

TRENDS OF LIS EDUCATION IN CHINA

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Abstract. This paper summarizes the Education of Library and Information Science in China Nowadays in such aspects as general status, main courses, main research directions, and the problems in it, and put forward some personal opinions on the development of Education of Library and Information Science in China.

Introduction

China has a book-collecting history of at least 3,500 years. The Oracle Bone Materials of the Shang Dynasty (16th-11th century B.C.) were consciously stored up before they were discovered by the later generations. It is a sacred and important cause for past dynasties and scholars to collect, collate and make use of the documents. The first book on Library Science in China, "Bielu", was written by Liu Xiang (77-6 B.C) in Han Dynasty, more than 2,000 years ago. Only a few chapters of this book remain today, by which we can still find that the author has gotten great achievements from his study on the national book collections at that time. From then on, there are books on Library Science through ages, which include bibliography and Document Science. And the characteristic traditions of book-collecting and research have been formed.

The first 50 years of 20th century is a period when the education in China followed the West's example. This is the background that modern LIS education in China came into being. At the beginning of 20th century, some Library Science courses were set up in a few universities. For example, there were courses introducing library science in Jinling University in 1913. In 1920, the first library science school in China, Boone Library School, was founded in Wuhan by Miss Mary Elizabeth Wood (1861-1931) and Samuel Tsu Yung Seng (1884-1977) following the mode of LIS education in the United States. LIS education in China had developed scarcely in the following sixty years. The LIS education in China was mainly conducted by two institutions, the Departments of Library Science both in Peking University and Wuhan University. During more than 20 years since 1980's, LIS education in China developed faster than ever. The paper mainly introduces the present situation of LIS education, curriculum and research directions in China, and then points out the problems in them and the trends of LIS Education in China.

The present situation of LIS education in China

There are 41 LIS schools at undergraduate education level in Chinese Mainland, among which, five reward LS doctor's degree, five reward IS doctor's degree, and one rewards Archival Science doctor's degree. There are also 18 units which can award LS Master's degree, 28 units which can award IS Master's degree and 12 units which can award Archival Science Master's degree among them. Besides these, there are correspondence education and long-distance education of LIS.

Information Management Discipline contains five specialties at present, which are Library Science, Information Science, Information Management and Information System, Archival Science, and Editing and Publishing Science.

Among the units with Information Management Discipline in China, we think the influential ones are as follows.

1) Department of Information Management, Peking University

Department of Information Management in Peking University was founded in 1947, which is an independent department directly under Peking University. It has 30 full-time teachers and 10 other staffs. It enrolls about 50 undergraduates, 40 postgraduates, 20 doctorates and some foreign students every year. It has three levels of Library Science education including bachelor's degree, Master's degree and Doctor's degree, two levels of Information Science education and Editing and Publishing Science education which include Master's degree and Doctor's degree, and the undergraduate education of Information Management and Information System. Among them Library Science is the state key subject. Besides this, it has the authority to award the degree of the first level discipline named as Library, Information and Archives Management. It also has a Post-doctoral Research Center.

2) School of Information Management, Wuhan University

It has three levels of Library Science education, Editing and Publishing Science education and Archival Science education which include bachelor's degree, Master's degree and Doctor's degree, two levels of Information Science education which includes Master's degree and Doctor's degree, and the undergraduate education in Information Management and Information System. Besides those, it has the authority to award the degree of the first level discipline named as Library, Information and Archives Management. It also has a Post-doctoral Research Center, two key subjects and one art base.

3) Department of Information Management, Nanjing University

It has three levels of Library Science education which includes bachelor's degree, Master's degree and Doctor's degree, two levels of Information Science education which includes Master's degree and Doctor's degree, and the undergraduate education in Information Management and Information System, Editing and Publishing Science education, and Archival Science education.

4) School of Information Resource Management, Renmin University of China

It has Archival Science at doctoral education level, three specialties at postgraduate education level, Archival Science, Information Science, and Library Science. At undergraduate education level, there are such two specialties as Information Management and Information System, and Library Science.

5) Department of Information Management, Nankai University

It has three levels of Library Science education which includes bachelor's degree, Master's degree and Doctor's degree, Information Science at postgraduate education level, and Archival Science at undergraduate education level.

