

Campus-Based Reading Promotion: Background, Definition, Practice, and Experience*

Wang Bo¹ Li Lufang² Tian Rong²

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Abstract

The article proposes the new concept of school-based reading promotion and defines it as a general term for various reading promotion activities carried out in close connection with a university's own distinctive characteristics. This definition is conducive to promoting mutual learning in practice and academic exchange concerning such activities. Taking the library of Zhejiang Chinese Medical University as an example, the article systematically introduces a series of school-based reading promotion practices it has carried out. On this basis, it summarizes the basic experience of conducting school-based reading promotion: adhering to the overall orientation of "for the university, within the university, and based on the university," taking literature recommendation as the core, staying close to the needs of young students, emphasizing the continuation of creativity, integrating the simultaneous development of the five aspects of education into reading promotion, and grounding such work in the development of the new medical sciences and new liberal arts. The article argues that school-based reading promotion is replicable and has value for wider application, especially in universities with distinctive professional characteristics, and is conducive to advancing nationwide reading in greater depth.

Full Text

【Theory · Exploration】

Campus-Based Reading Promotion: Background, Definition, Practice, and Experience*

Wang Bo¹ Li Lufang² Tian Rong²

1. Peking University Library, Beijing 100871

2. Zhejiang Chinese Medical University Library, Hangzhou 310000

Abstract This article proposes the new concept of campus-based reading promotion and defines it as a general term for all kinds of reading-promotion activities carried out in close connection with the distinctive characteristics of a university. This definition helps promote professional mutual learning and academic exchange regarding such activities. Taking the Library of Zhejiang Chinese Medical University as an example, the article systematically introduces a series of campus-based reading-promotion practices carried out by the library. On this basis, it summarizes the basic experience of conducting campus-based reading promotion: adhering to the overall principle of "for the university, within the university, and based on the university"; taking literature recommendation as the core; staying close to the needs of young students; emphasizing the continuity of creativity; integrating the "simultaneous development of five forms of education" into reading promotion; and positioning the work at the level of

the development of the New Medical Sciences and the New Liberal Arts. The article argues that campus-based reading promotion is replicable and has value for wider dissemination; it is especially applicable to universities with distinctive disciplinary characteristics and helps advance nationwide reading in greater depth.

[Keywords] campus-based reading promotion; university library; distinctive reading promotion; nationwide reading

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1 Background and Definition of the Concept of Campus-Based Reading Promotion

1.1 Innovative paths for reading-promotion activities: from the universal to the personalized

By 2025, nationwide reading had been written into the Government Work Report for 12 consecutive years. To implement the national strategy of nationwide reading, libraries of all types across the country have actively carried out reading-promotion activities in diverse forms and with remarkable results, playing an important role in improving citizens' cultural literacy.

Reading promotion in university libraries has gone through a period of exploration, a period of development, and an active period marked by flourishing diversity. At present, reading-promotion activities in university libraries have accumulated momentum and become an important component of campus cultural development. However, as reading-promotion activities continue to be carried out, many forms of activity have been widely adopted or even repeatedly used. How to sustain innovation has become an important issue facing reading promotion in university libraries, and libraries are actively exploring new paths for reading promotion. Some libraries have keenly observed that innovation in universal reading-promotion activities is becoming increasingly difficult, while distinctive reading-promotion initiatives that are integrated with the conditions of the university offer broader space for innovation.

1.2 Reading-promotion activities closely tied to university conditions are gradually increasing

On the basis of their own university conditions, university libraries have carried out, in accordance with local circumstances, a series of reading-promotion activities that integrate university history, school ethos, and distinctive strengths in advantageous disciplines. Such activities are ingenious in conception and

rich in connotation; they effectively stimulate students' interest in reading and enthusiasm for participation, and guide them, in a subtle and formative way, to appreciate classics, strengthen professional understanding, consolidate their knowledge foundation, enhance information literacy, and cultivate deep affection for their university, with notable educational results.

Relevant practices are too numerous to list. At various case-sharing meetings organized by institutions such as the Library Society of China, reading-promotion practices by university libraries grounded in their own distinctive characteristics can often be seen. In CNKI, related studies can be retrieved using "reading promotion" and "campus-based culture" as subject terms; among reading-promotion papers with "brand building" as the theme, many also focus on campus-based characteristics. Since 2013, the Hunan Provincial Academic Library and Information Work Committee has held an annual "One University, One Book" reading-promotion activity for regular undergraduate universities. Each university, in light of its own cultural traditions, historical advantages, and development vision, mobilizes teachers and students to discuss and select an annual booklist most suitable for its students.

