



A COMPARATIVE STUDY OF ACADEMIC DEGREE SYSTEMS IN THE U.S.A. AND THE U.S.S.R.—AS WELL AS CHINESE ACADEMIC DEGREE SYSTEM

СРАВНИТЕЛЬНОЕ ИЗУЧЕНИЕ СИСТЕМ УЧЕНЫХ СТЕПЕНЕЙ В США И СССР—И К СИСТЕМЕ УЧЕНЫХ СТЕПЕНЕЙ В КИТАЕ

美国和苏联学位制度比较研究 ——兼论中国学位制度

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内 容 提 要

本书从考证世界学位制度的来源着手,转而从历史和现状、理论和实践的角度对美苏两国学位制度作了全方位、多层次的分析和比较,并以此为参照,系统论述了中国学位制度的历史发展过程和现状。

本书内容丰富、观点明确、材料新颖、数据翔实,对教育界和科技界各级领导部门、情报资料工作者、教育政策研究人员、高等教育工作者、比较高等教育研究人员教育学专业的师生及其有意出国留学的人员均具有阅读和参考价值。

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纪 念 我 的 母 亲

TO THE MEMORY OF
MY MOTHER
ПОСВЯЩАЮ ПАМЯТИ
МОЕЙ МАТЕРИ

鸣 谢

本书在撰写过程中得到华东师范大学邱渊老师、金含芬老师、张善明老师、无锡化工学院沈钊源老师、北京师范大学成有信老师、李春生老师国务院学位委员会办公室刘晖老师的热情指导和无私帮助，本人表示衷心的感谢。

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最后，对本书引用和参考过文献的所有作者，也谨致以深切的谢意。

作 者

序

比较教育的研究，正从一般性的经验描述和对照参取的阶段，走上分析形成各国教育体系构件的各种因素、条件作用，循而探索相应于本国同类系列事物关系之可行的、优化的教育设施——从方案到结构以至整个体制——的进展过程。这本书所述内容之隐涵要旨，说明它属于沿着学术研究发展动向前进的一次可喜尝试。

本书之所论述——美苏学位制度比较研究及其对我国学位制度的借鉴意义，是个难度很高、但又富有现实意义的命题。作者的学业准备及外文基础，使他能够从容胜任这项须系统处理大量资料的坚苦工作，并且取得了明显成就。在这样复杂问题上，若产生一些对于书内观点的异议，那是很自然的，而且只会更加有益于学术讨论和进步。令人高兴的是：在这高难度问题上，出现了这本强劲进取的著作。

作者尚在壮年，愿他在今后长期不断努力中，陆续献出更多的研究成果。

邱 渊

1991年6月19日

前 言

本书是国务院学位委员会和国家教育委员会联合下达的“七五”重点科研项目的成果。本书的部分章节曾于1989年6月经国内多名有声望的学者专家审定，后作为作者的硕士学位论文提交答辩，受到答辩委员会全体成员的一致认可和高度评价。随后，作者从深度和广度上对此课题又作了进一步的研究，调整了原有结构，增写了新的章节，更新了某些观点，充实了全书内容，增补了必要的资料，终使本书形成了一部较为完整的学术专著。

近几百年来，作为高等教育组成部分的学位制度，对高等教育的发展和完善起了重要的补充和促进作用。为顺应社会和高等教育在其各个历史发展阶段对专门人才的不同要求，学位制度不断调整和变换其形式和内容，有效地促进了专门人才的培养及高等教育各个层次学术水平和人才规格的统一和标准化。今天，学位制度已形成了一个相对独立的完整体系，其作用正日益为世界各国所公认和接受，并在世界范围内得到了普遍的推行。

在社会发展史上，不同历史阶段的学位制度的性质和内涵是不同的。由于各个国家的社会经济、政治、文化、科技等发展不平衡，其社会发展阶段必然也是不同步的。由此导致了各国高等教育学位制度发展过程中的不同步及内容和形式上的不一致性和非统一性。自19世纪上半叶现代学位制度最早在德国诞生以来，这方面最具典型的可数美国和苏联。美苏两国学位制度在产生初期，其来源与性质即迥然相异，进而在其后的发展过程中，由于两国的社会经济形态朝着互为相反的方向发展，演变为不同的政

治制度：资本主义——社会主义，经济制度：市场经济——计划经济；行政管理制度：地方分权——中央集权，这些不同点促使两国的学位制度沿着不同的轨道向前发展，形成了各自不同的现行学位制度体系。而另一方面，根据综合国力的标准来评判，当今世界上称得上超级大国的也只有美国和苏联。正因为美苏两国在世界上所具有的重要地位和作用，两国的学位制度对许多国家所产生的影响最为重大。可以说，相当一部分国家的学位制度或者是受到美国模式的影响，或者是受到苏联模式的影响，或者是兼而受之。鉴于此，研究美苏两国学位制度的历史和现状，有助于探讨世界学位制度发展的共同规律。