6) Department of Information Management Sun Yat-sen University

At present, the department is comprised of three majors of undergraduate: the Information Management and Information System, the Library Science, the Archival Science, and three master's points: the Library Science, the Information Science and the Archival Science.

7) Department of Library and Information Science, National Taiwan University

It has 15 full-time faculty members, which include 6 professors, 3 Associate Professors and 2 Assistant Professors. It offers library and information science education at all levels, ranging from an undergraduate major to a Ph.D. program.

Curriculum and research directions

At present, LIS education in China can be divided into three levels:

1) Graduate student education, including Master's and Doctor's degree graduate student education, mainly trains advanced professionals who can go in for high-level managing work in libraries and information organizations, and equal to teaching and research work in universities.

2) Undergraduate Student Education, mainly trains the backbone professionals in libraries and information organizations.

3) Secondary Specialized Education and Adult Education, mainly trains the general professionals in libraries and information organizations.

LIS Undergraduates mainly study the elementary theory and knowledge of LIS. They accept basic training in document science, bibliography, information science, communication science, management science, and economics. They master the skills to collect, deal with, research, develop and deliver the document information. The core courses include Basic Theory of Library Science, Document Resource Construction, Document Classification and Subject Study, Document Cataloguing, Humanistic Study and Social Science Document Retrieval, Scientific Documents Retrieval, Consultation and Decision, Information Marketing, Bibliometrics, Computer Application, Database Management, Introduction to Document Science, Introduction to Bibliography, Computer System and System Software, Data Structure and Database, Computer Network, Information Management, Information Organization, Information Storage and Retrieval, Analysis and Design of Management Information System, etc.

The educational goal for LS Master's degree is to train high-level professionals with solid and wide basic theoretical knowledge, relative systematic and deep professional knowledge and relative comprehensive quality and competence, who acquaint themselves comprehensively and deeply with the history, current development and trend of their research areas. They should master at least one foreign language so that they can read the specialized materials in foreign languages. They should be able to write academic articles and communicate with their international peers. Being skilled with the computer application is also demanded. They are demanded to be able to engage independently in innovative scientific research and to be able to go in for high-level managing work in libraries and information organizations, and equal to teaching and research work in universities and specialized research institutes.

LS Doctor's degree contains four research directions: Theoretical library Science, Applied Library Science, Modern Bibliography, and Document Science. Basic theoretical courses for Doctors include Introduction to Document Information and Study of Library Science Research Progress, etc. Specialized courses are Monographic Study of Library Science, Bibliography, and Document Science, etc.

The educational goal for IS Master's degree is to train high-level professionals with solid and wide basic theoretical knowledge, relative systematic and deep professional knowledge and necessary knowledge of related disciplines, and who can skillfully use computers to process and manage information. They should master at least one foreign language so that they can read the specialized materials in foreign languages. They should be able to write academic articles and communicate with

their international peers. They are demanded to be able to engage independently in scientific research and practical work. Masters are demanded to be able to do teaching and research work in universities and specialized research institutes, and they should be able to do high-level practical information managing work in enterprises or institutions.

IS Doctor's degree has five research directions: Theory and Method of Information Science, Information Study and Forecast, Information Resource Management, Computer Information System Project and Network, and Information Economy. Doctors have basic courses like Progress of Information Science, Theoretical Information Science, Computer Information System Project, etc. and specialized courses such as Information Retrieval System Design and Evaluation, Information Study and Policy, Information Economy Analysis, Information Service and Consultation Study, Information Management, Database and Retrieval Strategy, Document and Information Metrology, etc.

Problems

In conclusion, about 20 years ago, LS undergraduate student education based on the specialized knowledge such as Book and Document Science, Bibliography, etc., and applied knowledge like Document Resource, Library Management, Classification and Cataloguing, Reference Book and Index, etc. in Peking University and Wuhan University.

In the recent decade, with the development of technology and the changes of text, the original basic knowledge was queried and even abandoned, but the new one hasn't been built. So the LS undergraduate student education hasn't laid a foundation for the LS graduate education.

