

# 中国教育地图集



**EDUCATIONAL  
ATLAS  
OF CHINA**

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EDUCATIONAL ATLAS OF CHINA

《中国教育地图集》编纂委员会

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上海科学技术出版社



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# 题词

INSCRIPTION

教育是民族

振兴之本。

为《中国教育地图集》

而题

李岚清一九九五年

Inscription by Vice-Premier Li Lanqing.

"Education is essential to the national vitalization."

(Written for Education Atlas of China)



# 题词

INSCRIPTION

教育地图是一大批  
必将对教育的发展  
产生深远影响的  
影响

李铁映

一九九五年二月十日

Inscription by State Councillor, Mr. Li Tieying:

"Educational maps are of a great pioneering undertaking which will definitely exert a far-reaching impact on educational development and reform."



了解国情  
发展教育

费孝通



一九九四年十二月

Inscription by Mr. Fei Xiaotong, Vice - Chair of the Standing Committee of National People's Congress.  
"Understand the situation of China, and develop education."



题 词

INSCRIPTION

反映教育发展现状  
预测教育发展未来

雷洁琼



一九九五年二月

Inscription of Mme. Lei Jieqiong, Vice - Chair of the Standing Committee of the National People's Congress\*

\*Reflecting the current status of and projecting the future of educational development.\*



# 序 言

## PREFACE



新中国成立 40 多年来,中国的教育事业取得了显著的成就,也经历了曲折的发展历程。90 年代,中国教育事业进入了一个新的发展时期。在中国这样一个有 12 亿人口、资源相对不足、经济实力仍还比较落后的发展中国家,只有不断提高教育水平和国民素质,才能尽快实现社会主义现代化建设的宏伟目标。1993 年中共中央、国务院印发了《中国教育改革和发展纲要》(以下简称《纲要》),确定了 90 年代乃至 21 世纪初中国教育改革和发展的蓝图。1994 年又召开了全国教育工作会议,动员各级政府和全社会认真实施《纲要》,进一步落实教育优先发展的战略地位,开创教育工作的新局面。

结合贯彻中央召开的全国教育工作会议精神和实施《纲要》的任务,我认为,编辑出版《中国教育地图集》(以下简称《图集》),是研究我国教育发展现状、趋势以及与经济、人口和社会发展相互关系的一项重要的基础性工作。这册《图集》对全面了解我国教育状况和制订面向下个世纪教育发展战略具有重要的参考价值:

——《图集》比较直观地显示了新中国成立 40 多年来、特别是近 17 年来各级各类教育事业发展的历史过程和成就:

——《图集》展示了我国教育内部不同层次、不同类别教育的规模、结构和相互关系,在一定程度上体现了近十多年来教育宏观结构的改革和变化:

——《图集》反映了我国教育和人口、民族、地域、经济、社会发展水平之间的关系,绝大部分指标既标出了全国的平均水平,又有分省的数据,少数重要的基础教育指标还展示了全国分县的情况:

——《图集》列举了有关中国和世界各国(地区)若干教育指标的对比,特别是各级教育从 80 年代到本世纪末的发展趋势。

我相信,这册《图集》对于我国各级领导机关、业务部门、科研机构、学校和有关专家学者了解国情、省情、县情,从实际出发制定政策、计划和进行科学研究,建设有中国特色的社会主义教育,将起到重要的参考作用。同时,《图集》在帮助台、港、澳同胞、海外侨胞对祖国大陆教育事业的了解、向世界各国介绍中国教育成就等方面,也有较好的价值。

最后,需要指出的是,这样一册大型的《图集》,在两年的时间内能够完成编纂印制工作,是与国家教委和国家统计局有关单位的专家通力合作分不开的,其中负责具体编制工作的国家教育发展研究中心、华东师范大学的教育专家和地图学专家更是付出了艰辛的劳动。我希望,今后要继续发扬团结奋斗和刻苦钻研的精神,积极创造条件,不断开发新的信息处理和传播手段,包括从目前的纸质《图集》、磁介质数据库拓展到更为综合、便利的多媒体数据和图形系统,进一步发挥其在教育决策、教育研究、教育管理以及社会参与方面的重要作用。

