

## Postprint on the Establishment and Evolution of China University of Scientific and Technical Information

**Authors:** Meng Guangjun, Chu Jingli

**Date:** 2023-04-01T15:51:25+00:00

### Abstract

**Purpose/Significance** To trace the history of the China Science Information University established by the Chinese Academy of Sciences in 1958, providing more evidence for the origin of information science education in China. **Method/Process** By accessing archives from multiple institutions of the Chinese Academy of Sciences, conducting interviews with relevant parties, and utilizing texts and images, 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 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 inherited information science education (the discipline of Library, Information and Archives Management).

### Full Text

### Preamble

**ChinaXiv Partner Journal**

Vol. 66, No. 8, April 2022

### The Founding and Evolution of China Scientific Information University

Meng Guangjun<sup>1</sup>, Chu Jingli<sup>1,2</sup>

<sup>1</sup> National Science Library, Chinese Academy of Sciences, Beijing 100190

<sup>2</sup> Department of Library, Information and Archives Management, School of Economics and Management, University of Chinese Academy of Sciences, Beijing 100190

**Abstract:** [Purpose/Significance] This article traces the history of China Scientific Information University, established 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 individuals involved, and examining textual and photographic 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 first 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 in the School of Economics and Management at the 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 education in library and information science (the discipline of “Library, Information and Archives Management”).

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

**Classification Number:** G20

**DOI:** 10.13266/j.issn.0252-3116.2022.08.001

In September 1958, amid the nationwide “March Toward Science” campaign, the Chinese Academy of Sciences founded 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, thus initiating the history 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 education in information science (and later the discipline of “Library, Information and Archives Management”) has continued uninterrupted to this day. Teachers Wu Linnian and Gu Yeqing, while working on their National Social Science Fund post-project, “*Research on the History of Library Enterprise and Academic Thought in the ‘17 Years’*”, explicitly noted: “The Chinese Academy of Sciences founded not only the University of Science and Technology of China in 1958, but also the Scientific Information University. This fully demonstrates the innovative spirit and foresight of our predecessors in their ‘march toward science.’”

They further stated: “The history of today’s Department of Library, Information and Archives Management in the School of Economics and Management at the University of Chinese Academy of Sciences can indeed be traced back to the 1958 China Scientific Information University!” This article primarily examines the founding and evolution of China Scientific Information University from the perspective of tracing the origins of information science education in China.

At the time, the few existing library, information, and archives journals in China also reported on these developments. *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 Joy for Scientific Information Work: The Chinese Academy of Sciences Finds an Information University” on pages 44-46 of its 1958 Issue 8 [Figure 1: see original paper].

---

## 1. China Scientific Information University

### 1.1 Founding

China Scientific Information University was founded by the Chinese Academy of Sciences in Beijing in 1958. Although official application documents from that year could not be located after extensive searches, the Chinese Academy of Sciences reported to the Ministry of Education in a May 9, 1959 letter that “in view of the urgent need to develop scientific information compilation and publishing work, and the absence of specialized schools in China to train scientific information compilation and publishing personnel, our Academy founded China Scientific Information University during the 1958 Great Leap Forward. The specific work was led by our Academy’s Compilation and Publishing Committee.” The letter further proposed merging China Scientific Information University into the University of Science and Technology of China [1].

The same issue of *Scientific Information Work* (1958, Issue 9, pp. 44-46) carried a follow-up report titled “The Birth of a New Communist-Type University: China Scientific Information University Officially Opens,” which stated: “The China Scientific Information University, founded by the Compilation and Publishing Committee of the Chinese Academy of Sciences, held its opening ceremony at 117 Chaoyangmennei, Beijing, on the morning of September 29 this year” [2]. *Historical Materials and Research of the Academy* (1997, Issue 6, p. 11) also recorded: “On September 29, 1958, China Scientific Information University was officially established by the Academy’s Compilation and Publishing Committee and jointly operated by the Academy’s Library, Science Press, and the Institute of Scientific and Technical Information. It established three departments: Library Science, Scientific Publishing, and Scientific and Technical Information, with a four-year academic system.” *Bulletin of the Library of*

*the Chinese Academy of Sciences (formerly Library and Information Service)* reported in its 1958 Issue 11 (p. 18) that “China Scientific Information University established a Department of Library Science” [3]. [Figure 3: see original paper] shows Meng Guangjun, then a student at the university, excitedly taking a photo under the school sign at the main gate after attending the opening ceremony.