Master's degree graduate student education has two purposes. One is that as the preparation of Doctor's degree graduate student education, it should emphasize theoretical training. Another is that as an independent applied phase, it pays more attention to practical training, which is preferred by most postgraduates driven by the job market in China. Being short of practical experience, they accept this kind of training without any intuition or inspiration. Therefore, profession degree system should be set.

Research has been the important link in the chain of graduate student education. As in other fields, innovation is also advocated in graduate student education, but the basis of research is neglected at the same time, which makes a lot of research work less valuable. For example, the graduates don't read systematically and seriously any longer; they get their research materials only from some databases; they refer some data without any reliability. As a result, the graduates can't express themselves with proper languages and words; they can't find the question for discussion; they can't get enough academic heritage; they often repeat some research at the low level; and they don't use any notes to indicate where the materials they use come from, which doesn't conform to academic standards. So the foundation of research must be strengthened.

Development Trends

According to the statistics (2004), there are 15,437 libraries in Chinese Mainland at present, including 2,697 public libraries at county level and above, 1,700 university libraries, 4,100 scientific research institution libraries, 1,600 Communist Party school libraries, 1,200 hospital libraries, 3,800 secondary specialized school libraries, and 340 other libraries. Therefore, it is a big job market for the LIS graduates, which would promote the development of LIS education in China.

In my opinion, Development Trends of LIS education in China are as follows.

1) Undergraduate Student Education would be weakened even canceled, while Graduate student education and Secondary Specialized Education would be strengthened. Graduate student education would be divided into applied sort and research sort, and profession degree system should be set.

Considering that the Undergraduate Student Education still get more attention, in the first and second years, the undergraduates should learn the basic courses set by the university and basic specialized courses set by school. The former includes foreign languages, mathematics, computeracy, and other selected courses. The latter includes specialized foreign languages, computer application and document science. In the third and fourth years, they should learn specialized compulsory courses, specialized selected courses, participate in social practice, and write academic dissertation.

The main specialized courses of Library Science are different according to different teachers at different schools. I think that they should be based on the necessary knowledge of this discipline, smaller quantity, and better quality, which mainly consist of Classification, Subject, Cataloguing and Bibliographic Retrieval. These courses sound like outdated, but I think they are still the elementary knowledge. Library Science circles like to follow the fashion and to appreciate the concept, which produces bad effects on LIS education in China. LIS education should pay more attention on the foundation, pay equal attention to culture and technology, and develop steadily and properly.

Basic specialized courses and main specialized courses compose the compulsory courses of LIS, the number of which ought to be small in order to leave more space for students to choose what they want to study. A good major should provide students with more specialized selected courses.

In my opinion, the specialized selected courses of LIS may be divided into two aspects. One is specialized knowledge related to LIS, such as Bibliography, History of Bibliography, History of books in China and foreign countries, History of book collecting in China and foreign countries, Intellectual Property Right, and Reading Culture. The other is specialized courses of research directions, which could be selected by the senior undergraduates or postgraduates. This kind of courses could be set by module, including Book-Collecting Construction and Electric Resource, Information Service, Periodical Science, Ancient Books and Local Document, Book Culture, Library Management, Unique Service of Library, etc.

2) The merge of disciplines would be stressed. LIS education is now divided into three majors, Library Science, Information Science, and Archival Science. There are overlapping parts of these courses and research areas. Many scholars think that these majors should be placed under the discipline of Information Resource Management.

3) The effect and status of LIS would be increased. Schools of LIS have not gotten enough attention in Chinese universities and colleges, which dues to the discipline's academic status. In my opinion, on the one hand, LIS should pay attention to the application of the new technology. On the other hand, it should pay more attention to the effect of libraries and information organizations on the public reading. Then LIS education will be more aware of the public.