国家教育委员会主任

朱开轩

1994 年 12 月 1 日



# 序 言

## PREFACE

Over the last four decades or so, China has seen remarkable achievements, as well as twists and turns in its educational development. In the 1990s, Chinese education has entered a new stage of development. In a developing country like China that has a large population of 1.2 billion with relatively limited natural resources and backward economy, only when the quality and educational attainment of its nationals are continuously improving, can the grand goals of China be reached faster in realizing its socialist modernization. In 1993, the CCP and the State Council promulgated The Guidelines for Educational Reform and Development in China (referred to as The Guidelines hereafter) which charted the blueprint of China's educational reform and development for the 1990s and the early years in the 21st century. As a follow-up action, the Central Government of China held The National Conference on Education in 1994 to call upon the governments at various levels and the society to earnestly implement The Guidelines and to put into effect the strategic position of education with priority for development, and create new prospects for educational undertakings.

In the light of the spirit of the National Conference on Education and the task to implement The Guidelines, I think that editing and publishing Educational Atlas of China (referred to as The Atlas) is an important basic work for the study of the current status and trends of educational development in China, and its relationship to demographic, economic and social developments. This Atlas provides the important references on getting to know the status of China's education and to make the strategies of educational development for the next century:

- The Atlas visually displays the historical course of educational development in various kinds of education and at different levels in the past more than 40 years since the founding of new China, especially in the recent 17 years;

- It reveals, within China's educational system, the scale, structure and interrelations of education of various levels and kinds, reflecting to a certain degree the results of macro educational restructuring over the last decade;

- It reflects the relations between the development of education and that of population, nationalities, regions, economy, and society presenting not only the national averages for most of the indicators, but also provincial data and even data by county for a few essential indicators of basic education;

- It lists in comparison a number of indicators on China and various other countries (regions) of the world, especially on the trends of educational development at various levels since the 1980s and towards the end of the century.

I believe that The Atlas will provide essential references to the leading organs, professional departments, institutions of scientific research, schools and colleges, and experts and scholars concerned in China in understanding the conditions of the country, the provinces and the counties so as to make realistic policies and plans, to conduct scientific research, and to build a socialist educational system with its own characteristics on the basis of its realities. In the meantime, The Atlas is of considerable value in helping our compatriots in Taiwan, Hong Kong, and Macao, and overseas Chinese to learn about education of the mainland, and in introducing China's educational achievements to other countries of the world.

In conclusion, it should be pointed out that such a large book like The Atlas has been edited and printed in two years, which would have been impossible without the thorough collaboration among the experts from the State Education Commission, the State Statistics Bureau, and other organizations concerned. Much of the arduous work was rendered by educationists and cartographers of the National Center for Education Development Research and East China Normal University that are responsible for the actual editing of this work. I hope that such spirit of united efforts will be continued to actively create conditions for the development of new means of information processing and dissemination, including development from the current paper - medium Atlas and magnetic - medium database to a more synthetical and convenient multi - media data and graphic designing system. It should be given a bigger role in areas of educational policy - making, research, administration, and social participation.

Zhu Kaixuan

Minister

State Education Commission

December 1, 1994



# 教育与地图科学上的一个创举

A PIONEERING WORK IN EDUCATIONAL AND CARTOGRAPHICAL SCIENCES



中国是世界上人口最多的国家。教育是当今中国最重要的问题，也是全世界所关心的问题。人口素质的提高对今后我国社会的发展将具有决定性的作用。《中国教育地图集》的出版，对于我国迎接 90 年代后半期和下个世纪的挑战，是非常重要的及时的、基础性的科学工作。我看了这个图集的样本，感到无比欣慰！

我认为，《中国教育地图集》的编辑出版，是一项跨学科、综合性的系统工程，《图集》不仅描述了我我国教育发展的历史、现状和趋势，而且反映了教育发展与经济、人口和社会发展水平的关系，反映了不同区域发展的水平和特征，这对于帮助人们了解中国教育事业发展状况和成就，对于制订面向下个世纪的教育发展战略，都具有重要的意义。人们常说对中国的资源不满，更多的是注意物质资源；而这本教育地图集却详尽地反映了我国和各省市人力资源的全貌，不仅是定量的，而且是定性的。可以说这对于帮助各级领导和社会各界关心教育的人士了解中国教育的国情做出了重要贡献。