## 1.2 Leadership

The Chinese Academy of Sciences was responsible for founding China Scientific Information University, with implementation handled by the Academy’s Compilation and Publishing Committee (hereinafter referred to as “the Committee”). At that time, the Committee’s director was Tao Menghe (also Vice President of the Chinese Academy of Sciences), 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 Deputy 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, commonly known as the “Ninth Prince’s Mansion” (Fuwang Mansion), a nationally and municipally protected cultural heritage site in Beijing. Both the Committee and the main campus of China Scientific Information University were housed in this mansion.

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

## 1.3 Academic System

China Scientific Information University had three departments: Library Science, Scientific and Technical Information, and Compilation and Publishing, following the “institute-department integration” model of the University of Science and Technology of China (where Academy 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; this paper uses the original name for events before that date), the Institute of Scientific and Technical Information, and Science Press respectively undertook teaching responsibilities. The university adopted a work-study program combining education with productive labor, requiring all students to spend half days in class and half days in labor. To cultivate talent quickly and steadily, the school offered undergraduate, specialized training, and special classes (special classes were originally planned but

not actually implemented due to limited faculty, whose energy was devoted to undergraduate and specialized programs; however, two director management training sessions held in the 1980s at the Chinese Academy of Sciences Management Cadre College in Huairou, Beijing, could be considered special classes. This interpretation is provided by Meng Guangjun, who participated in teaching and class management, as the main responsible persons Shi Jian and Bai Guoying have both passed away) [Figure 4: see original paper].

In its first year, the university enrolled over 500 students, including more than 240 recent high school graduates and over 300 in-service cadres. Faculty were primarily experts or key personnel from the Library, Institute of Scientific and Technical Information, and Science Press under the Committee's leadership.

Due to limited materials, this article focuses on the library science education component. The undergraduate library science program lasted four years, while the specialized training program lasted two years. Four-year undergraduates spent their first three years studying physics, chemistry, biology, mechanics, electrical engineering, and other subjects, with the fourth year dedicated to library science theory and skills. The goal was to cultivate specialized professionals who understood science, mastered two foreign languages, and were proficient in library science. Two-year specialized students primarily studied library science theory and skills, learned one foreign language, and acquired necessary knowledge in literature, history, science, and technology.

#### 1.4 Merger

In a document dated May 9, 1959, filed with the Ministry of Education as (59) Yuan Ji Zi No. 196, the Chinese Academy of Sciences reiterated that “in view of the urgent need to develop scientific information compilation and publishing work, and the absence of specialized schools in China to train scientific information compilation and publishing personnel, our Academy founded China Scientific Information University during the 1958 Great Leap Forward, with specific work led by our Compilation and Publishing Committee. China Scientific Information University primarily trains personnel for scientific information and compilation and publishing work, with a four-year system and 257 current students.” The document further proposed: “In accordance with the spirit of the Central Education Conference regarding the consolidation and improvement of existing higher education institutions, we propose that China Scientific Information University be immediately discontinued. To properly handle the learning issues of current students, we plan to merge the university's existing students into the University of Science and Technology of China as a department.”

With the Ministry of Education's 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 of China Scientific Information University were absorbed by USTC, and four-year students also reported to USTC for studies, including 80 information

science majors, 53 publishing majors, and 30 library science majors (enrollment numbers, pre-merger student numbers, post-merger registration numbers, and later graduation 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 Academic System** Established in September 1958 and merged into USTC in August 1959, China Scientific Information University became the Department of Scientific Information. The original four-year program was extended to five years. Approved by the Party Group of the Chinese Academy of Sciences, starting from the third year in 1960, students were assigned to the Technical Physics Department (originally physics major), Polymer Chemistry and Physics Department (originally chemistry major), and Biophysics Department (originally biology major) to study for half a year to one year to meet the basic requirements of each department's specialized courses. In the fifth year, library and information science courses were offered, with students learning both foundational scientific knowledge and foreign languages, as well as library and information science professional courses [5].

In September 1962, when students reached their fifth year, the university Party Committee decided to transfer the information science majors originally under the Technical Physics Department and Polymer Chemistry and Physics Department to the unified leadership of the Biophysics Department. Teaching of the library science major was undertaken by the Library of the Chinese Academy of Sciences. *Historical Materials and Research of the Academy* (1997, Issue 6, p. 15) records: "In September 1960, China Scientific Information University was merged into the University of Science and Technology of China to become its Department of Scientific Information. The library science major remained the responsibility of the Academy's Library," which promptly established a teaching and research group comprising Gu Jiajie, Zhao Jisheng, Tong Zengong, Hu Wenqiong, Shi Jian, Zheng Xiaying, and others.