References

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About the author

Wang, Yuguang (Born in June 1959), graduated from Library Science Department (known as the Department of Information management at the present) of Peking University in the year of 1983. Then in 1993, obtained the PHD degree. From the year of 1983 to 1999, teaching at Library and information College of Wuhan University. During this period, qualified as professor in 1993, also assumed as the deputy dean of that college in 1995. From 1999 till now, transferred to the Information Management Department of Peking University(an independent department directly leader by school), after that, being the dean of this department. otherwise undertaken as the deputy director of advising committee in library science of higher education of Chinese Ministry of Education, the deputy director of Chinese Library Academy, the chief director of Chinese Reading Association and so on. The researching fields are mainly philology, reading culture and modern publishing study. The representative works is following, “Chinese Historical Philology”, “A History of Chinese Philology” (I volume), “Chinese Character and Canon”, “The Study on Chinese new books publishing”, “Reading on masterpieces” and personal corpus “Reading Random Notes” etc.

图书馆学和情报学教育在中国的发展趋势

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摘要: 概述了中国当代图书情报学教育的一般情况、主要课程及主要研究方向及其存在的问题,并对中国图书情报学教育的发展方向提出了几点看法。

1 引言

中国藏书的历史至少已有 3500 年了,后人发现的甲骨文献在商代是被有意识地收藏的。文献典籍的收藏、整理、利用,对中国历代王朝与学者来说,都是一件神圣与重要的事情。中国第一本图书馆学著作《别录》是由汉代刘向(前 77-前 6)所撰,距今亦有两千余年了。这本书虽只有少量篇章存世,但我们仍能看出,作者对当时的国家藏书所作的研究,并取得很高的成就。至此之后,中国历代图书馆学著作(含目录学与文献学)都有撰述,并形成了独具特色的藏书传统与研究传统。

20 世纪前 50 年,是中国教育向西方学习的时期,在这样的背景下,中国现代的图书馆学教育开始形成。20 世纪初的一段时间里,一些大学已开设了一些图书馆学课程,如金陵大学在 1913 年就有介绍西方图书馆学知识的课程。到 1920 年,美国学者韦棣华(Miss Mary Elizabeth Wood, 1861-1931)女士与中国沈祖荣先生(1884-1977)仿照美国图书馆学教育的模式,在武汉创办了我国第一所图书馆学校,武昌文华图书馆学专科学校。在此后的 60 年间,由于战乱等原因,图书馆学教育没有太大的发展,基本上就是由两家教育机构支撑着全国图书馆教育的局面,他们是北京大学图书馆学系与武汉大学图书馆学系。自上个世纪 80 年代以来的 20 余年间,中国的图书馆学教育得到了较快的发展。本文主要介绍中国图书馆学情报学教育的现状,课程与研究方向,指出其中存在的问题,以及今后的发展趋势。

2 中国图书馆学情报学教育的现状

目前,中国大陆图书馆情报学本科教育的院校有 41 所,其中图书馆学有博士授权点 6 个,情报学有博士点 6 个,档案学 1 个。图书馆学硕士授权点 18 个,情报学硕士授权点 28 个,档案学 12 个。另外还有图书馆情报学函授教育与远程教育。

目前,信息管理学科主要涵盖的专业有:

- 1) 图书馆学(本、硕、博)
- 2) 情报学(硕、博)
- 3) 信息管理与信息系统(本)
- 4) 档案学(本、硕、博)
- 5) 编辑出版学(本,硕、博士点为自设)

在中国信息管理学科中,我们认为比较有影响的是:

- 1) 北京大学信息管理系

北京大学信息管理系是直属于学校的一个独立的系科,创办于 1947 年,目前有专任教师 30 人,其他工作人员 10 人,每年招收本科生约 50 人,硕士研究生 40 人左右,博士研究生近 20 人以及若干国外留学生。

有图书馆学(本、硕、博),情报学(硕、博),信息管理与信息系统(本),编辑出版学(硕、博士点为自设)两个本科专业与三个硕、博士点,另图书馆学是国家重点学科,有“图书馆、情报与档案管理”一级学科授予权及博士后流动站。

2) 武汉大学信息管理学院

有图书馆学(本、硕、博), 情报学(硕、博), 信息管理与信息系统(本), 编辑出版学(本、硕、博士点为自设), 档案学(本、硕、博)。四个本科专业与四个硕、博士点, 另有“图书馆、情报与档案管理”一级学科授予权及博士后流动站、重点学科二个、文科基地一个。