中国学位制度建设起步晚，在旧中国及解放后均有多次努力，终因各种干扰而都功亏一篑。1980年2月，全国人民代表大会常务委员会通过并公布了《中华人民共和国学位条例》，标志着中国学位制度的正式建立。经过10年的努力，我国的学位制度从无到有，发展迅速，已初步形成了具有中国特色的社会主义学位制度。

与国外发达国家相比，我国实行学位制度的历史短得多，还处于刚刚建立的阶段，有许多方面亟待改进和完善。因此，有必要对国外一些发达国家学位制度发展的历史、现状和趋势进行考察，探索各国学位制度发展的一般规律和特殊规律，并结合国内外的情况进行比较研究，为发展和完善我国的学位制度提供借鉴。

本书选择对我国及世界学位制度影响最大的美国和苏联两国作为研究对象，既有理论意义，也有现实意义。长期以来，国内外学术界对美国和苏联学位制度的比较甚感兴趣，但至今缺乏系统、全面的研究。因此，对有些问题的看法至今仍莫衷一是。本书试图从历史学、政治学、经济学、人口学、统计学、管理学等学科角度对美苏两国学位制度的全方位、多层次作较详细、系统

的探讨和比较，以求探寻其相异点和相似点。

全书(包括附表、注释、附录及主要参考文献目录)约40万字数，共分六章。

第一章中首先对学位及学位制度的定义作了解释，紧接着对世界学位制度的起源及演变作了考证和描述，分别论述了古代学位制度和现代学位制度的发展过程，并对两者的性质和特点作了比较；

第二章对美苏两国学位制度的产生和发展、历史和现状均作了相当程度的剖析，同时对影响其各自发展的各种社会因素进行了分析和比较，最后对两国学位制度的历史渊源、性质及培养制度等提出了一些新的观点和看法；

第三章对美苏两国现行学位制度中各级学位的学术标准作了介绍，并运用定性与定量相结合的方法，对两国各级学位的价值对等作了较全面、详细的比较，最终作了较为信服的结论；

第四章根据美苏两国政治、经济和行政管理体制的不同，从宏观、中观和微观三个剖面上，对两国学位管理结构的层次、内容及各级各类机构的职能、权限、作用及整个管理机制的运行状况作了分析，并将这种植根和适合于不同国家社会制度的管理结构中的异同点作了比较和对照；

第五章从美苏两国的社会经济水平、产业结构、科技发展、人口变动、社会价值观及政治路线等方面，对两国学位层次结构和科类结构的变化和形成规律进行了较充分的分析和论证，并进行了有价值的横向比较及提供了20余份较新的统计数据图表；

第六章论述了中国学位制度的历史发展过程和现状、现行各级学位的学术标准、管理体制、层次结构和科类结构等。并就若干问题与美苏两国进行了初步比较，据此提出了一些建议，作为进一步完善我国学位制度的参考；

附录部分提供了英、俄、中三国文字对照的美国、苏联和中国

的主要大学、各级各类学位的名称和缩写，联合国教科文组织制定的有关亚洲和太平洋地区承认高等教育学历、文凭与学位的地区公约，中国学位条例及台湾省学位授予法。

本书是作者进行的跨国性比较研究的第一本学术专著，由于作者经验不足及资料有限，更由于对美苏学位制度进行详细、系统的比较研究在国内尚属首次，难度较大，其中不乏有错误之处，望国内外各位同行不吝赐教，以利作者今后作进一步修正。

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一九九一年四月

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FOREWORD

This book is the product of the major research project of the seventh five-year-plan entrusted jointly by the Academic Degrees Committee under the State Council and the Commission of National Education, P.R.C.. Some chapters of this book, after having been examined and approved by a group of prestigious scholars and experts in China, were submitted as my Master thesis to the Dissertation Defence Committee in June 1989 and were highly praised by all the Committee members. Since then, I have made further explorations both in depth and width of this theme, having adjusted the original structure, added three new chapters, renewed some viewpoints, augmented reference materials and enriched all the contents. Thus, I have finished this book as my first complete academic monograph.

The academic degree system, being a composition of higher education, has been playing an important complementary and promotive part in the development and perfection of higher education. To comply with the different requirements of society and higher education for qualified personnel in each historical stage, the degree system, having unceasingly been making its form and

content adjusted and varied, has effectively promoted the training, the uniformity and the standardization of the qualified personnel at all levels in higher education. Now, the academic degree system has formalized a relatively independent and complete system. Its role has been generally acknowledged and accepted by most countries in the world and this system is universally practised.