地图作为人类一种新的科学语言即图形语言，过去侧重于反映自然资源与环境，或者历史、经济、人口状况，但用于软科学、用于反映教育的发展这还是第一次。这是教育学家和地图学家成功合作的产物。这本教育地图集体现了中国的教育思想和教育政策，是经过教育科学工作者深加工后的地图。因此看了这本地图集，比听教育专家做报告要生动、形象得多，比看地图学家画统计地图又要生动得多。指挥打仗似不能没有地图，指挥教育也不能没有地图。我到过世界不少国家，参加过多次关于地图研究的国际学术会议，但没有见过一本专门以教育科学管理为内容的国家综合性地图集，因此，《中国教育地图集》的编辑出版是教育与地图科学上的创举，不仅对于促进教育事业的发展做出了贡献，而且为地图的研究和应用开拓了又一个新的领域。

《中国教育地图集》不仅体现了思想性、科学性、实用性、艺术性的有机结合，在采用计算机辅助制版技术以及编辑与制印工艺上达到了很高水平，而且编制速度之快也是国内从未有过的。新中国成立以来，特别是改革开放以来，我们编的大型地图集不少，一般都要经过七八年的时间，而这本教育地图集仅用两年多的时间就编出来了，不仅质量高，而且现实性强，对于“九五”计划期间和下个世纪我国教育和社会的发展是非常及时的。从这将近 7000 幅彩色地图和图表中可以看出，《中国教育地图集》编辑部的同志们从资料、数据的收集、分析，到地图、图表的设计和制作，都付出了大量心血和劳动。据我了解，他们之中的大多数同志还都兼任着繁重的研究工作，因此用“匠心而血”表述他们这两年的工作，可以说是一点也不过分。这种对工作事业的奉献精神不是用市场经济的价值规律可以简单计算出来的，我看这也可以说是中国特色。

参加《图集》专家评审组的许多同志都是国内教育界、地图界的著名学者，大都主持过许多大型地图集或科研成果的评审。我们对《图集》的鉴定意见和评语是十分严肃慎重和经过反复推敲的。经过大家评审研究，一致认为应该为这本教育地图集写上“具有国际领先水平”的评语，这是至今为止我们为中国已出版的各地图集首次写上这样高的评语，这也确实反映了《图集》的质量和水平。在这里谨向《中国教育地图集》编委会及编辑部表示祝贺！

中国科学院院士

陈述彭

1995 年 3 月

The most populous country in the world is China, and the most important issue facing China in education. In the meantime, the issue of education also concerns the whole world. The quality of human resources will play a decisive role in China's social development for the years to come. The publishing of Educational Atlas of China is a most important and timely project in the field of basic science for China to meet the challenges of the 90s and the next century. I felt most pleased after reading a sample copy of The Atlas.

I think that the publication of The Educational Atlas of China is a comprehensive and interdisciplinary system engineering. The Atlas not only illustrates the history, current state and trends of educational development in China, but also reflects the relations of educational development to the level of economic, demographic and social development, and reflects the levels and features of educational development in different regions. It is of great significance for people to understand the status and achievements of education in China, and for China to plan its strategies of educational development for the next century. People often say that they are not clear about China's resources. When saying so, more attention is paid to material resources. However, The Atlas presents in detail a whole picture of human resources of the nation and of the various provinces quantitatively as well as locationally. It is appropriate to say that it has contributed to the understanding of the state of education in China for government leaders of all levels, and people from all walks of life who are concerned about education.