3) 南京大学信息管理系

有图书馆学(本、硕、博), 情报学(硕、博), 信息管理与信息系统(本), 编辑出版学(本), 档案学(本)。四个本科专业与两个硕、博士点。

4) 中国人民大学信息资源管理学院

有图书馆学(硕), 情报学(硕), 信息管理与信息系统(本), 档案学(本、硕、博)。二个本科专业与三个硕士点、一个博士点。

5) 南开大学信息管理系

有图书馆学(本、硕、博), 情报学(硕), 档案学(本)。两个本科专业与两个硕士点、一个博士点。

6) 中山大学资讯管理系

有图书馆学(本、硕), 情报学(硕), 信息管理与信息系统(本), 档案学(本、硕)。

7) 台湾大学图书资讯学系

有教师 15 人(教授 6 人, 副教授 3 人, 助理教授 2 人), 一个专业, 有本、硕、博三类学位。(资料时间为 2003 年 3 月)

3 课程设置与主要研究方向

目前中国图书馆学情报学教育主要分为以下几个层次:

1) 研究生教育(硕士与博士研究生), 主要培养图书情报工作的高级管理人才及相关领域的教学科研人才。

2) 本科生教育, 主要培养图书情报工作的骨干人才。

3) 中等专业教育与成人教育, 主要培养图书情报工作的一般工作人员。

图书馆情报学本科生主要学习图书馆学和信息管理的基本理论和基础知识, 受文献学、目录学、信息学、传播学、管理学、经济学等方面的基本训练, 掌握文献信息收集、处理、研究、开发和传递的技能, 主修课程有: 图书馆学基础、文献资源建设、文献分类法与主题法、文献编目、人文社会科学文献检索、科技文献检索、咨询与决策、信息市场学、文献计量学、计算机应用、数据库管理、文献学概论、目录学概论、计算机系统与系统软件、数据结构与数据库、计算机网络、信息管理学、信息组织、信息存储与检索、管理信息系统分析与设计等。

图书馆学研究生的培养目标是: 具有坚实宽广的图书馆学基础理论知识, 系统深入的专门知识和优秀的综合素质和能力的高级专门人才。对所从事的研究领域的历史、现状及前沿有全面深入的了解。至少掌握一门外国语, 能够熟练地阅读本专业的英文资料, 具有一定的写作能力和进行国际学术交流的能力。熟练掌握计算机应用知识。能独立从事创新性的科学研究; 能胜任大型文献信息机构的高层次管理工作或高等学校的教学和研究工作。图书馆学博士学位设理论图书馆学、应用图书馆学、现代目录学、文献学等研究方向。基础理论课有文献信息学引论、图书馆学研究进展等; 专业课有图书馆学专题研究、目录学专题研究、文献学专题研究等。

情报学专业研究生的培养目标是: 具有情报学领域坚实宽广的基础理论, 系统深入的专门知识和较为广博的相关学科知识的高级专门人才。学位获得者应熟练利用计算机处理和管理信息。至少掌握一门外国语, 能够熟练地阅读本专业的英文资料, 具有一定的写作能力和进行国际学术交流的能力。具有独立从事科学研究和实际工作的能力。能够任高等学校和专业研究机构的教学和科研工作, 同时也能在企事业单位从事高层次的信息管理工作。情报学博士学位设情报学理论与方法、情报研究与预测、信息资源管理、计算机情报系统工程与网络化、信息经济等研究方向。基础理论课有情报学进展、理论情报学、计算机情报系统工程等; 专业课有情报检索系统设计与

评价、情报研究与决策、信息经济分析、信息服务与咨询研究、情报管理学、情报数据库与检索策略、文献与情报计量学等。

4 图书馆学情报学教育所面临的问题

大约 20 年前，图书馆学本科专业的基础知识是图书与文献学、目录学等，应用知识是文献资源、图书馆管理、分类编目、工具书与索引等。这是从北大、武大当时本科开设的课程中所得出的结论。

