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教育研究者的足迹

——中央教育科学研究所研究论文集萃(一)

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在中央教育科学研究所复所 25 周年纪念日即将到来之际，由教育科学出版社出版的《教育研究者的足迹——中央教育科学研究所研究论文集萃》第一卷和第二卷面世了。现在回想起来，当初决定以编辑这样的文集来纪念所庆，是个好主意。生日庆典，拿什么作纪念？我以为最好的形式莫过于留住生活记忆，展示生命精华。中央教科所作为一个国家级的教育科研机构，最值得留住的生活记忆是什么？最值得展示的生命精华是什么？我以为，显然是教育科研工作。科研是研究机构的主业和生命。科研是研究者最重要的生活形式。我到中央教科所工作后，知道这里有不少以科研为乐趣、视科研为人生责任，并且成就显著、声望很高的研究人员。十年前故去的胡克英先生就是其中一位典型代表。他的论著已结集出版，引起人们的追忆和称道。今年故去的汪世清先生也是一位大智大慧、在海内外皆有口碑的学者，他的宁静、深邃和淡泊令人肃然起敬。当然，还有许多至今读书不倦、参与教育及社会活动十分活跃的前辈长者。据我粗浅的观察和了解，相当多的人都十分留恋、珍惜他们的研究生涯，钟爱自己的研究领域，在意对自己的学术回顾与评价。我想，这正是专业人员、知识分子的本性。因此，他们积极响应编辑本书的倡议，提交自己的作品，也积极地配合科研部门提交自己的学术简历（最近我们不仅为在职科研人员建起了学术档案，也为退下来的同志建立了学术档案）。我个人觉得，这是积累中央教科所科研文化的行为。它表达了我们对知识、对历史的景仰，表明我们倡导扎扎实实的研究、认认真真做事的风尚。

中央教育科学研究所 1957 年经国务院批准建立并命名，她的前身是曾经建在延安的中央马列主义研究院教育研究室。“文化大革命”期间遭到破坏，1978 年经邓小平同志亲自题词复所重建。20 世纪 80 年代至 90 年代，曾有过人才辈出、专家享誉、成果迭出的时期，当时的研究工作及其贡献，对改革开放后的中国教育无论从思想观念的推动上、科学研究的积累上、还是在教育改革与实验的指导上都起过积极的、重要的作用。虽然在办所的历程中，她有过困难和挫折，面对这些年教育事业大发展对高水平教育科研的期待，她确有不能适应之处，但对于这样一个既有历史贡献，又有现实需求的国家级科研机构，她的

地位是不能够忽略的。尤其是党的十六大提出全面建设小康社会的宏伟目标，教育对推进城乡及社会不同区域的均衡发展、对促进人的全面发展愈加重要之时，教育科研机构的建设也变得格外迫切。我们要认真探索一个国家级的科研机构怎样管理、怎样建设才有科研生产的效率和活力，要思考如何变革教育研究的工作方式才有原创教育知识的能力，才对教育实践创新有学术影响力。值此复所所庆，我们期望向人们表达中央教科所改革与发展的决心。

此次编辑出版的两卷本，属于选编性的文本，它不是某一专攻领域的系统研究表述，也许对于专攻者不一定有特定的适应性，但它却像一部教育及其研究的历史画卷，教育发展的轨迹，人们关注的热点、研究者的选题、视角、思维方式、研究及论证方式、表达方式，印刻着时代的变迁，传递出时代的精神，可以作为了解教育研究史的一个窗口。中央教科所的研究显然有着自己的特点，即关注党和政府对教育的方针、政策的研究，精于对教育历史、教育人物及其思想的研究，敏于对学校教育、学科教学及其改革与实验的研究。我们的研究人员比较自觉调查研究，长于纵向历史的及横向比较的研究，一般较少学究式、枯燥晦涩的研究表达方式。两卷本的选文研究领域分殊，讨论议题各异，所含学术积累、工作量及其功力并不整齐，但都是作者的热爱，也是编者的推崇。虽说其中不少论题及写作与今天的教育研究面貌已不尽相同，但由于教育是有明显传承性和公共性的文化活动，虽然时过境迁，但其中很多议题及观点至今并没有过时。第二卷全部是今天仍在岗位上的研究人员的作品，反映的是近几年的研究状况。我们设想今后将继续编辑下去，因为研究者的脚步决不会停息。根据中央教科所目前的迅速发展势头，相信后续的选本一定会越编越精彩。

