC carried China’s hope and future [49]. Fujian Union University, Fujian

Provincial Normal College, and Fujian College organized secret reading clubs, folk song societies, cartoon societies, and workers' night schools under the leadership of the Fuzhou local CPC organization, transforming student movements into struggles against civil war, for democracy, and against US imperialism' s support for Chiang Kai-shek' s civil war [50]. Jiangxi' s Chung Cheng University formed party group secret reading clubs, establishing the Engineering College' s "Industrial Construction Research Association," Agricultural College' s "Agricultural Construction Research Association," and reading clubs in the Arts and Law faculties to strengthen party organization strength in real time [51]. Xi'angya Medical College relocated to Changsha and established progressive learning groups like the "Qiuzhen Reading Club" [52]. Henan University rebuilt its party branch and established New Democratic study groups and reading clubs, forming an "Academic Association" to coordinate activities across societies, using reading clubs, report meetings, and cultural performances to publicize the excellent situation of the Liberation War [53]. Under the leadership of the CPC general branch, Shanghai Jiaotong University adjusted large-scale student movements to class-based reading clubs and fellowship meetings, actively welcoming Shanghai' s liberation [54]. Patriotic teachers and students nationwide used reading clubs as the primary means of student movements to struggle and ultimately welcomed victory in the Liberation War.

## 4 Analysis of Characteristics of Modern University Reading Clubs

Modern China experienced revolutionary struggles including the 1911 Revolution, Anti-Japanese War, and Liberation War, witnessing the demise of monarchical autocracy, loss of sovereignty and territory, collapse of the Kuomintang regime, and strategic planning by the CPC, ultimately establishing the People' s Republic of China—a period of profound historical significance and transition. During this time, the fusion of Eastern and Western cultures fostered the prosperity of diverse universities (national, private, missionary), constituting an important component of modern Chinese culture and nurturing a strong academic atmosphere. Analyzing the characteristics of university-centered reading clubs in this context, exploring their ideological roots, examining their themes and forms, and investigating their influence on individuals, groups, and society holds historical reference value.

### 4.1 Ideological Roots

Ideological roots represent the core cohesion of reading clubs. On the surface, they directly reflect the reading interests of the group; at a deeper level, they refract the group' s value pursuits. Universities' fundamental mission is higher education and talent cultivation, but in wartime, they shouldered dual responsibilities: continuing the foundation of higher education and rejuvenating the nation. Therefore, the core cohesion of modern university reading clubs was primarily the organic unity of academic education and patriotic education. Taking

the Railway College as an example, it relocated from Beiping to Xiangtan in Hunan, Pingyue in Guizhou, and back, absorbing displaced students from occupied areas and western regions. Despite extremely difficult conditions caused by repeated relocations, it persisted in academic cultivation, maintaining a strong cultural atmosphere. Various departments organized academic lectures, reading clubs, wall newspapers, and temporary libraries. The Mining and Metallurgy Engineering Department's "Newborn Study Society" reading club maintained contact with Yenching's freshman reading club activities. After returning to Beiping, it established the "New Acoustics Society," commemorating the original newborn reading club while symbolizing making new and resounding voices on the Beiping campus. When the school rebuilt its underground party branch, it reorganized secret reading clubs (also called "New Voice Reading Clubs") through the "New Acoustics Society," strengthening connections with the North China Student Federation and major middle schools including Peking University and Sino-French University.

#### 4.2 Material Basis

The vigorous development of reading clubs benefited from 高度重视 (high priority) to basic resource construction. The Beiping underground party established a joint cultural service society in Peking University's literature college, wholesaling revolutionary books to Tsinghua, Beijing Normal University, and Nankai. Beiyang University's student union cooperated with the underground CPC "Readers' Bookstore" to run a progressive reading room, called a "cultural liberated area" by teachers and students. Henan University's party branch contacted the Kaifeng Shanhe Bookstore to open a campus store selling red literature and distributing free documents. Yenching's "Minxie" established the Yenching Book Service Department, which operated until Beiping's liberation [55]. Northwest Normal College and Gansu College opened the Beichen Bookstore [56]. Lingnan University created reading rooms to support the underground student federation's reading movement [57]. The CPC underground party's Liuyi, Zhizhi, and Wenshi bookstores jointly established mobile book and newspaper supply societies with Fuzhou's Kaiming and Lida bookstores at Fujian Union University, Fujian College, and Fujian Music Specialized School. Guanghua, Jinan, Peking University, and the Commercial Press formed the Document Preservation Comrades Association, rescuing large quantities of precious ancient books during wartime [58].