Maps, as a new scientific language of the human race, i. e. graphic language, used to reflect largely the natural resources and environment, or economic history and demographic status. This is yet the first time when maps are used for soft science and for reflecting educational development. It is the result of a successful collaboration between educators and cartographers. The Atlas embodies China's educational philosophy and policy, and it is a collection of maps which have been promoted - edited by educational scientists. Therefore, reading The Atlas is far more vivid and graphical than listening to an education specialist's lecture, and on the other hand, is far more profound than reading merely the statistical maps by cartographers. One cannot command in a war without the map, nor can one run education without the map. I have been to quite a number of countries in the world, attending many international academic conferences on cartographical studies. But I have never before seen any national comprehensive atlas that focuses on educational science and administration in its contents. Therefore, the editing and publishing of The Educational Atlas of China is a pioneering work in educational as well as cartographical sciences, not only contributing to the advancement of educational cause, but also breaking new ground in the research and application of maps.

The Atlas embodies an organic combination of ideology, science, practicality and arts, achieving a very high - level in the techniques of computer - assisted plate - making and in printing technology. Moreover, the rapid speed at which The Atlas has been compiled finds no precedence in China. Since the founding of new China in 1949, and especially since China's reform and opening in 1979, there have been quite many large - scale atlases, which usually took, on average, seven or eight years to compile. Nevertheless, this Atlas has been compiled in just over two years of time with high quality and in a timely manner. It is highly in time for educational and social development in the "Ninth Five - Year Plan" and the next century in China. From among the nearly 7000 color maps and charts, one can see that the staff members of the Atlas Editorial Board have devoted a great deal of their hearty efforts and work to the editing process ranging from collecting and analyzing of materials and data, to the designing and drawing of maps and charts. As far as I know, most of them conscientiously carried full loads of heavy research and teaching work. So it is not at all exaggerating to describe their work of the past two years as painstaking and blood - shedding. Such spirit of devotion to one's work and cause can never be calculated out in terms of market economic law of value. In my view, this can be said having the Chinese characteristics.

The members of the Atlas Appraisal Panel are all well - known Chinese scholars in the educational and cartographical circles. Most of them have chaired a number of appraisal sessions for large atlas or scientific findings/reports. Our evaluation comments and opinions on The Atlas are serious, prudent and well - mediated. After our evaluation and discussion, we unanimously agree that we should write for The Atlas the comment of "having achieved world advanced - level." This is the highest comments hitherto made for any kind of atlas published in China. And it truly reflects the quality and level of The Atlas. Please accept my sincere congratulations to the Editorial Board and Editorial Staff.

Mr. Chen Shupeng  
Academician  
China Academy of Sciences



# 编辑说明

## EDITOR'S NOTES

### 内容构成

《中国教育地图集》(以下简称《图集》)是我国教育领域第一部大型综合性参考地图集。《图集》分五个图组,共 176 页,包括地图 241 幅,统计表、表 373 幅。其图组分配及主要内容如下:

图组名称	页数	%	地图数	统计表、表
序图	24	15	34	51
初等教育	24	15	33	53
中等教育	36	23	60	87
高等教育	24	15	27	67
综合情况	52	32	87	115
总计	160	100	241	373

序图:包括全国政区、地形、人口、文化程度、民族、经济等与教育事业直接有关的自然和社会状况,还包括了我国近百年来学校系统的演变、各级各类教育的基本情况,为了解与研究我国教育事业的发展历史、现状、分布规律以及发展趋势提供必要的背景材料。

初等教育:详细地展示了普通与成人初等学校学历教育的全面情况,包括学校、在校学生以及教职工等方面,其中,如普通初等教育的人学率和巩固率是反映义务教育水平的重要内容。本图组还介绍了学前教育的相关内容。

中等教育:对普通和成人学校的中等学历教育作了详尽的介绍。同时,对中等职业技术教育、分中专专业学校、技工学校以及职业中学三种类型分别介绍了它们的现状与发展趋势。

高等教育:本图组包括了专科、本科、研究生等不同层次的高等学历教育,系统地介绍了普通高等教育、成人高等教育以及高等教育职业的情况,充分体现了我国已形成多层次、多形式、学科门类比较齐全的高等教育体系。对于高等教育中的重要组成部分的学位制度以及普通高校的科学研究也安排了相应的图幅。