**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 elective English/German/French, 40 hours), and Special Topic Reports (68 hours). Special topic reports covered overview of Chinese library development (4 hours), catalog systems of scientific libraries (4 hours), patent literature introduction (4 hours), introduction to special scientific and

technical materials (technical reports, conference proceedings, etc., 4 hours), important Russian reference tools (8 hours), important Western reference tools (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 key staff from the Library of the Chinese Academy of Sciences. Liu Guojun, a renowned professor from the Department of Library Science at Peking University, lectured on the overview of Chinese library development.

**2.1.3 Internship** The total internship lasted four weeks. In addition to in-class practice, after completing all library science courses in the 10th semester, students were required to intern 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 disciplines with library science, including writing reviews, compiling small-scale 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, the teaching and research group leader affirmed the achievements, noting that graduates from the department possessed good qualities and outstanding characteristics, while also pointing out the drawbacks of co-authored theses.

Sample thesis titles illustrate that graduates could begin work immediately upon employment: “Nucleic Acids and Heredity” (review), “Research Trends in Synthetic Fibers” (review), “Advances in Polymer Synthetic Materials” (review), “Photosynthesis in Plants” (review), “Radioactive Isotopes in Agriculture” (subject bibliography), “Semiconductor Device Literature” (subject bibliography), “Subject Bibliography on Solid-State Luminescence,” “Bibliography of Bibliographies on Polymer Chemistry and Technology,” “Thermosensitive Reproduction Methods” (experimental report), etc.

**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

young, or those who emigrated, the three who remained became professional backbones. Yao Guochang and Zhang Yulin both became research librarians before retirement—the former served as Executive Deputy Editor-in-Chief of the retrieval publication *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: see original paper] shows Yao Guochang’s graduation certificate.

## 2.2 Specialized Training Program

**2.2.1 Academic System** As recorded in *Historical Materials and Research of the Academy* (1997, Issue 6, p. 11): “In October 1958, China Scientific Information University launched a Library Science Specialized Training Program, with the Academy’s Library responsible for all teaching.” This refers to the Library Science Specialized Training Program of China Scientific Information University, which later became the specialized program of the Department of Scientific Information at the University of Science and Technology of China, with the Academy’s Library responsible for all teaching.

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

**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 foundations (covering library work theory, book knowledge, and reader services), library collections and catalogs (including acquisition, classification, Chinese cataloging, foreign cataloging (Russian or Western cataloging elective), and collection management), general bibliography, reference tool usage (Chinese and foreign, Russian or Western elective), and special materials processing (including document reproduction, periodical management, map management, and patent and standard processing methods).

Over three semesters, 42 instructors were engaged, with 22 from the Library of the Chinese Academy of Sciences teaching Chinese language and library professional courses, and others from the Third Institute of History, Institute of Mathematics, Peking University, Hebei Beijing Normal College, the Academy’s Terminology Office, and Science Press.

**2.2.3 Internship** The program included both classroom practice and production internships to connect classroom instruction with practical work. Students interned in acquisition, cataloging, and reading reference departments 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 “Summary of the Library Science Specialized Training Program of the 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 (63%) achieving good grades.” The program’s 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* (1960, Issue 2) reported on the event: “Gu Jiajie, head of the teaching and research group, delivered a summary report, followed by speeches from Deputy Director Fan Xinsan, Deputy Dean Wu Nong of USTC, and teacher representatives. Deputy Director Fan Xinsan encouraged students to heed the Party’s call, establish professional dedication, and become both politically sound and professionally competent cadres within a short period. Deputy Dean Wu Nong urged students to aim high, maintain momentum, and play exemplary roles in their future positions to achieve greater victories. Finally, Meng Guangjun represented all students in pledging resolute obedience to the Party, acceptance of job assignments, and dedication of their full energy to the library cause” [7].