In history, the stages of social development and higher education in different countries did not keep in step with each other due to the unbalance of their social, economic, political, cultural and scientific development, which lead to the disuniformity and unstandardization of the form and content of the degree systems in different countries. Since the modern degree system was first born in Germany in the 19th century, the American and Russian degree systems have proved to be the most opposite two in the world. The origins and the natures of the two degree systems were shown to be completely contrary from their very beginning. Further, the two countries have evolved into widely different social-economic formations; political systems---the capitalist vs. the socialist; economic systems---the marketing vs. the planning; administrative systems----the decentralized vs. centralized. These have made the two degree systems advance along different tracks and have taken the shapes of existing degree systems with respective characteristics. Today, as both the U.S.A. and the U.S.S.R. hold high international standing and play very important roles in the

world, both their degree systems exert the greatest influence on other countries and you may see a great number of countries model their own degree systems on the U.S.A.'s or the U.S.S.R.'s or on both. Therefore, to study the history and presence of the degree systems in the U.S.A. and the U.S.S.R. helps to explore the common law of the development of the world's degree system.

we began to construct the Chinese academic degree system much late. Both before and after liberation, efforts were made for this purpose, but all these efforts were proved to be in vain due to various abstractions. In February 1980, the Standing Committee of the National people's Congress passed and promulgated «Regulations of the People's Republic of China on Academic Degrees», which symbolized the official establishment of the Chinese academic degree system. Owing to ten year's efforts, the Chinese academic degree system, having seen a rapid development, has grown out of nothing into a socialist academic degree system with the Chinese characteristics.

Compared with the developed countries, the history of Chinese academic degree system is much shorter. The Chinese academic degree system, being still at the stage of construction, has a great deal to be amended and improved. It is necessary to investigate, to explore the common law and special law of the development of the academic degree systems in different countries and then to

make them compared in order to help to develop and to improve our academic degree system.

It is both of theoretical and practical significance to have chosen the U.S.A. and the U.S.S.R., who have the greatest influence both on the world's academic degree system and ours as the object of study. For a long time, the academic world at home and abroad has shown great interest in the comparison of the academic degree systems in the U.S.A. and the U.S.S.R.. But there is still a lack of systematically comparative studies of this topic, therefore, the researcher's viewpoints of some problems have proved to be far from agreement with each other. This book is trying to make a more detailed and systematical exploration and comparison of all levels and aspects of the degree systems in the U.S.A. and the U.S.S.R. from the historical, political, economic, demographic and statistical points of view in an attempt to find commonalities and differences.

This book (including attached charts, notes, appendixes and main reference) is composed of about 400,000 Chinese characters and is divided into 6 chapters. The first chapter made an investigation and description of the origin and evolution of the degree system in the world, and then compared the nature and characteristics of the ancient and modern degree systems; the second one dissected the birth and development, history and presence of the academic degree systems in the U.S.A. and the U.S.S.R., and then made an analysis

and comparison of the different social factors which have been influencing the development of their respective degree systems. As a result, I have presented new viewpoints on some problems, the historical originalities, the nature and formation of the degree systems in the two countries. The third chapter has introduced the academic requirements of the degrees awarded at all levels in the U.S.A. and the U.S.S.R. and, using the methods of qualitative and quantitative analysis, made first in China the all-side and exhaustive comparison of the academic standards and the equivalence of their degrees awarded at all levels, finally reached a convincing conclusion. The fourth chapter has made an analysis of the functions, the limits of the authorities and the roles of the organizations of all kinds and levels in the degree-administrative structures and their respective processing status in the U.S.A. and the U.S.S.R. in the light of the difference of their government administrative systems, furthermore, made a comparison and contrast of the similarities and differences which are proved to be suited to different countries; The fifth chapter has made a careful and ample analysis, demonstration and comparison of the changes and the formative laws of the level-structures and the field-of-study-structures of academic degrees awarded in the U.S.A. and the U.S.S.R. in the light of the difference of the levels of their social-economic development, industrial structures, scientific and technological development, population changes, public values and pol-

itical lines and so on (with more than 20 attached charts provided). The sixth chapter has given a comprehensive introduction and treatment of the history and presence, the academic requirements of the degrees awarded at all levels, the administration structure, the level-structure and the field-of-study-structure of the degree system in China. It has also made a preliminary comparison of China on some problems with the U.S.A. and the U.S.S.R. and in view of the above stated put forward some suggestions for our reference so as to further improve our degree system. The appendixes I, II, III have provided respectively the names of key universities, the names and the abbreviations of the degrees awarded at all levels in the U.S.A., the U.S.S.R. and the P.R.C., «Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific» (All they are provided with English, Russian and Chinese translations.), the appendix IV gives you «Regulations of the People's Republic of China on Academic Degrees» and «Provisional Measures for the Implementation of the Regulations of the People's Republic of China on Academic Degrees» (All they are provided with English translation.), the appendix V presents: «The Statutes of Taiwan Province of China on Conferring Academic Degrees» and «The Detailed Rules for the Execution of the Statutes of Taiwan Province of China on Conferring Academic Degrees».

This book is my first academic monograph of the