综合情况:本图组的内容十分丰富,所占篇幅较多,超过了《图集》全部图幅的 1/3。其中,有相当部分的篇幅,综合概括了各级各类教育的一些重要方面,如民族教育、师范教育、从业人员培训、特殊教育、远距离教育、学校教育管理、学校条件设备、勤工俭学与校办产业、各级师资以及教学设备的质量等,还介绍了我国教育界与世界各国(地区)的相互交往。本图组还安排了世界各国(地区)教育发展水平的比较。

《图集》还选择了 9 个指标,介绍了我国 2000 多个县教育发展和经济水平的现状,并在各个图组之间列出所选重要指标的数据表,最后对全国幅中若干教育指标作了简要说明。

### 资料来源

《图集》的资料来源极为丰富,主要包括:我国历年教育统计年鉴,1992 年或 1993 年的《中国统计年鉴》、《中国民族统计》、《中国教育事业统计年鉴》、《中国教育经费统计资料》、《中国教育综合统计年鉴》等,国家统计局

及国家教委有关部门提供的有关教育的汇总资料,我国向有关国际组织正式提供的、以及由有关国际组织正式发布的我国与世界各国的教育发展情况的数据、资料,经审核公开发表的全国性会议的教育数据、资料,为编制《图集》而由国家教委、国家统计局向全国各县级征集与审核的数据等。《图集》采用的数据系列最早的是 1903 年,最新的则取之于 1994 年,大部分全国和分县数据到 1993 年,分省数据则以 1992 年为主,因此,数据系列长,现势性强。全图集约有近 1/3 的资料为首次公布。《图集》的数据准确、可靠,其信度、效度均经国家教委、国家统计局有关部门论证、核实。

《图集》所涉及的全国性统计数据,除国土面积、人口数据外,均暂未包括台湾省和香港、澳门地区。

### 数据处理

《图集》所采用的数据,包括纸介质和磁介质两类。对纸介质的数据资料,有相当数据均已经过汇总处理并公开发表,如历年的统计年鉴等。对这类指标,主要进行指标分类,并对多数全国总计指标提取不同年度数据计算制表,建立起供编图用的数据表格文件,然后按编图指标体系的内容分类使用;磁介质的数据,基本上是为了编制本图集重新征集的,因此要在各省教委上报磁盘统计资料的基础上,分别建立以计算机软盘形式存储的全国分省、分县两级数据库文件,包括省、县两级标准代码和相关指标的基础数据,根据相关指标公式,对数据进行校核、合计和归并处理,并按指标公式进行运算,有的还需按编图的要求,对指标值进行基本统计分析和排序,将分省、分县指标值转换为分县代码,建立不同内容的编图数据文件。对上述两种形式的数据库资料,一般只宜制用分析型专题地图;当需要编绘合成型、综合型的专题地图时,则要对数据库资料作分县统计、比例换算、百分计算等处理。此项工作的主要步骤为:

1. 以 FOXBASE 数据库管理系统,将有关数据进行处理,包括建立数据库结构,对数据录入并进行纠错校核、检查,对数据作综合运算;

2. 数据分级。由于《图集》大量采用色级统计图与分区统计图两种表示方法,因此需作分级处理的数据量极大。而分级的结果将直接影响能否正确反映专题要素的分布规律与特点,故本项工作对《图集》的科学性有重要作用。

对数据排序后,根据数据分布的特点,采用等差、等比或级差递增(减)分级、任意分级等方法,按数据分布规律,先划出最大、最小分级,然后依次得到其他各级,再进行整体协调,使划分取值取整或符合习惯的分级数值,在充分体现地区分布规律的原则下,尽可能避免数据及分级的过于集中或分散。

3. 以 GIS 的系统软件 ARCVIEW 及自行研制的软件,将色级统计及分区统计专题图的分级图形,在屏幕上予以显示,以根据视觉效果作适当调整。最后将数据的排序及分级情况予以输出。