Among the 27 graduates, the 16 recommended by branches and institutes returned to their original units, including Liu Linying from the Wuhan Branch Library who later joined 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—returned to work at the Library and all became professional backbones. Meng Guangjun became a research professor and doctoral supervisor before retirement (this specialized program was his second degree), Guo Yongfang was an associate research librarian and expert on ancient documents and history of science who unfortunately passed away young, 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 went to the Lanzhou Branch Library and became a research librarian. [Figure 6: see original paper] and [Figure 7: see original paper] show the group photo of graduating students (including leaders and teachers) and a sample graduation certificate.

### 3. Inheritance and Development

The above integration shows that 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 respectively 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' and experts' and university leaders' full recognition of the importance of scientific and technical information work and their considerable emphasis on scientific and technical information education, they continued to establish related departments through various means. Despite "multiple origins," intermittent periods, and frequent changes, all remained under the umbrella 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 two universities and the aforementioned China Scientific Information University—as a student first, and later as a teacher and part-time teacher.

#### 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 College located at the Chinese Academy of Sciences Management Cadre College in Beijing. The newly established Management College consisted of USTC's existing Department of Economic Management and Systems Science, Department of Science and Technology Management and Information, and the planned Department of Management Engineering to be newly built in Beijing. The first two departments remained in Hefei. During the Department of Science and Technology Management and Information period, it oversaw three majors: Science and Technology Information (renamed Management Information Systems in 1988), Science and Technology Editing, and Science and Technology Information. On January 16, 1991, the Department of Science and Technology Management and Information was renamed the Department of Scientific and Technical Information. In 1993, it was renamed the Department of Information Management and Decision Science. Meng Guangjun served as a part-time teacher in both departments from September 1989 to July 1990 and from July 1993 to July 1996 (appointment letters shown in [Figure 8: see original paper]).

On January 13, 1995, USTC established the USTC Business School at its Hefei

campus. On April 22, 2005, the USTC Management College in Beijing was dissolved and merged into the USTC Business School, which was renamed the USTC School of Management.

**3.1.2 Department of Science Communication** The current Department of Science Communication in USTC's School of Humanities and Social Sciences offers an undergraduate major in communication studies, three master's programs (Journalism and Communication, Media Management, and Cultural Philosophy), and two doctoral programs (Media Management and Cultural Philosophy). The department's introduction explicitly traces its origins to the 1958 founding of China Scientific Information University, which merged into USTC as the Department of Scientific Information after one year. The communication major has continuously developed in response to societal needs, evolving through names such as Science and Technology Information and Editing (1980s), Information Management and Information Systems and Editing and Publishing (1990s), and Communication Studies (2003), to become one of the nation's most experienced programs in training bachelors, masters, and doctors in science communication.

## **3.2 University of Chinese Academy of Sciences**

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

**3.2.2 Documentation and Information Center of the Chinese Academy of Sciences / Graduate School of the Chinese Academy of Sciences** 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 authorization in both fields in 1986. It obtained doctoral authorization in library science in 1993, jointly obtained doctoral authorization in information science with Nanjing University in 1995, independently obtained doctoral authorization in information science in 2003, and obtained first-level doctoral authorization 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 of the University of Chinese Academy of Sciences 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 Chinese Academy of Sciences' science-education integration model, the Documentation and Information Center of the Chinese Academy of Sciences has continuously cooperated with the Graduate School of the Chinese Academy of Sciences (now the University of Chinese Academy of Sciences) to cultivate master's and doctoral students in library and information science at different stages. When cooperation began in 2002, eight library and information science doctoral supervisors were appointed (appointment certificates shown in [Figure 9: see original paper]). By early 2022, there were 21 doctoral supervisors and 54 master's supervisors, with 100 master's students and 91 doctoral students enrolled (including those at the Chengdu Documentation and Information Center and Wuhan Documentation and Information Center of the Chinese Academy of Sciences, hereinafter referred to as "Chengdu Documentation and Information Center" and "Wuhan Documentation and Information Center"), not including the Northwest Institute of Eco-Environment and Resources or the Institutes of Science and Development of the Chinese Academy of Sciences.

**3.2.3 Department of Library, Information and Archives Management, School of Economics and Management, University of Chinese Academy of Sciences** On October 23, 2017, the Documentation and Information Center of the Chinese Academy of Sciences and the School of Economics and Management of the University of Chinese Academy of Sciences jointly established the Department of Library, Information and Archives Management. 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 the Chinese Academy of Sciences, with participating units including the Northwest Institute of Eco-Environment and Resources (Lanzhou Documentation and Information Center) and the Institutes of Science and Development (Institute of Strategic Intelligence). The department follows the Chinese Academy of Sciences' science-education integration model, strengthening discipline construction at the graduate education level with joint support from the Documentation and Information Center and the School of Economics and Management.