As the saying goes, "the more national it is, the more global it is." By the same logic, the more firmly reading promotion is rooted in one's own university, the greater its influence may become. Taking the Library of Zhejiang Chinese Medical University as an example, its reading-promotion activities themed around traditional Chinese medicine culture have achieved remarkable results, received extensive attention from similar institutions, and become a distinctive case that is both a highlight on campus and recognized by the profession. The library's distinctive reading-promotion cases shared at professional conferences are shown in Table 1, and related award-winning projects are shown in Table 2. Practice proves that carrying out reading promotion based on a university's distinctive characteristics is an effective path.

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Author profiles: Wang Bo, Ph.D., research librarian; research interests: reading promotion and bibliotherapy. Li Lufang, research librarian; research interests: traditional Chinese medicine culture and reading promotion. Tian Rong, librarian; research interests: reading promotion, and the construction and service of information resources.

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Table 1 Cases of distinctive reading-promotion activities at the Library of Zhejiang Chinese Medical University

Time	Conference / Report Title
2025	Third Council Meeting of the Tenth Council of the Zhejiang Library Society / Building Reading Brands to Promote the Innovative Dissemination of China' s Excellent Traditional Culture
2024	Zhejiang Provincial Academic Seminar on “Brand Building Empowering the High-Quality Development of Libraries” / Practical Exploration of Reading-Promotion Brands in University Libraries
2024	National Forum on the Development of Higher Vocational College Libraries / Practical Exploration of Professional Literature Promotion
2023	Academic Seminar on the Theory and Practice of Reading Therapy under the Healthy China Strategy / Theoretical Foundations and Practical Exploration of Reading Therapy with Distinctive Features of Traditional Chinese Medicine
2023	Zhejiang Provincial Seminar on Reading Promotion in University Libraries / Yuanzhi Reading—A Series of Activities Promoting Graded Reading Lists of Classics for Traditional Chinese Medicine Majors at Zhejiang Chinese Medical University

Table 2 Award-winning reading-promotion projects of the Library of Zhejiang Chinese Medical University

Award Year	Award Name	Awarding Organization
2025	Best Application Award of the Fifth “Outstanding Library Service Brand” of the Zhejiang Library Society	Zhejiang Library Society

Award Year	Award Name	Awarding Organization
2024	Reading-Promotion Showcase Project of the Library Society of China, 2022–2023	Library Society of China
2023	2022 University Library Reading-Promotion Case Collection and Showcase Activity	Reading Promotion Committee of the Library Society of China
2022	Second Prize in the 2022 Zhejiang Provincial University Library Reading-Promotion Service Innovation Case Collection Activity	Zhejiang Provincial University Library and Information Work Committee

1.3 Derivation of the concept of school-based reading promotion: originating from the series of school-based concepts

In the field of education, there are many concepts related to the term “school-based,” such as school-based culture, school-based curriculum, and school-based teaching research. As the name suggests, “school-based” means rooted in the school locality or taking the school as the foundation. Relevant experts in the field of education have pointed out that school-based practice mainly advocates being “for the school, within the school, and based on the school” [1]. Taking school-based curriculum as an example, it refers to a curriculum generated within the local context of a school, one that can reflect the school’s educational mission, students’ needs, and the advantages of school resources, while also being closely integrated with national and local curricula. Such curricula possess three basic attributes: relevance, school-basedness, and selectivity.

Using “school-based” as a keyword to search databases such as CNKI, VIP, and Wanfang, one can find that some libraries have already engaged with the concept of school-based culture, using “reading promotion from the perspective of campus culture” to define reading-promotion activities grounded in the distinctive characteristics of their own institutions. For example, to solve the problem of homogenized activity formats, the Library of the University of Science and Technology of China has deeply explored its school-based culture (spiritual temperament), which takes patriotism and service to the country as its core, the scientist spirit as its support, and equal emphasis on “redness” and professional expertise as its defining feature. Guided by this, it has expanded school-based resources such as red literature and scholars’ collections, and created immersive spaces such as a scientist-spirit exhibition hall and a school-spirit culture wall [2]. The Library of Wenzhou University, grounded in the school motto “Pursue learning and seek truth; dare to be first,” has integrated elements such as

the university emblem, history, ethos, and cultural landscapes, and, relying on integrated media, has launched three distinctive columns: “Refined and Cultured,” “Reading to Fill Gaps,” and “I Am a National Scholarship Student” [3]. The Library of Jiangxi Normal University, combining school-based culture such as university history and the spirit of past sages, has carried out the “Joyful Reading at Jiangxi Normal University” series of activities, promoting the family traditions of masters and excellent traditional culture through formats such as interviews and recitations. At the same time, relying on venues such as the Hu Xiansu Memorial Hall and the Red Culture Education Hall, it has organized themed study activities involving reading books, reading people, reading events, and reading objects, thereby cultivating deep feelings for family and country [4].

Regrettably, however, although these peer institutions possess admirable academic acuity, they have shown somewhat less academic courage and confidence. Prior to this article, no researcher had boldly and directly named their own library’s reading-promotion activities “school-based reading promotion.”