### 地理底图

《中国教育地图集》的地理基础底图分为中国和世界两类。根据本图集所表示的专题内容的需要,在底图的选取、比例尺系列、投影等方面都作





了周密的考虑。

#### 1. 中国底图

采用了多种比例尺,表示各分县指标的为1:1700万(单页),表示省为单位的各类专题图的最大比例尺为1:2500万,其余根据该页的内容及图幅安排,配置更小比例尺(均小于1:4000万)的地理底图共6种。这些不同比例尺的地理底图,统一采用等积圆锥投影,以便于各种专题内容按行政区划的面积进行比较。根据专题内容的特点,地理底图的内容选取较为单一,即只取省(市、自治区)界,对国界以外的周边国家一律不取。国界线严格按中国地图出版社1989年出版的《中华人民共和国地形图》绘制。对省名注记分为两种情况:当各省区范围内只涵盖某一种面状专题内容时,加注省名;各省区范围内如上面绘有其他点、线、面状符号时,不注省名。在表示以县为行政区划单位的1:1700万地图上,为了更客观地展示专题内容,将中国无人地区单独加以勾划,并以白色块予以表示。

#### 2. 世界底图

采用了两种比例尺,即1:1亿(单页)以及1:1.3亿(1/2页)。投影均采用等差经纬线多圆锥投影,以更好地反映我国与世界各国(地区)的交流及比较。地理底图的内容,也仅选取了世界各国(地区)的国界,其国界是按中国地图出版社1992年出版的《世界地图》进行绘制的,只有在专题内容出现的国家(地区)上,才注有相应的国名(地区名)。

## 编稿过程

《图集》所采用的指标及数据量十分庞大。把资料及数据用地面语言表示,是不同形式的信息表达方式的转换,也是一种再创造的过程。

1. 指标的选取及分类:经过多年的研究与实践,教育领域的各种指标选取及各类型的分级,均已形成较为严密的科学系统,如《中国教育统计年鉴》所示。为保证资料的客观、对比及使用的方便,《图集》在指标与分级的划分方法上与《中国教育事业统计年鉴》的系统保持一致。但根据地图编制的需要,对入选指标的数量、分级的详略、统计的年份类型(如逐年、典型年、累计年等)又重新作了安排。

2. 表示方法与符号设计:以各类及历年的统计数据为主,是《图集》所用绝大部分资料的特点。为此,专题地图的表示以色级统计、分区统计图表两种方法为主,少数也运用点值法、符号法等;统计图表以过程线为主。地图及图表的表示,运用点、线、面的不同形式与尺度,不同的色彩以及不同的几何图形、结构组合以及几种表示方法的叠加,并充分考虑所表示的内容以及图型设计、制印工艺等,设计了丰富多样的符号及图形,极大地强化了地图语言的优势。色级统计及分区统计图形的分级方法、分级及误差均经反复试验,力求分级数量的多少适中,误差变化范围及分级方法科学、合理,以使所有各种地图及图表更能充分、科学、概括地反映各类专题现象的地区分布规律。

3. 注记与文字说明:《图集》中所有图幅的图名、各级标题以及大部分图例,均采用中英文对照。《图集》仅对少数较难理解或必须说明的专题现象加注简单的中文注释。对于《图集》中出现的大部分教育指标,均按国家教委制订的《教育基本统计指标解释》,在《图集》最后单独作了注释。

## 制印准备

制印前的各项准备,是最终获得高质量地图集的技术、工艺过程。从经过审核的作者原图到取得全套彩色样图,有三个主要步骤:

1. 制作供输入计算机制版用的清绘胶片:根据要求,清绘胶片分成图形线划和注记两张,它们可进行精确套合。图形线划主要通过刻绘,也有部分以上墨清绘后再缩小成图,按各页面设计技术方案套绘而成图形线划胶片。在制作出版原图时,还反复考虑了图形设计的各方面,包括大小比例尺图幅的搭配,地图与统计图、表的搭配,注记及符号的尺度尽可能地规范化,相同或相关指标的协调及对比等。

2. 色彩设计:充分遵循地图学的色彩设计原则,并结合《图集》的内容进行创新,主要考虑了色彩的鲜艳与和谐结合,色彩的逻辑意义,色彩的渐变,色彩的多种配合方式在《图集》同类性质的图幅之间、同一页的各地图之间以及同一幅地图的几种表示方法之间的应用等。