#### 4.3 Themes and Forms

Reading clubs employed multidimensional themes and forms to fully mobilize reading enthusiasm. Themes were mostly current affairs-oriented, supplemented by general education, covering multiple disciplines. Politically, Li Dazhao stated at China University's philosophy reading club that "to improve society, we must rely on political power, because political power can reform all social problems" [59]. Yenching's freshman reading club advocated democratic faith [60].

Guanghua/Yenching reading clubs discussed the impending civil war crisis after the Anti-Japanese War victory, while Henan University students studied Chairman Mao's 1949 New Year's message "Carry the Revolution Through to the End" to welcome liberation. Yunnan University's history department organized reading clubs on modern Chinese history as a theme combining with their major [61]. Jinan University's education department reading club participated in Shanghai's cultural and educational circles' current affairs and academic discussions [61]. Henan University Economics Department Chair Wang Yizhai used reading clubs to guide senior students in analyzing problems with Marxist theory. Xiangya Medical College's "Internal Medicine Resident Reading Club" had professors guide reading of internal medicine professional English and American journals [62]. Shandong University [63] and Yenching [64] had physics reading clubs. Activity forms included not only reading, discussion, and writing but also cultural and sports activities like singing, dancing, drama, sports, travel, and photography. For example, Guanghua's "Minxie" reading club included the Chinese Department's "Southern Wind Chinese Music Society," the Accounting Department's "Chorus Team" and "Paramita" volleyball team, and uniting the Industrial Management Department's yangko and morning exercises, enhancing the empathetic experience beyond pure book reading [65]. Additionally, forms like parades, strikes, and military enlistment directly supported the revolution by delivering talent and materials to anti-Japanese base areas.

#### 4.4 Social Influence

**4.4.1 Core Members Directly Reflect the Team Character of Reading Clubs and Influence Their Survival or Demise** On one hand, individuals with public appeal used reading clubs to guide youth in Marxist and revolutionary current affairs education. For example, the "Student Reading Club" alliance at Peking University and other schools invited Li Dazhao as a guiding teacher. *Ta Kung Pao* chief editor Wang Yunsheng discussed views on Japan at Shanghai University reading clubs [66]. Then-President Zhu Kezhen led Zhejiang University students in reading clubs in Zunyi, resisting authorities through student self-governance. On the other hand, young students grew through reading club learning. For instance, Zheng Zhenduo from Beijing Railway Management College, Qu Qiubai and Geng Jizhi from the Russian Language Specialized School, Qu Junnong and Xu Dishan from Yenching, and Zhao Shiyan from Beijing Higher Normal School's affiliated middle school organized reading clubs to exchange reading experiences and discuss current affairs, later becoming student movement leaders at their respective schools [58]. Jiang Nanxiang, a member of Tsinghua's "Three-Three Reading Club," gradually grew into a leader of Tsinghua's student movement through continuous learning and anti-Japanese activities, later becoming Tsinghua's first CPC president. University reading clubs fully utilized core members' influence and appeal among young college students, enhanced patriotic youth's personal qualities, expanded the reserve talent pool, and effectively promoted China's modern revolutionary process.

**4.4.2 Reading Clubs, Through Their Characteristic of Shared Reading, Crossed Social Classes and Integrated University Professional Research with Social Practice** For example, Northeastern University's literature department foreign language reading clubs trained students to serve society outside class [67]. Northeast Merchant Ship School's mathematics professors secretly established reading clubs, contacting ship workers to conduct anti-imperialist and anti-feudal propaganda. Ningxia youth studying at Peking University, China University, and others held "Yinguang Society" reading clubs to discuss improving local government governance [68]. Lingnan University's secret reading club members participated in teaching and services at social welfare institutions. Southwest Associated University and Yunnan University organized reading clubs in factories and rural areas, implementing the spirit of integrating intellectuals with workers and peasants [69]. Northeastern University's youth reading club relocated to Santai in Mianyang, rooted in rural areas to spread revolutionary seeds, and planned the establishment of the first party-run local middle school, "Weigong Middle School." Reading clubs built cultural communication bridges between social classes, especially changing the nature of traditional worker-peasant movements by gradually guiding spontaneous economic struggles toward fights for social and political rights and national struggle.