In the author’s view, from the perspective of the conceptual genealogy of “school-based,” the term itself is highly open-ended; all practices that take the school as their point of departure can be included within this category. The expression “reading promotion from the perspective of campus culture” is lengthy and not conducive to professional mutual learning or academic exchange, whereas “school-based reading promotion” is concise, condensed, and more generalizable. As a reasonable extension of the “school-based” concept, the proposal of “school-based reading promotion” further enriches the genealogy of school-based concepts.

1.4 Definition of school-based reading promotion

How, then, should “school-based reading promotion” be defined? The author believes that school-based reading promotion is a reading practice that deeply integrates the distinctive characteristics of a school, closely aligns with the school’s goals for talent cultivation, is grounded in the interests and needs of teachers and students, and is collaboratively planned and carried out by teachers and students. School-based reading promotion and school-based curriculum share the same origins and develop together; they do not exist in isolation. It actively responds to national reading policies, follows the relevant deployments of professional organizations such as the Library Society of China and the Steering Committee for Academic Library and Information Work under the Ministry of Education, and constitutes an important component and grassroots practice unit within national and local reading-promotion systems.

The concept of school-based reading promotion is itself highly heuristic. From it, “locality-based reading promotion” can be derived, referring to reading-promotion activities carried out in combination with local traditional culture and customs; this can be further subdivided into types such as “province-based reading promotion,” “city-based reading promotion,” and “county-based read-

ing promotion.” Based on the character “ben” (“foundation/base”), one may also associate it with characters such as “ji” (“basis”) and “fu” (“support”), thereby refining many new concepts such as “paper-based reading promotion” and “travel-supported reading promotion.”

The *National Reading Promotion Regulation*[[unclear: title continues off page]], which will come into effect on February 1, 2026,

Examples have injected new momentum into reading promotion, pushing reading promotion into a new stage in which types are more finely differentiated, content is explored in greater depth, and quality and effectiveness are further improved. Constructing a richer conceptual spectrum for reading promotion will play a positive role in implementing the *Regulations on the Promotion of Reading for All*.

2 A Case of School-Based Reading Promotion: The Practice of the Library of Zhejiang Chinese Medical University

Taking the Library of Zhejiang Chinese Medical University as an example, this paper systematically shares the reasons for carrying out school-based reading promotion, the various forms of such promotion, and the practical experience gained, with a view to promoting the dissemination and application of this model.

2.1 Sources of Inspiration for School-Based Reading Promotion: The School Motto, Campus Plants, and the University Museum

During exchange visits by library colleagues from peer institutions, the Library of Zhejiang Chinese Medical University found that the university motto, campus vegetation, and university museum left the deepest impressions on visitors.

The motto of Zhejiang Chinese Medical University is “Seeking the Root, Aspiring Afar” (*qiuben yuanzhi*). Its meaning may appear ordinary at first glance, and without explanation it is difficult to leave a deep impression. Yet this motto skillfully employs a pun and is closely connected with the university’s distinctive focus on Chinese medicine. “Seeking the Root” derives from the phrase “in treating disease, one must seek its root” in the “Great Treatise on the Correspondences and Manifestations of Yin and Yang” in the *Plain Questions* (*Suwen*). It originally refers to grasping the root cause in the treatment of disease, and by extension means seeking facts, truth, and what is right. “Yuanzhi” is not only the name of a Chinese medicinal herb with effects of calming the spirit and relieving constraint, but also carries the meaning of lofty aspirations. Through this interpretation, visitors can not only remember the school motto deeply, but also develop strong interest in the appearance and efficacy of the herb *yuanzhi*, thereby taking the initiative to consult literature and expand their knowledge.

The landscaping of Zhejiang Chinese Medical University is distinctive. The university has not chosen common turf plants such as carpet grass or ryegrass;

instead, based on its disciplinary attributes in Chinese medicine, it widely cultivates various medicinal plants, such as honeysuckle for clearing heat and removing toxins, chrysanthemum for dispersing wind and improving vision, and *Salvia miltiorrhiza* for activating blood and resolving stasis. These medicinal plants not only beautify the campus environment, but also serve teaching and research, creating a rich cultural atmosphere of Chinese medicine. Upon entering the campus, visitors can immediately perceive the uniqueness of the plants' forms and aromas. After learning about their medicinal value and cultural connotations, they often give high praise, and deepen their experience through on-site observation, image recording, and other methods, producing a positive communication effect.