研究者的工作及文字不管人们如何评价已经驻留下来，它既是纪念的形式，也是反思的证据，它鼓励我们再接再厉，也提醒我们明了自己的不足。让我们以此为新的起点，争取中央教科所强盛的明天。

朱小蔓

2003年9月于北京北三环中路46号

PREFACE



With the approach of the 25th anniversary of the reestablishment of the China National Institute for Educational Research (CNIER), the first two volumes of *Footprints of Educational Researchers—Selected Research Papers of the China National Institute for Educational Research* have been published by the Educational Science Publishing House. I think it is an excellent idea to have decided to celebrate the institute's anniversary with such a compilation. Nothing is better than to preserve the valuable memories and show the life essence of the institute in commemoration of the occasion. As a state-level institute for educational science, what are the CNIER's memories and life essence worth preserving and presenting? Obviously, they exist in our educational research, which is our main task and activity, as well as the most significant life style of researchers. Since I started to work at the CNIER, I've come to know a large number of researchers who love their work, consider educational research their life-long responsibility, and enjoy a high reputation for their remarkable academic achievements. Among them were the late scholar Mr. Hu Keying, one of the typical examples. Mr. Hu passed away ten years ago. His selected works have been published, and been well received. Another scholar was Mr. Wang Shiqing, who passed away this year. Erudite and influential at home and abroad, he won people's admiration for his tranquility, profundity and simplicity. Besides, the CNIER boasts a galaxy of senior staff members, who are actively engaged in educational research and social activities. I have come to realize through a rough observation that quite a few researchers treasure and are reluctant to leave their research areas. They have a strong passion for their research areas and care greatly about their academic reviews and assessments. I suppose that that is exactly the nature of specialists and intellectuals. Therefore, they have presented their research papers and academic resumes for the compilation of the books (We have set up academic files not only for on-the-job researchers but also the retired ones). Personally, I feel that we are engaging in an activity to accumulate the culture of the CNIER, through which the boundless respect and admiration of the CNIER for knowledge and history are expressed, and its tradition of advocating a serious attitude towards learning and research is made clear.



Growing out of the Educational Research Division of the Central Marxism-Leninism Research Institute founded in Yan'an, the CNIER was established and named with the approval of the State Council of the PRC in 1957. It was destroyed during the "Great Cultural Revolution" period (1966—1976), and was rebuilt in 1978, carrying Comrade Deng Xiaoping's personal inscription. During the 1980s and 1990s, the CNIER enjoyed a high reputation for its eminent scholars and renowned specialists and their remarkable achievements. The CNIER's researches and contributions played an important and active role in pushing forward the transformation of educational concepts, accumulating research experience, and guiding educational reforms and experiments following the introduction of China's reform and opening-up policy. In spite of hardships and setbacks during its developing stage and inadaptability in the face of the expectation of high-level educational research findings, the CNIER should not be taken lightly, for it made historical contributions and satisfied realistic educational demands. During the current period, when the 16th CPC Congress put forward the great target of building a well-off society in an all-round way, education is playing a more important role both in promoting the balanced development of urban and rural areas and in improving each individual's overall development. In such a situation, it is particularly urgent to establish educational institutes. Therefore, we must earnestly probe the approaches to the establishment and management of such a state-level educational institute for the purpose of improving its research efficiency and vitality, and take into consideration innovation in the educational research mode with the aim of promoting educational creativity in theory and practice. We hope to convey our resolution to enforce reforms and foster development on the occasion of the 25th anniversary of the reestablishment of the CNIER.

