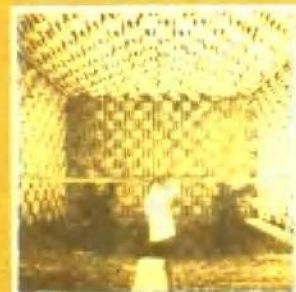




CHINA
EDUCATION
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1982-1984



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中国教育年鉴 1982-1984

CHINA EDUCATION YEARBOOK

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一九八五年五月，全国教育工作会议在北京召开，党和国家领导人胡耀邦、邓小平、赵紫阳、彭真、万里、胡启立等出席了会议。邓小平、万里、胡启立在会议上作了重要讲话

邓小平在全国教育工作会议上讲话



全国教育工作会议主席台



万里在全国教育工作会议上讲话



胡启立在全国教育工作会议上讲话



全国教育工作会议



全国教育工作会议预备会



一九八五年六月，国家教育委员会在北京成立



上：国家教育委员会主任李鹏在教委第一次全体工作人员大会上讲话
下：国家教育委员会成立后第一次全体工作人员大会

首都庆祝第一届教师节

一九八五年九月十日，在人民大会堂召开首都庆祝教师节大会





上：首都庆祝教师节大会主席台



中：万里在首都庆祝教师节大会上讲话



下：首都文艺界庆祝首届教师节



一九八五年九月十日，北京师范大学举行大会，庆祝全国第一次教师节，国务院总理赵紫阳出席了大会，并发表讲话



第一届教师节前，王震到北京实验中学向教师祝贺节日



一九八五年九月十日，为庆祝教师节，中国人民大学召开执教四十年教师座谈会，国务委员方毅出席会议，图为方毅为党史系胡华教授发奖



胡乔木到北京大学向教师祝贺第一个教师节并亲切座谈

热烈欢送中直和国家
机关培训中小学师资
讲师团（一九八五年八
月十一日）



胡耀邦在欢送中直和国家机关培训中小学师资讲师团大会上讲话



李鹏主持欢送中直和国家机关培训中小学师资讲师团大会



热烈欢送中直和国家机关培训中小学师资讲师团大会会场



胡耀邦在四川马尔康接见赴川讲师团部分成员（1985.9.30）



在全国少代会上，李先念和少代会代表们在一起



胡启立和四所军医大学毕业生赴老山前线代职见习的学员在交谈



李鹏在全国高等学校食堂先进集体，先进个人表彰大会讲话（1985.11）

前言

《中国教育年鉴》(1949—1981)已于1984年9月由中国大百科全书出版社出版,该书未及收入各省、自治区、直辖市的教育资料。1983年原教育部按照中共中央书记处的决定组织编写《当代中国》丛书教育卷,并确定利用编写《当代中国》丛书教育卷搜集的教育资料,继续编纂《中国教育年鉴》,分二册出版作为《中国教育年鉴》(1949—1981)的续编。一册是《中国教育年鉴》(1982—1984)收入了国家教育委员会成立以前的全国教育工作重要资料。另一册是《中国教育年鉴》地方教育(1949—1984),收入了各省、自治区、直辖市1949年至1984年的主要教育资料。

1981年以后,各地按照中共中央、国务院的指示,都在不同范围内进行了不同程度的教育体制改革的试验。这次编纂的《中国教育年鉴》除反映了新中国成立以来各地教育工作的历史情况外,还反映了中共中央十一届三中全会以来教育体制改革的新情况,具体表现在以下几点:

第一、1980年12月中共中央、国务院《关于普及小学教育若干问题的决定》指出:“必须切实改革普通教育的领导管理体制、大力加强对这一事业的领导。”各地按照中共中央、国务院的指示,首先从领导管理体制入手,进行普通教育的体制改革,特别是在农村随着联产承包责任制的推行,农村经济向专业化、商品化、工农商经济联合体的转变、以及财政实行分级包干的体制、各地都在一定范围内试行了分级办学、分级管理的体制,调动了各级各部门办学的积极性,推动了普及初等教育的迅猛发展,有的地方还制订了普及小学教育的法规,为有步骤地实施九年义务教育奠定了基础。本书中反映了各地普通教育体制改革的新经验和普及初等教育的情况,并附有典型材料。