The Museum of Zhejiang Chinese Medical University is a specialized museum of Chinese medicine culture built on the university's educational characteristics. Its architecture and design integrate many traditional Chinese medicine elements; its collections are rich in Chinese medicine cultural relics, ancient books, medicinal specimens, and prescription materials, systematically presenting the historical development and achievements of Chinese medicine. The museum displays rare medicinal materials such as cordyceps and snow lotus, exhibits handwritten prescriptions by more than two hundred renowned Chinese medicine practitioners, and offers experiential projects such as identifying medicinal materials and using ancient medical instruments. It is both knowledge-oriented and popular-scientific, greatly satisfying visitors' thirst for knowledge and curiosity. The visiting experience helps deepen audiences' understanding of Chinese medicine culture and of the university's educational foundations, and has received widespread praise.

Drawing on the above three areas of practical experience, the Library of Zhejiang Chinese Medical University, based on the university's educational positioning and disciplinary characteristics, has integrated Chinese medicine culture into library reading promotion and related services, building the library into an important platform that highlights school-based culture and disseminates professional knowledge.

2.2 A Series of School-Based Reading Promotion Activities

Based on the concept of school-based reading promotion, the Library of Zhejiang Chinese Medical University has closely centered on the university's characteristics and planned and carried out a series of immersive and personalized reading promotion activities rich in the cultural connotations of Chinese medicine.

2.2.1 Popularization of Chinese Medicine Knowledge and Immersive Experience Through low-threshold and highly interactive forms of activity, the library transforms basic theories of Chinese medicine, materia medica knowledge, and classical literature into engaging learning scenarios. Through knowledge competitions, medicinal-name puzzles, and other methods, it reduces the difficulty of approaching professional classics, strengthens students' intuitive

understanding of Chinese medicine culture and their ability to retrieve literature, and realizes the general-education-oriented and immersive popularization of professional knowledge.

- (1) Fun Chinese medicine knowledge competition. During the season when new students enter the university, the library planned a fun Chinese medicine knowledge competition on the theme of “Identifying the Hundred Herbs, Talking about Chinese Medicine with Interest.” Relying on classic Chinese medicine books, the activity selected literary materials that were both knowledgeable and interesting—such as poems containing names of Chinese medicinals, classic ancient formulas, and anecdotes about physicians of past dynasties—and designed competition questions accordingly. The questions combined interest with depth of thought; the format was simple, the threshold for participation was low, and the activity was widely welcomed by new students. Through the format of “poetry decoding + knowledge challenges,” the knowledge competition transformed professional classics into an immersive cultural experience, guiding new students to conduct literature searches and engage in deep thinking, thereby achieving initial contact with, understanding of, and identification with classic Chinese medicine literature. This activity not only received broad recognition from teachers and students on campus as well as colleagues in the library community, but also further strengthened the library’s confidence in continuing to deepen school-based reading promotion.
- (2) “Fragrant Medicinal Book Path •Decoding Medicinal Names”activity. Centering on Chinese medicine classics and integrating literature retrieval, knowledge-based puzzle solving, and cultural experience, the library carried out the distinctive reading promotion activity “Fragrant Medicinal Book Path •Decoding Medicinal Names.” By drawing specially designed cards on medicinal properties and then combining professional reasoning or consulting classics in the library’s collection such as the *Compendium of Materia Medica* and the *Inner Canon of the Yellow Emperor* to find the answers, students improved their literature retrieval abilities in practice and gained insight into the cultural connotations of Chinese medicine. The activity site created a rich atmosphere of Chinese medicine culture and attracted many students to participate. In the process of consulting classics and exploring puzzles, participants achieved an organic connection between professional knowledge and library collection resources. The activity broke away from the indoctrination model of traditional lectures; through gamified design, it made classics “come alive,”enabling students to receive the influence of Chinese medicine culture through immersive experience, appreciate the benevolence of physicians and care for life, enhance their interest in professional study and internal motivation, cultivate ideals and convictions of serving the country through their profession, and realize the educational effect of “small activities with great significance.”

2.2.2 Creation of Chinese Medicine Culture and Expression of Value

Using literary creation to build a link between professional education and humanistic education promotes the contemporary interpretation and spiritual inheritance of Chinese medicine culture, fully demonstrating the educational depth and value connotations of school-based reading promotion.

- (1) Original Chinese medicine mnemonic verse competition. Mnemonic verse is convenient for memorization and

rhythmic formulas for transmission. Chinese-medicine mnemonic verses are composed around professional knowledge and cover many types, including formulas, acupuncture and moxibustion, materia medica, and contraindications. For example, the *Hearing the Voice* mnemonic for identifying psychological states says: “Liver anger is voiced as shouting; heart joy as laughter; spleen thought and longing break forth as song; lung-metal worry and anxiety take the form of weeping; the kidney governs groaning, and fear is likewise abundant.” The writing and recitation of mnemonic verses are important methods in the study of Chinese medicine. Taking into account contemporary young people’s preference for music, the library held a competition for original Chinese-medicine mnemonic verses. To ensure the scientific rigor and standardization of the creations, the library selected 50 classic reference books on formula mnemonics from categories such as decoction formulas, syndrome treatment, and diagnosis from its collection, and specified that entries should have graceful rhythm, be easy to recite, and have an originality rate of no less than 70%. At the same time, a plagiarism-checking screening process and a joint review mechanism by experts from multiple schools were adopted to ensure fairness and professionalism. By combining recommended reading lists with creative practice, the activity both promoted mnemonic verse as a professional genre and guided faculty and students to make deeper use of the library’s collections. Through creation, students completed the internalization of knowledge and its transformation into output, laying a solid foundation for disseminating Chinese-medicine culture in the form of mnemonic verse.