**4.4.3 Transformation and Elevation of Reading Club Nature** As a universal form of university cultural activity, some reading clubs achieved elevation and transformation in nature through revolutionary propaganda and educational activities. The most profound transformation was conversion into CPC party and youth league organizations. Progressive organizations nationwide often developed revolutionary theory learning in the form of Marxist study societies (reading clubs) and guided universities to develop youth party organizations through reading clubs. Taking Chengdu as an example, Wang Youmu, then teaching at Chengdu Higher Normal School, established the "Marx Reading Club," absorbing and merging Chen Yi's "Socialist Reading Club," and expanded it in colleges and specialized schools [70]. Reading club backbone members successively established the Sichuan Socialist Youth League and Sichuan's first CPC organization—the Sichuan Branch of the CPC [71].

General Secretary Xi Jinping has pointed out that no ideology can emerge from a vacuum; it must have specific historical backgrounds, social roots, and development processes. The most effective way to learn theory is to read original works, study original texts, and comprehend principles, especially advocating classic reading. Modern university reading clubs were not only primary methods of revolutionary propaganda but also aroused fear, hatred, and prohibition from hostile forces. The Kuomintang government clearly recognized the enormous social influence reading clubs would generate and counter-utilized them as tools to anesthetize young students, which precisely demonstrates the importance of building ideological positions through group reading. The CPC, by grasping revolutionary missions at specific historical stages, used reading clubs as the main method and form to guide university youth in learning, reasoning, and

saving the nation, emphasizing both book education and character education. This not only occupied the main cultural positions and commanding heights in universities and cultivated large numbers of outstanding youth revolutionary leaders but also spread this positive energy to workers, peasants, merchants, and civilians across society, comprehensively winning the united front and ultimately achieving revolutionary victory.

## 5 Research and Practice on the Value Connotation of Reading Clubs in the New Era

Contemporary university reading club themes and practices show diversified trends. Given limited research time and energy, this study selects the University of Electronic Science and Technology of China as an entry point to discuss the value connotation and business practice of new era reading clubs.

### 5.1 Determination of Guiding Ideology for New Era Higher Education Development

**(1) National-level overall guiding policies.** Since the 18th Party Congress, the Party Central Committee with Comrade Xi Jinping at its core has made a series of major decisions and deployments for ideological and political construction, successively issuing important documents including *Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era*, *Opinions on Accelerating the Construction of Ideological and Political Work Systems in Universities*, and *Guidelines for the Construction of Curriculum Ideological and Political Education in Higher Education Institutions* (hereinafter referred to as the *Guidelines*). These advocate transforming traditional ideological and political theory from a knowledge system to a belief system, intensifying positive propaganda and public opinion guidance, aiming to cultivate young college students into qualified builders and reliable successors for developing socialism with Chinese characteristics and building a modern socialist strong country.

**(2) University-level interpretation and implementation.** Professor Yuan Hanqing of Peking University's Chemistry Department noted in a lecture at Yenching's Science Federation Reading Club that scientific workers should especially clarify their responsibilities, with serving the country and benefiting the people always being the starting point and destination of scientific and technological development [72]. This perspective is particularly important in today's complex international environment. The *Guidelines* clearly emphasize that "science majors should focus on training in scientific thinking methods and education in scientific ethics, cultivating students' sense of responsibility and mission to explore the unknown, pursue truth, and climb scientific peaks; engineering majors should strengthen engineering ethics education, cultivate students' craftsmanship spirit of excellence, and stimulate their feelings of family and country and mission of serving the country through science and technol-

ogy.” As a university with electronic information industry characteristics, the University of Electronic Science and Technology of China insists on talent cultivation as its foundation, serving national and local economic construction and national defense construction as its responsibility, 高度重视 (highly prioritizing) accelerating the construction of an ideological and political work system with UESTC characteristics [73], strengthening the construction of Southwest Marxist ideological and political theory education and practice research positions, establishing one of the first batch of key Marxist colleges in Sichuan Province, building a research base for the Central Committee of the Communist Youth League’ s theoretical system of socialism with Chinese characteristics, offering a series of national excellent courses [74], and focusing on the study and education of the “Four Histories” through education launching ceremonies, thematic lectures, classic reading plans, themed party day activities, speech and recitation contests, knowledge competitions, and micro-exhibitions, combining theory with practice, online with offline, and ideological and political education with daily learning in multiple dimensions, creating an upsurge in “Four Histories” learning and education among teachers and students [75].