近十年来，随着技术的发展与文本的变迁，原有的基础知识受到质疑并被抛弃，但我们没有确立新的专业基础知识。本科教育未能给研究生教育提供扎实的根基。

硕士研究生教育大约有两个方向：

- 1) 作为博士教育的前期阶段，强调理论性训练；
- 2) 作为应用性的独立阶段，注重实践性训练。由于就业的驱动，我们的硕士研究生大多选择这个方向，但他们几乎都是从本科生直升来的，没有工作的经验，因而这种实践性训练就缺少一种直觉与灵感。结论：强化图书馆情报学专业硕士教育势在必行。

5 发展趋势

目前我国有统计的图书馆数量共有 15,437 家，其中包括县以上公共图书馆 2,697 家、高等院校图书馆 1,700 家、科研院所图书馆 4,100 家、党校系统图书馆 1,600 家、医院系统图书馆 1,200 家、中等专科学校图书馆 3,800 家，其他类型图书馆 340 家。¹ 为图书馆学情报学毕业生提供了广阔的就业市场，进而促进未来中国图书情报学教育更大的发展。

就我个人的看法而言，今后中国图书馆学情报学教育的发展趋势是：

1) 图书馆学情报学教育在今后的实践中应该强化研究生教育以及中等专业教育与培训。在研究生教育层次分为应用型和研究型两种，在应用型方面设立专业硕士。在目前图书情报学本科教育还受到普遍重视的情况下，我个人的理解是，大学生前两年主要是学习学校开设的基础课，它们是外语、数学、计算机知识及各类通选课(如北大校方提供的通选课近 300 门，包括人文、社会科学、自然科学等各大门类，其中也有体育、音乐、艺术等课程)，兼及专业基础课。我认为，图书馆学的专业基础课应当是专业外语、计算机应用与文献学知识。大学后两年主要是选修专业主干课、专业选修课、参加社会实践与撰写学位论文。

图书馆学专业主干课目前是因人而异、因校而异的。我以为应从图书馆学基本的与必备的知识出发。少而精地设课，它们主要是分类主题、编目与文献检索。这些课听起来好像是很旧的，但我仍然认为它们是图书馆学最基本的东西。图书馆学界赶时髦、玩概念之风甚兴，这给教育界带来了不少负面影响，图书馆学教育是需要重基础、重根基，文化与技术并重，相对稳定与适度发展。

专业基础课与专业主干课构成了专业的必修课，其数量应当少，为学生选修课或基础学习留有较大空间。一个好的专业，应当为学生提供较多的专业选修课。

图书馆学专业选修课，我以为可以包括两个方面，一个方面是专业相关知识，如目录学与目录学史、中外图书史、中外藏书史、知识产权、阅读文化学等，另一方面是专业方向课，这些课程可供本科生高年级选修，而主要的是为硕士研究生开设。方向课可以板块设置，主要包括：藏书建设与电子资源、信息服务、期刊学、古籍与地方文献、图书文化、图书馆管理、图书馆特色服务等。

¹ 图书馆信息化建设综合研究报告(2004)

<http://www.ccmnet.com/%5CB7%5C200412%5CB70701200412231406280000.asp>

2) 强调学科融合。目前中国图书情报学教育主要有三个分支：图书馆学、情报学与档案学，但这三个方向的课程与研究内容有很多交叉。中国很多学者都认为这三个学科应置于“信息资源管理”这个学科门类下。

3) 提升本学科的社会影响与学术地位。目前在中国的大学里面图书馆学情报学科普遍没有受到足够的重视，这与本学科的学术地位有一定的关系。我个人以为图书情报学在今后一方面需要关注新技术的应用，另一方面更需要关注图书情报机构对民众阅读的影响，使图书情报教育更具有公共意识。

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王余光（1959年6月-），1983年毕业于北京大学图书馆学系（现信息管理系），1993年获历史学博士学位。1983年至1999年期间在武汉大学图书情报学院任教，1993年任教授，1995年兼任副院长。1999年至今任北京大学信息管理系（校直属）教授兼系主任，另任中国教育部高等学校图书馆学学科教学指导委员会副主任委员，中国图书馆学会副理事长兼科普与阅读指导委员会主任等。专业研究领域为文献学、阅读文化与现代出版业研究。主要个人著作有：《中国历史文献学》、《中国文献史》第一卷、《中国文字与典籍》、《中国新图书出版业初探》、《名著的阅读》，个人文集《读书随记》等。