- (2) Graduation-message activity using Chinese-medicine names. Chinese medicine contains many materia medica names rich in poetic meaning and cultural connotation, which provided distinctive creative support for campus-based reading-promotion activities. During graduation season, the library launched a graduation-message activity using Chinese-medicine names under the theme “Fragrant herbs write farewell; brief letters carry the parting song.” The activity designed eight Chinese-medicine-themed letter papers, corresponding respectively to “Shudi” (prepared rehmannia), symbolizing parting; “Danggui” (Chinese angelica), entrusting thoughts of return; “Wangyou” (“forgetting sorrow”), signifying the dispelling of worries; “Yuanzhi” (polygala), expressing aspiration; “Lingxiao” (Chinese trumpet creeper), implying nobility and purity; “Chenxiang” (agarwood), embodying calmness; “Hehuan” (silktree), symbolizing reunion and joy; and “Jingtian” (stonecrop), representing hope. Graduates could write farewell messages incorporating Chinese-medicine names

and recommend reading titles; the activity also opened an online participation channel to achieve broad participation. The library displayed and commended outstanding works online, and selected 100 titles from the books recommended by students for collection supplementation and reading-list recommendation. Through a scenario-based and literary approach, this activity revitalized Chinese-medicine cultural symbols; it not only demonstrated students' professional literacy, but also consolidated campus sentiment, conveyed humanistic care, and effectively deepened graduates' identification with their alma mater and their sense of cultural belonging.

(3) "Flavors of a Hundred Herbs" sonnet creation activity. On the basis of mnemonic-verse creation and the graduation-message activity, the library further expanded its formats and launched the themed reading-and-creation activity "Flavors of a Hundred Herbs: Sonnets." The sonnet is a classic Western lyric metrical form, with rigorous structure and regulated rhythm; through the development of writers such as Petrarch, Shakespeare, Pushkin, and Feng Zhi, it has formed a stable paradigm. This activity was guided by dual objectives: first, to guide students in studying classic sonnets in the library collection, mastering the characteristics of the poetic form and methods of creation, and broadening their literary horizons; second, to integrate Chinese-medicine names naturally into the writing in line with the university's distinctive features, thereby achieving an organic combination of professional knowledge and literary expression. The activity was both professional and challenging, stimulated students' enthusiasm for creation, and collected many high-quality works. These excellent pieces fused Chinese-medicine elements with poetic imagery, demonstrating the students' solid professional grounding and literary creativity and realizing an integrated expression of Chinese-medicine culture and literary art.

(4) Chinese-medicine cultural and creative design activity. To further consolidate students' professional thinking, activate Chinese-medicine knowledge, empower the development of campus cultural and creative products, and enhance students' capacity for innovative practice and sense of professional identity, the library organized a Chinese-medicine cultural and creative product design activity. The activity focused on five major product categories: first, Chinese-medicine cultural bookmarks themed around the university motto "Seek the Root and Hold Lofty Aspirations" and classic lines from the *Huangdi Neijing* (*Yellow Emperor's Inner Canon*); second, reading-room Chinese-medicine cultural table signs featuring famous philosophical quotations from Chinese medicine; third, Chinese-medicine cultural letter paper drawing on *materia medica* patterns, combining artistic and practical value, and suitable for multiple scenarios such as graduation messages; fourth, Chinese-medicine cultural folders with a classical charm, drawing on visual elements from rare ancient books in the library collection; and fifth, environmentally friendly canvas bags themed around the "Eight Famous Zhejiang Medicinals," highlighting the characteristics of authentic Zhejiang medicinal materials. Students' cultural and creative works served as prizes and souvenirs for reading-promotion activities, effectively increasing sustained student participation and activity stickiness; after optimiza-

tion by the university's cultural and creative department, outstanding works were mass-produced and widely used in various university meetings and activities, becoming an important vehicle for promoting the dissemination of campus-based Chinese-medicine culture.