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 University of Chinese Academy of Sciences' text-

book development plan, and quality course construction is being included in the department's discipline construction special plan. All faculty are position-holding teachers at the University of Chinese Academy of Sciences, with teacher-mentor position training held every two years. Multiple courses have received "Excellent Course" awards from the university and school, and many teacher-mentors have received honors including the Chinese Academy of Sciences "Zhu Li Yuehua Excellent Teacher," "University of Chinese Academy of Sciences Tang Lixin Teaching Master," "Cheng Siwei Fund Excellent Teacher," "University of Chinese Academy of Sciences Education and Teaching Achievement Second Prize," "Chinese Academy of Sciences Education and Teaching Achievement Second Prize," and "University of Chinese Academy of Sciences Leading Goose Silver Award (Wings Award)." Numerous graduate students have received various awards from the Chinese Academy of Sciences, the university, and the Documentation and Information Center, with many receiving opportunities for government-sponsored overseas study. In 2020, the department joined the international iSchools consortium, 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 always mentioned—this is already recognized fact. However, because authors of some articles were not fully familiar with the internal organizational structure and affiliations of the Chinese Academy of Sciences at that time, misunderstandings arose about the university's founder.

The main purpose of this article is to clarify internal circumstances, present facts, provide brief introductions, and rectify the record, based on extensive archival materials and the firsthand experience of the first author. From this, a definitive conclusion can be drawn: China Scientific Information University, the first institution to offer formal information science education in China, was founded by the Chinese Academy of Sciences, with specific planning and management handled by the Academy's Compilation and Publishing Committee. In 1958, the Library of the Chinese Academy of Sciences, the Institute of Scientific and Technical Information, and Science Press—subordinate units of the Academy—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 develop educa-

tion in library and information science (the discipline of “Library, Information and Archives Management,” as well as publishing/communication studies) with their own distinctive characteristics and development models.

#### 4.2 Remembering Pioneers

Whenever alumni from the undergraduate and specialized programs of the former China Scientific Information University gather, or when each of us achieves something, we naturally think of and feel grateful to this short-lived yet distinctive and historically significant alma mater, which under extremely simple conditions earnestly and conscientiously cultivated a group of sincere, practical, and pragmatic professionals for the library and information cause.

We deeply admire Guo Moruo, President of the Chinese Academy of Sciences and USTC, Vice Presidents Yan Jici and Hua Luogeng, Vice President of the Chinese Academy of Sciences and President of China Scientific Information University Tao Menghe, leaders of the Compilation and Publishing Committee, experts, and Ministry of Education leaders—all pioneering scholars of exceptional wisdom and vision who understood the importance of library, information, and editing/publishing work and the necessity of training personnel in these areas. With scientific, professional, innovative thinking and spirit, they pooled their wisdom and resources to plan and establish 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” (“情报”) in the 1950s fills us with sincere reverence for these respectable pioneers!

#### 4.3 Carrying Forward

Under the leadership of the Party Group of the Chinese Academy of Sciences and following the example of these pioneers, the Library of the Chinese Academy of Sciences (Documentation and Information Center) and the Chinese Academy of Sciences documentation and information system have consistently adhered to scientific, professional, and innovative thinking and spirit, achieving many “firsts” in China’s library and information field. Here are just a few examples: recognizing the trend and being the first to propose integrating “information” into libraries and implementing an integrated library-information system, renaming the Library of the Chinese Academy of Sciences as the Documentation and Information Center of the Chinese Academy of Sciences in 1985; implementing integrated library-information systems across the Academy’s library system; achieving domestic leadership in rational layout of literature resources, joint development of electronic resources, construction of literature information sharing network projects, subject librarian services, collaborative information 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 so-called “two parts” concept). Under this guiding ideology, the Academy approved and implemented professional techni-

cal position evaluation for library and information personnel and evaluation and awarding of library and information achievements, exerting profound influence in China's library and information community; and being the first to conduct master's and doctoral education in library science and information science and obtain degree authorization after review and approval by the State Council's Academic Degrees Committee.