对台湾省的用色处理,由于《图集》暂未收录台湾省所有有关教育的数据、资料,因此,当其他各大陆省区涵盖面状专题内容时,台湾省与其他资料暂缺省分均以浅灰色铺置;如各省在某专题地图上仅作为一级行政区划单位,不含有专题内容,是其他专题符号的背景时,台湾省则与其他大陆省分具有同样的色级。

3. 计算机制版:以图形线划胶片、注记版胶片以及色彩设计样稿,通过计算机辅助地图制版系统,获得供印刷用的四色胶片。该系统系日本日本版制造株式会社制造,硬件包括输入、主机及输出三大部分。输入部分扫描装置HF-60为扫描数字化仪,以栅格式数据方式扫描输入地面信息,但没有彩色功能。然后由中间转换器将扫描输入的全部信息存入主机。计算机主机为TX-570,可对地图原稿进行比例尺变换、角度变换、移值、透视合成、删除增补等加工,以便在输出前对图形进行必要的处理,包括根据彩色设计样稿,设定颜色数码,并复合至规定的封闭图形内。处理的结果可用显示屏编辑系统将图形显示在屏幕上,便于作业及审核人员工作。它所具备的分区放大功能,使得校核工作更为有效。最后,TX-570主机将系列数据转换为SG-737绘图机可以接受的绘图指令,并通过网点发生器,利用光学绘图笔尖将图形记录于感光胶片,得到最终供印刷用的高质量四色胶片。

## 致 谢

《中国教育地图集》的出版,得到了众多知名的教育学家、地图学家的支持与关心。上海科学技术出版社为《图集》的出版给予大力支持和协助,为保证《图集》的编制质量做了大量的工作。同时,上海龙樱彩色制版有限公司及上海外侨界龙彩印厂对《图集》的印制也给予了很大帮助。在此我们表示衷心的感谢。

(《中国教育地图集》编辑部主任

张 力 黄永强 蔡孟霞

1995年5月



# 编辑说明

## EDITOR'S NOTES

### STRUCTURE OF CONTENT

The first of its kind in China, Educational Atlas of China (referred to as The Atlas hereafter) is a large comprehensive book of educational maps. The Atlas consists of five groups of maps, 241 maps, 373 charts and tables, totaling 176 pages, which are arranged as follows:

Headings	Pages	%	No. of Maps	Stat. Charts/Tables
BACKGROUND	24	15	34	51
PRIMARY EDUCATION	24	15	33	53
SECONDARY EDUCATION	36	23	60	87
HIGHER EDUCATION	24	15	27	67
SYNTHESES	52	32	87	115
Total	160	100	241	373

**BACKGROUND** maps include administrative divisions, topography, demographics, educational attainment, ethnic groups, economy, and other factors directly related to education. Also included are evolutionary changes of school system in the last hundred years and basic statistics on education of all levels and types. They provide necessary background for the understanding and study of the history, current state, mapping and trend of educational development in China.

**PRIMARY EDUCATION** maps show in detail the general status of primary education in regular and adult-learning schools, as well as relevant aspects of pre-school education.

**SECONDARY EDUCATION** maps present in detail the formal secondary education in regular and adult-learning schools; in the meantime, a systematic introduction is given to the current status and developmental trend of secondary vocational/technical education in three of its forms—specialized secondary, skilled-worker, and vocational schools.

**HIGHER EDUCATION** maps cover formal higher education at its various levels of junior college, undergraduate and graduate education, including regular higher education, adult higher education, and higher vocational education, showing that China has established a higher education system which provides a full range of academic programs at various levels and in various forms. In addition, the maps also show academic degree system which is an important component of higher education and scientific research at regular higher learning institutions.

**SYNTHESES** maps are rich in their content coverage. They account for over 1/3 of the total maps and charts in The Atlas, and quite a number of them synthesize the major aspects of education of all levels and all types, such as national minority education,

teacher education, employees' training, special education, distance education, educational administration in schools, school facilities and equipments, work-study programs and school-enterprises, quality of teachers at all levels and quality of teaching facilities, and exchanges between China's educational circle and other countries (regions) in the world. This part includes comparison in the level of educational development among various countries (regions) in the world.