2.2.3 Experience of Transcribing Chinese-Medicine Classics and Woodblock Printing

Chinese-medicine culture is embedded in ancient books, and the dissemination of ancient books relied on transcription and woodblock printing. To help students deeply understand the important significance of transcription and woodblock printing for the inheritance of Chinese-medicine culture, experience the refined elegance of transcription and the craft beauty and technical sophistication of woodblock printing, and enhance aesthetic ability and cultural literacy, the library carried out a themed activity titled "Experience of Transcribing Medical Classics and Woodblock Printing." The activity selected famous formulas and notable lines from classic medical works such as the *Shanghan lun* (*Treatise on Cold Damage*) and *Beiji qianjin yaofang* (*Essential Prescriptions Worth a Thousand in Gold for Emergencies*), made them into transcription models and woodblock templates, and had students practice transcription and printing under the demonstration and guidance of librarians, as shown in Figure 1. Through an immersive experience with xuan paper, the resonance of ink, and woodblock-printing techniques, students were enabled to perceive ancient-book production techniques directly, deepen their memory of formula knowledge, and cultivate a focused and rigorous craftsman spirit.

2.2.4 Integration and Practice of Diverse Therapies with Chinese-Medicine Characteristics

Diverse therapies with Chinese-medicine characteristics include aromatherapy, horticultural therapy, clothing-and-adornment therapy, reading therapy, and others. Aromatherapy is relatively popular in the West; it is an art that promotes physical and mental health through plant essential oils. It often uses plants originally produced abroad, and its compatibility with Chinese people's olfactory habits and constitutions is relatively low. Horticultural therapy uses gardening activities to help people relieve stress, improve mood, and alleviate pain; by means of natural labor, it promotes physical and mental recovery, accords with the national advocacy of labor education for university students, and has a good application foundation in Chinese-medicine universities. After the two were introduced into China, they were favored by young people and provided useful inspiration for innovation in reading promotion. Clothing-and-adornment therapy may be regarded as a traditional Chinese form of aromatherapy: it uses the fragrance of natural herbs to achieve external treatment and disease prevention, making it more natural and healthy. The library integrated aromatherapy, clothing-and-adornment therapy, horticultural therapy, and reading therapy to carry out an immersive series of reading-promotion practices. Relying on the

campus' s Chinese-herbal resources, the activity pushed relevant research literature to students and provided atractylodes, kaempferia galanga,

Angelica dahurica and other traditional aromatherapy medicinal materials were used to guide students in making sachets and fragrance plaques; an environmentally friendly water-soaking method was also adopted to make campus herbal leaf-vein bookmarks. At the same time, in conjunction with bibliotherapy theory, students were guided to flexibly apply sachets, fragrance plaques, leaf-vein bookmarks, and other items in different reading scenarios, thereby optimizing their reading mindset and improving reading efficiency. Through professional evaluation and the display of works, the activity transformed outstanding production experience into resources for developing cultural and creative products. Practice has shown that this model not only created a quiet and warm cultural atmosphere and strengthened students' understanding of traditional Chinese medicine culture and mastery of related techniques, but also helped students improve their psychological adjustment abilities, deepen their professional identity, and prompted students to spontaneously establish an "incense culture" society, promoting the campus inheritance, innovative development, and application of the traditional "incense culture" of Chinese medicine.

Figure 1. Example of an engraved block for "Wenpi Decoction"

3. Practical Experience in School-Based Reading Promotion

3.1 Adhering to the general orientation of school-based reading promotion: "for the school, within the school, and based on the school"

When carrying out reading promotion activities, in addition to implementing the unified arrangements of higher-level competent departments and professional societies, Zhejiang Chinese Medical University Library has consistently upheld the working principles of "maintaining resolve, strengthening confidence, not blindly following trends, and not making comparisons" for activities planned and implemented independently. It takes "for the school, within the school, and based on the school" as the general orientation of school-based reading promotion.

The library leadership actively guides all librarians and the broad readership to proactively explore the university' s overall characteristics and disciplinary features, to closely follow the various distinctive activities carried out by colleges, departments, and functional offices, and to deeply investigate pathways for organically integrating such distinctive activities with the library' s reading promotion activities, thereby realizing the effective grafting and transformation of characteristic resources. Through this initiative, the library' s reading promotion has been able to fully demonstrate the university' s unique cultural temperament and academic heritage, and to become organically integrated into the entire process of campus culture construction, discipline development, dis-

tinative talent-cultivation construction, and regional cultural development.

3.2 Defining literature recommendation as the core content of reading promotion activities

In all types of reading promotion activities, Zhejiang Chinese Medical University Library has always adhered to literature recommendation as the core, regarding it as the soul of reading promotion activities. The library leadership takes whether literature is recommended in an activity as the fundamental criterion for determining whether it qualifies as a reading promotion activity. During the planning process, library leaders repeatedly emphasize that reading promotion activities are, in essence, educational activities intended to increase readers' reading volume and improve the utilization rate of collection resources. Therefore, in the design of every activity, the library skillfully embeds a literature recommendation component.