#### 4.4 Parallel History Abroad

Twenty-one years after the 1958 establishment of China Scientific Information University, Japan founded its Library and Information University in October 1979 in Tsukuba Science City, Ibaraki Prefecture—the only national university in Japan specializing in training 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—the Library and Information Science Graduate School specializing in Library and Information Science, authorized to grant master's degrees. However, similarly lamentably, 25 years after its founding in 2004, this university also embarked on a merger path, merging 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.

---

### Acknowledgments

We sincerely thank PhD student Wang Jue from the Department of Library, Information and Archives Management of the University of Chinese Academy of Sciences for helping retrieve extensive archival materials from multiple archives of the Chinese Academy of Sciences, and for visiting with Dr. Yan Qun Ms. Guo Yujin, former personnel director of China Scientific Information University, who provided crucial oral history materials. We also deeply appreciate Associate Director Gu Yeqing of Jiangnan University Library for enthusiastically providing archival materials collected for his co-authored book *Research on the History of Library Enterprise and Academic Thought in the "17 Years"* with Teacher Wu Linnian, and for offering constructive suggestions. We thank Pan Yanan, Deputy Director of the Documentation and Information Center of the Chinese Academy of Sciences, for special support; Wang Lan, archivist, for providing compiled historical materials preserved in Academy archives; Ning Jin, Deputy Director of the University of Science and Technology of China Library, for providing archives such as the Department of Scientific Information's education plan; Li Zhengzhong, former Deputy Director of USTC's Department of Scientific Information, for providing many archival materials from USTC, including speeches by President Guo Moruo; Yao Guochang, retired research librarian of the Documentation and Information Center of the Chinese Academy of Sciences,

for providing USTC graduation certificate photos; Liu Xiwen, Director of the Documentation and Information Center of the Chinese Academy of Sciences, for reviewing the manuscript; Zhang Dongrong, Director of the Graduate Education Division, for providing the latest developments in graduate education; Peng Bin, General Manager of China Science Publishing & Media Ltd., for important support; and Zhang Zhiqiang, Executive Vice Dean and Director of the Publishing Science Department at Nanjing University, for seriously responding to our inquiries. We express our sincere gratitude to all!

#### **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.

---

## References

- [1] A Great Joy for Scientific Information Work: The Chinese Academy of Sciences Finds an Information University[J]. *Scientific Information Work*, 1958(8): 44-46.
- [2] The Birth of a New Communist-Type University: China Scientific Information University Officially Opens[J]. *Scientific Information Work*, 1958(9): 44-46.
- [3] China Scientific Information University Establishes Department of Library Science[J]. *Bulletin of the Library of the Chinese Academy of Sciences*, 1958(11): 18.
- [4] President's Office, University of Science and Technology of China. *Chronicle of Major Events of the University of Science and Technology of China: 1958-1997*[B]. Hefei: USTC Archives, 1998.
- [5] Zhu Qingshi. *Chronological Draft History of the University of Science and Technology of China*[M]. Hefei: USTC Press, 2008.
- [6] 1959 Work Summary of the Library of the Chinese Academy of Sciences[J]. *Bulletin of the Library of the Chinese Academy of Sciences*, 1960(3): 5-12.
- [7] Completion of the Library Science Specialized Training Program of the Department of Scientific Information, University of Science and Technology of China[J]. *Bulletin of the Library of the Chinese Academy of Sciences*, 1960(2): 29.
- [8] Library and Information University[EB/OL]. [2022-02-08]. <https://baike.sogou.com/doc/6525635-6739367.html>.

---

## The Founding and Evolution of China Scientific Information University

**Abstract:** [Purpose/Significance] Tracing the history of China Scientific Information University founded in 1958, so as to provide more evidences of the

university's origin. [Method/Process] By retrieving the archives of some institutions of the Chinese Academy of Sciences, interviewing the persons involved, and text and pictures, demonstrating the history of China Scientific Information University, and recording this precious piece of the history of information science education in China. [Result/Conclusion] China Scientific Information University which was the first to offer information science education in China, was founded by the Chinese Academy of Sciences, thus the history of Department of Library, Information and Archives Management, School of Economics and Management, University of Chinese Academy of Sciences (UCAS) can be traced to 1958. From 1958 to the present, after China Scientific Information University, the other two universities, also affiliated to the Chinese Academy of Sciences—University of Science and Technology of China and UCAS, have continued to develop the library and information science education.

**Keywords:** China Scientific Information University; Documentation and Information Center of the Chinese Academy of Sciences; Library of the 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.*

*Source: ChinaXiv — Machine translation. Verify with original.*