## 5.2 Guarantee of Document and Information Resources for New Era University Libraries

Aligned with the *Guidelines* requirement to “focus on key thematic modules including Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Party history, national history, reform and opening-up history, socialist development history, constitutional law, excellent traditional Chinese culture, and national security concepts,” and combined with common experiences summarized in thematic research, the library has gradually explored and improved the construction of new era university ideological and political resource systems in four dimensions in its business practice: (1) Around the theoretical guidance of Marxism-Leninism, creating classic works and red-themed bookcases; (2) Around the cultivation of socialist core values through the “Four Histories,” thematically selecting works like the “70th Anniversary of Innovation and Serving the Country Large-Scale Reportage Literature Series” and conducting special research on modern Chinese reading clubs and their cultural phenomena; (3) Around the cultural inheritance of excellent Chinese culture, selecting and promoting classic works and building an online general education platform “Boxuetang”; (4) Around the academic resource construction of double-first-class disciplines, creating the UESTC Works physical exhibition area “Sanpintang” and promoting core academic book resource projects. Especially during the COVID-19 pandemic, the library party branch fully played its role as a fighting fortress and model, rapidly building an online course resource platform based on teaching arrangements, integrating thousands of textbook and teaching reference resources, providing strong resource guarantees for online teaching activities, and continuously exploring emergency resources’ regularization, specialization, and systematic construction in combination with national information security, user information literacy, and academic market collaboration.

### 5.3 Deepening Document and Information Services in New Era University Libraries

Under the special pandemic background, the University of Electronic Science and Technology of China Library and Southwest Jiaotong University Library jointly organized the third “Reading in the New Era: Sichuan University Reading Culture Festival” event “Reading Against the ‘Epidemic’ –Exploring the Meaning of Technology and Life Joint Reading Activity,” where mentors led readers in cloud-based phased reading and sharing of classic books [76]. Among them, Professor Shang Jizheng, Vice Dean of UESTC’s School of Marxism, council member of the Sichuan Provincial Political Science Association, and executive director of the Sichuan Provincial Law Society’s Constitutional Law Research Association, interpreted the profound meaning of *Xi Jinping’s Classical Quotes*. Fifty-two university libraries in Sichuan organized over 10,000 university teachers and students to participate, generating more than 80,000 thematic discussions and over 150,000 reading shares, attracting widespread social attention [77]. Whether the theme of “Technology and the Meaning of Life” or the model of “Leading Reading + Guided Reading + Joint Reading,” the essence is to transmit socialist core values through reading club forms during the special anti-epidemic battle, positively guiding young college students’ value orientation and exploring new approaches to enrich university ideological and political work.

Reading clubs are a reading method that was endowed with special cultural connotation and mission in modern revolution. Universities flexibly used reading clubs to carry out youth education, elevating reading behavior to a revolutionary movement method that played cohesive and guiding roles in ideological orientation, resource construction, and youth cultivation. Valuing the research value of modern reading clubs, including excavating and compiling special historical materials, revealing, learning, and skillfully using their reading movement models, combining the study of the “Four Histories” with the study and implementation of the Party’s innovative theories, endowing routine work with deep-level value connotation, making full use of red resources, disseminating advanced culture, and carrying forward red traditions. Especially as grassroots party members responsible for collection resource acquisition and reading culture promotion, we must emphasize theoretical clarity and political firmness, strictly control ideological gateways, undertake the heavy responsibility of disseminating excellent culture to university teachers and students, make basic work more vivid and richer in tension, provide positive guidance for young college students’ ideological and political work, and defend the ideological and political cultural high ground in universities in the new era.

We must 正视 (squarely face) existing research deficiencies: (1) Insufficiency in historical fact 梳理 (combing) and characteristic analysis. Due to disciplinary limitations with greater emphasis on specific directions in library science such as resource construction and reading promotion, lacking support from history, sociology, philosophy, and other disciplinary backgrounds, the analysis of read-

ing clubs' influence, such as the relationship and interaction between ideological evolution and social transformation, remains somewhat thin. (2) Insufficiency in new era value connotation and practical exploration. Research found that government departments represented by various ministries and commissions of the State Council have formed relatively mature thematic joint reading activity system frameworks in practical exploration, while university reading themes are relatively scattered, preventing this study from effectively collecting and comprehensively organizing universities' business status in this regard. Therefore, using only relevant practices at the University of Electronic Science and Technology of China as examples inevitably has limitations.

Despite these deficiencies, from a dialectical materialist perspective, these gaps also point directions for follow-up work—aggregating multidisciplinary thinking and practical cases to continuously, comprehensively, and deeply advance research in this interdisciplinary field.

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## Author Contributions

Zhang Yunyue: Literature research and paper writing;  
Li Taifeng: Guidance on the ideological and political work dimension in universities;  
Ling Dongmei: Guidance on the reading history research dimension.

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