The literature recommendation work of Zhejiang Chinese Medical University Library mainly includes three aspects. First, a knowledge threshold is established: readers are required to read in advance the literature recommended by the library, and those who have not completed this requirement may not participate in the activity. Second, a book-recommendation segment is set up, encouraging readers with outstanding performance and a solid knowledge foundation to share the classic books that have had the most profound influence on them. Third, the practice of "speaking through books and sending messages to peers" is carried out, inviting award winners to select books that accord with their own state of mind for recommendation. Such recommendations combine knowledge, emotional value, and motivational effect, helping to bring into play the healing function of reading.

The library systematically organizes the titles recommended by students, keeping detailed records, conducting refined classification, and compiling frequency statistics. Through long-term accumulation, frequently recommended titles are given priority for use in subsequent reading promotion activities. Such booklists, originating from the student community, are closer to students' learning needs and psychological growth, and are therefore widely recognized.

3.3 Taking closeness to youth and sensitivity to online culture as the starting point for effective activity planning and publicity

At present, most college students on campus are members of the "post-00s" generation. As digital natives, their values, behavioral habits, and identification with online culture differ significantly from those of previous students. Only by accurately grasping their points of interest and topics...

Only by being conversant with young people's discourse systems and online aesthetics can librarians design attractive activities and achieve effective publicity.

The Library of Zhejiang Chinese Medical University has adopted three measures

to ensure that its activities closely meet students' needs. First, it has optimized its team structure by promoting collaboration among senior, middle-aged, and young librarians, attaching importance to the views of young librarians, and drawing on their peer perspectives and creativity. Second, it conducts surveys of student needs; after a plan has taken shape, it solicits suggestions for improvement through interviews or questionnaires from student volunteers, reading-club members, and randomly interviewed students. Third, it encourages librarians to actively observe young people's psychological and behavioral characteristics, anticipate popular activity formats, and test the suitability of plans through groups of younger relatives and friends.

On this basis, activity planning appropriately incorporates online elements such as homophonic memes, takes into account the participation experience of introverted students such as "I-persons," and integrates content favored by female students, such as handicrafts, aromatherapy, and check-in activities. Publicity language is made closer to young people's modes of expression, thereby effectively enhancing the activities' attractiveness, appeal, and cohesion.

3.4 Exploring a sustainable innovation path of "stimulating creativity with creativity"

In the field of education, the words of the philosopher Jaspers are often quoted: "The essence of education is that one tree shakes another tree, one cloud pushes another cloud, and one soul awakens another soul."

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In innovative practice for reading promotion, we have likewise found that there is no need to fear the exhaustion of creativity; rather, one should be good at "using one idea to inspire another."

Librarians need not be afraid of creative work in reading promotion. Experience shows that, as long as they are grounded in school-based concepts and successfully create the first distinctive activity, subsequent formats can naturally extend from it. Starting with basic-knowledge quizzes, the Library of Zhejiang Chinese Medical University has gradually developed a series of activities, including guessing the names of medicinal materials, creating mnemonic verses and messages, writing sonnets, transcribing classics, experiencing woodblock printing, and developing cultural and creative products. Through gradual progression and iterative optimization, it has step by step built a school-based reading-promotion system with clear levels and rich content.

3.5 Integrating the concept of "simultaneous advancement of the five educations" into the entire process of reading promotion

The Ministry of Education has consistently emphasized integrating moral, intellectual, physical, aesthetic, and labor education throughout the whole educational process. At present, reading promotion in most university libraries

focuses on moral and intellectual education, while few truly realize the “simultaneous advancement of the five educations.” Grounded in school-based culture, the Library of Zhejiang Chinese Medical University implements this concept in reading promotion. For example, by relying on the internal connection between the medicinal material *yuanzhi* and the university motto, it uses images of medicinal materials as the main visual for activities, cultivating students’ ideals and convictions and giving play to the moral-education function of reading promotion. Knowledge competitions and creative reading-promotion activities take intellectual education as their core while skillfully incorporating elements of physical education: the activities set no fixed bibliographic scope, but provide only open-ended clues, guiding students to search independently and move through the stacks, thereby perceiving in personal practice the professional value of literature-service work. Activities such as designing and making “Zhebawei” eco-friendly bags and experiencing woodblock printing of ancient Chinese-medicine books have both aesthetic-education and labor-education functions. By promoting books related to horticultural therapy, reading therapy, and aromatherapy, and by guiding students in making leaf-vein bookmarks, sachets, and incense plaques, the library leads them to learn the virtue of harmony, ways of strengthening the body, the beauty of art, and the joy of labor, thereby realizing coordinated cultivation in moral, intellectual, physical, aesthetic, and labor education.