The Atlas presents, by applying 9 selected indicators, the current state of China's educational and economic development in over 2,000 counties, and lists data tables between the map groups. It has brief notes, in the final pages, on certain educational indicators used in the maps, charts and tables.

### SOURCES OF DATA

The Atlas has drawn on richly diversified sources. The major sources include all the editions of educational statistical yearbook published in China, Statistical Yearbook of China, 1992 and 1993, Statistics of National Minorities in China, Educational Statistics Yearbook of China, Statistics of Educational Expenditures of China, Comprehensive Educational Statistics Yearbook of China, educational data collections edited by the State Statistics Bureau and departments concerned under the State Education Commission, data on educational development in the world published by international organizations concerned, and the newly collected and verified data from the counties nationwide specially for The Atlas by the State Education Commission and State Statistics Bureau. The Atlas has both the historical and most up-to-date data. The early data trace back to 1903, and the new data are as recent as 1994. Most national and county data are up to 1993, and data on provinces are mainly from 1992. About 1/3 of the data are published for the very first time. All the data used in The Atlas are accurate and reliable. Their reliability and validity have been checked and verified by the relevant departments in the State Education Commission and State Statistics Bureau of China.

The national data in this Atlas does not include that of Taiwan Province, and the regions of Hongkong and Macao except for area of total land and population census.

### DATA PROCESSING

The Atlas has utilized two types of data: paper-medium and magnetic-medium data. The paper-medium or hard-copy data were classified by index; data of different years were selected for most of the national totals and subsequently edited into





tables and files for use in maps and charts and graphic designs. For magnetic data processing, two national data archives were set up on the basis of statistical data on magnetic disks provided by the education authorities of provinces, to store data on floppy disks for provincial and county levels respectively. Data then were checked and verified, added up and processed synthetically. The preliminarily - processed data were further computed according to the requirements of the graphic design and were sorted into various grades for coloring by different methods based on the characteristics of data distribution.

In order to examine the soundness and rationality of the grading, data were first retrieved on computer screen through GIS software ARCVIEW and a self-developed software for readjustment and verification before they were finally printed out.

## GEOGRAPHICAL BASE MAPS

The geographical base maps of The Atlas are of two categories: those of China and of the world.

### 1. China

Several scales are used. The scale for maps showing county-level indicators is 1:17 million (full page). The largest scale for all types of provincial maps is 1:25 million while smaller scales are adopted in accordance with the content and map design of the pages. There are six kinds of maps with smaller scales. Based on the special theme of The Atlas, the neighboring countries of China are not shown. The national boundary line of China is drawn in line with the Topographic Maps of the People's Republic of China published in 1989 by China Cartographic Publishing House. The non-inhabited areas are particularly sketched out in the county maps.

### 2. The world

Two scales are used: 1:100 million (full page) and 1:130 million (1/2 page). The geographical base maps only indicate the boundaries of each country (region), which are drawn according to Map of the World published in 1992 by China Cartographic Publishing House.

## EDITING PROCESS

### 1. Index selection and classification

To ensure its reliability, compatibility and convenience for users, The Atlas has used the same methods to classify index and grades as employed in the Educational Statistical Yearbook of China. Adjustments are made to meet the requirements of the

graphic design.

### 2. Design of signs and symbols

A variety of signs and symbols are designed according to the features of the content, graphic designs and printing technology, so that The Atlas reflects the objective laws in a more comprehensive, scientific and concise way.

### 3. Notes and literal notations

All the titles of maps, headings and most of the graphics are in both Chinese and English. Brief notes in Chinese are made to just a few specific phenomena requiring explanations. A separate section of annotations is given at the end of The Atlas on most of the educational indicators used. They are in conformity with Annotations on Basic Statistical Indicators of Education edited by the State Education Commission.

## PRINTING PREPARATION

The preparation includes three major steps:

1. Preparing films of clean graphics for computerized plate-making.
2. Designing colors for all maps.
3. Preparing four-colored films for printing through CAD graphic platemaking system.

Directors of Editorial Staff:  
Mr. Zhang Li  
Prof. Huang Yongdi  
Prof. Cai Mengyi  
May 1995

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