The two volumes published include selected papers rather than systematic works in specific educational fields, and they are perhaps not to the taste of certain specialists. However, like a historical picture scroll of education and educational research, as well as a window on the history of educational research, they reveal the traces of educational development, the hot

spots, and the researchers' selected topics, visual angles and thinking modes, as well as their ways of argumentation and expression, reflecting the vicissitudes and spirit of the times. The research carried out by the CNIER is characterized by its attaching importance to research into the CPC and the Chinese government's guiding principles and policies on education, and its excelling in research into educational history, educational figures and their thoughts, schooling, teaching, and relevant reforms and experiments. Our researchers pay great attention to investigation, and excel at the research methods of vertical history and horizontal comparison, in place of pedantic and obscure methods. Though the research areas and relevant topics selected in the two volumes differ and contain varied workload and academic value, the authors show equal passion for educational research. Although quite a few research papers deal with topics or viewpoints different from those of today, they are still not out-of-date, due to the publicity and inherited attribute of education. The research papers selected in Volume II were all written by on-the-job researchers, who have expounded their research findings over the past few years. It is our wish to continue the compilation, for the researchers will by no means cease their journey. We believe the follow-up selected papers will surely be more and more satisfactory along with the rapid development of the CNIER.

The research papers have been compiled in commemoration of the 25th anniversary of the reestablishment of the CNIER, to encourage us to work unremittingly and to remind us to take cognizance of our weaknesses. Let's take the publication of the selected research papers as a new starting point, and strive for a more brilliant future of the CNIER.

Zhu Xiaoman

September, 2003

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专栏导语

科学研究 与知识增长的历史性特征，常常是在我们翻开历史档案的片刻所经历的灵魂震颤中感受到的。这是学术的力量，更是生命的力量，藉此传达的是老一代研究者对属于他们的那个时代的精神的领悟和对生命的那份忠诚与热情。自1978年“复所”以来的25年间，基于对中央教育科学研究所承载的学术传统和学术使命的认同，老一代中央教育科学研究所学者始终把研究现代以来中国教育发展轨迹、教育人物和思想、尤其是中国共产党三代领导集体的教育思想作为理论建树的基本方向。

《简论党的三代领导核心的教育思想》一文对毛泽东教育思想、邓小平教育理论、江泽民教育论述的形成发展过程和基本内容做了精辟论述，明确提出党的三代领导核心的教育思想是我国教育改革和发展的根本指导思想，是当代中国教育魂。《周恩来邓小平重视人才和教育的远见卓识及其共识的基础》从思想史的维度对周恩来与邓小平教育思想的比较研究。《以“三个代表”思想为指导推进教育改革与发展》一文对“三个代表”思想指导下正确处理教育改革与发展过程中各种问题的爬梳。上述文章分别对党在不同时期教育思想的发展和历史性作用做了具体阐述。

中国共产党领导的新中国教育的发展历程是一部流动的史诗，是中国教育史的光辉篇章。上可溯及两千年前的儒家教育传统，以及近代以来教育发展的具体历史经验，其中既有教育制度的变迁、教育思潮的涌动和

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教育文化的多元延展，又有教育人物的生动实践。以下这组文章浸沥着研究者们从不同角度对共和国教育所承继的历史传统和基本经验所做的深刻反思。《中华人民共和国教育的渊源和基础》通过对1949年以前中国教育发展脉络的梳理，旨在说明新中国教育是在中华民族几千年发展积淀的基础上起步的，是在中外文明历史的冲撞和融合中孕育和发展起来的。《建国前义务教育之回顾》《教劳结合思想的历史考察——论“五四”时期的工读思潮》《论光复时期台湾高等教育祖国化》则从三个不同的问题视角对这一历史过程做了回顾与分析。《新中国中小学教育事业发展的历史经验》总结了共和国中小学教育事业的正反经验，提出必须正确处理教育与政治经济、速度规模与质量效益、改革与继承、城市与乡村的教育、学术与政治、德育与智育、中小学教育的战略地位与经费投入等七对关系。《对苏联教育制度的几点看法》不仅是对苏联教育制度存在问题的具体剖析，实际上也是对我国在建国初期借鉴苏联教育经验的具体得失深刻反思。《〈中国少数民族教育史〉总序》一文向我们展示的是教育史研究的一个全新领域——中国少数民族教育多元发展的历史进程。不仅展示了这方面丰富多彩的宝贵遗产，也为今天的中国教育改革提供了异彩斑斓的文化历史资源。事实上，对教育人物的思想与实践的评述构成教育史研究的一个独立论域，《鲁迅论儿童与儿童教育》与《晏阳初的历史贡献》就是研究者在这一方面的独立探索，他们的努力不仅有助于清理中国现代教育思想史，而且对今天的教育实践具有启发和借鉴价值。