3.6 Promoting reading promotion from the perspective of advancing the construction of New Medicine and New Liberal Arts

At present, the Ministry of Education is actively promoting the construction of New Medicine and New Liberal Arts. New Medicine aims to break through the traditional treatment-centered model and build a full-cycle life-and-health medical system covering prevention, treatment, health maintenance, and rehabilitation. New Liberal Arts emphasizes breaking down disciplinary barriers, promoting interdisciplinary integration and technological innovation, and cultivating interdisciplinary talent.

Based on the university’ s distinctive characteristics, the Library of Zhejiang Chinese Medical University has identified its service positioning at the intersection of New Medicine and New Liberal Arts construction, and uses this as the basis for overall planning of reading-promotion work. In the planning and implementation of activities, the library focuses on conveying the concepts of New Medicine and New Liberal Arts. Through reading promotion, it broadens students’ interdisciplinary horizons and helps them establish a full-cycle view of health; at the same time, it encourages librarians to accumulate interdisciplinary knowledge and carry out library-science research oriented toward New Liberal Arts. For example, the library integrates into reading promotion such content as dress-and-adornment therapy, aromatherapy, reading therapy, horticultural therapy, the creation of poems and mnemonic verses, and the inheritance of intangible cultural heritage. By using diverse innovative elements, it expands the

knowledge boundaries of teachers and students and provides useful inspiration for teaching and research.

4 Conclusion

At present, many university libraries have already carried out reading promotion in connection with their institutions' distinctive characteristics. The Library of Zhejiang Chinese Medical University has deeply explored the university's characteristics, continuously conducted systematic research, built a serialized and systematized set of school-based reading-promotion activities, and constantly summarized experience, promoting school-based reading promotion toward deeper and higher-level development. It thus possesses a certain degree of uniqueness and representativeness.

School-based reading promotion is not an exclusive method belonging to a single library, but a replicable model with general reference value. Once its essentials are grasped, any library can flexibly apply it in light of its own actual conditions. This is especially true for libraries of specialized institutions with distinctive characteristics—such as those in medicine and pharmacy, film and television, dance, and music—where there is broad scope for school-based reading promotion. It is hoped that more university libraries will carry out school-based reading promotion, making it an important innovative pathway for implementing the *Regulations on the Promotion of Reading for All* and enriching the practical forms and intrinsic value of nationwide reading.

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Research on the Causes of Talent Loss and Coping Strategies in University Libraries: A Qualitative Exploration Based on Interviews with Former Librarians

Zheng Yahui Zhang Qilin

Business College of Southwest University, Chongqing, 400715

Abstract Against the backdrop of national institutional streamlining reforms, university libraries are facing increasingly severe human resource challenges, and retaining young talent has become an urgent practical issue to be addressed. Investigating the factors that drive librarians to resign and proposing corresponding strategies is essential for ensuring the sustainable development of university libraries. This study focuses on 24 librarians who had worked in university libraries for three years or more and voluntarily resigned, employing grounded theory to conduct qualitative analysis. Based on three-level coding, the push-pull theory is incorporated to construct a model of talent loss in university libraries. The findings reveal that unreasonable organizational operations, weakened job characteristics, and limited career development jointly constitute the “push”

forces, which interact with the “pull” forces of external opportunities. Meanwhile, the “resistance” forces from outflow and inflow barriers are relatively insufficient, further exacerbating the turnover tendency. In addition, librarian turnover is largely the result of the long-term accumulation of push factors and exhibits clear characteristics of low-risk preference and path dependence. The study recommends that university libraries optimize organizational systems, improve the professional ecosystem, and strengthen process-oriented governance to enhance the stability and vitality of their talent workforce.

Keywords University libraries; Former librarians; Talent loss; Talent management

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School-Based Reading Promotion: Background, Definition, Practice, and Experience

Wang Bo¹ Li Lufang² Tian Rong²

1. Peking University Library, Beijing, 100871

2. Zhejiang Chinese Medical University Library, Hangzhou, 310000

Abstract This paper introduces the new concept of “school-based reading promotion,” defined as an umbrella term for reading promotion activities that are closely integrated with the distinctive characteristics of a particular university. This concept is intended to facilitate professional exchange and academic communication among such initiatives. Taking Zhejiang Chinese Medical University Library as a case study, this paper systematically presents a series of school-based reading promotion activities implemented there. On this basis, it distills key practical experiences in conducting school-based reading promotion: adhering to the overarching principle of “for the university, within the university, and based on the university”, centering on literature recommendation, responding closely to the needs of young students, emphasizing the continuity of creative ideas, integrating the “Five Domains of Education” into reading promotion, and aligning with the broader agenda of developing the New Medical Sciences and New Liberal Arts. This paper argues that school-based reading promotion is both replicable and scalable, is particularly well-suited to universities with clearly defined disciplinary strengths, and can contribute to deepening and advancing nationwide reading initiatives.

Keywords School-based reading promotion; Academic libraries; Distinctive reading promotion; Nationwide reading

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

Source: ChinaXiv. Machine translation. Verify with the original.