第二、1980年以来,中共中央、国务院多次指示,强调改革中等教育结构,发展职业技术教育。1983年5月中共中央、国务院《关于加强和改革农村教育若干问题的通知》指出:“改革农村中等教育结构,发展职业技术教育,是振兴农村经济,加速农业现代化建设的一项战略措施。”各地按照中共中央、国务院的指示,把改革中等教育结构、发展职业技术教育作为教育体制改革的重要内容,进行了多方面的改革尝试,有的地区取得了较快的进展,积累了不少可贵的经验。本书注重汇集了各地发展职业技术教育的资料、供各地参考。

第三、在中共中央、国务院的推动下,各地对高等教育的体制进行了多方面的改革,其中包括管理体制的改革、计划体制的改革,招生、毕业生分配制度的改革,教育结构的改革,教学的制度和方法的改革等,并遵循简政放权的原则扩大高等学校的自主权。对于高等教育体制改革方面的新鲜经验,本书也择要做了反映。

《中国教育年鉴》地方教育(1949—1984)如实地反映了不同地区教育发展与改革的不同特色,这是区别于《中国教育年鉴》(1949—1981)的一个显著特点。各省、自治区、直辖市的稿件,都是由教育行政部门供稿。台湾省的教育资料,主要是根据台湾当局公开发表的材

料整理的。在组织各地撰稿时,我们除了强调资料准确、按照资料工具书的性质撰写稿件外,还极力要求各地写出自己教育发展的特色,注意避免与《中国教育年鉴》(1949—1981)的内容重复。在结构体例上,《中国教育年鉴》(1982—1984)是反映1982—1985年上半年的全国性教育情况的,《中国教育年鉴》地方教育(1949—1984)是分别按省、自治区、直辖市的教育进行编排的。中国地域辽阔,各地自然条件迥异、社会经济、文化发展很不平衡。因此,在中央的统一方针、政策的指导下,各地都因地制宜地制定了符合本地区实际情况的具体措施、办法和规章制度。从各地来稿看,一般都注意了写出本地区教育的特色、反映了三十多年来本地区教育工作中正反两个方面的经验,总览全书,就构成了丰富多彩的全国教育的图景。由于全书汇集了各地教育发展与改革的各具特色的经验资料,就便于各地互相交流,借人之长补己之短,促进我国教育事业的发展和教育体制的改革;也便于读者进行比较研究。

这次出版的《中国教育年鉴》的稿件,是由原教育部有关单位和各省、自治区、直辖市教育厅(局)、高教厅(局)、成人教育局以及中央有关部委教育司(局)等组织撰写审定的。最后由《中国教育年鉴》编辑部汇总、终审定稿。在一年多的时间内,先后参加撰写、审稿和编纂的有一千多人,堪称为集体智慧的结晶。我们在该书出版之际,对参加撰稿、编辑、审定的有关单位和作者表示衷心的感谢。由于时间紧迫、编辑水平有限、难免有错漏之处,望读者批评指正。

《中国教育年鉴》编辑部

1985年11月

PREFACE

China Education Yearbook (1949—1981) was published by China Great Encyclopedia Press in September 1984, but it did not, time not permitting, include data and information on education in individual provinces, autonomous regions, and municipalities. In 1983, according to a decision of the Secretariat of the Central Committee of the Communist Party of China, the former Ministry of Education undertook the compiling of a special volume on education as one in the *Contemporary China* series, and decided to compile the materials gathered for the education volume into an other two-volume book as a sequel to *China Education Yearbook* (1949—1981). One of the two volumes is *China Education Yearbook* (1982—1984). It includes significant data on education at the national level prior to the establishment of the State Education Commission. The other is *China Education Yearbook* (Local Education 1949—1984). It includes major data on education in all provinces, autonomous regions, and municipalities for the period 1949—1984.

Since 1981, according to directives of the CPC Central Committee and the State Council, experiments in the reform of the education system have been carried out, on different scales and to different extents in all regions and areas of the country. *China Education Yearbook* published now, gives historical information about education in all regions of the country since the founding of New China, and also reports new developments in the reform of education system since the Third Plenary Session of the 11th Central Committee of the Chinese Communist Party, which include the following.

First, in December 1980, the CPC Central Committee and the State Council stated in "A Decision on Some Issues in the Universalization of Primary Education" that "conscientious efforts must be made to transform the administration system of primary and secondary education and to strengthen leadership over the transformation". Guided by this directive and starting with the administration system, reforms of the system of primary and secondary education have been made in various places. Especially along with 1) the adoption of contracted production responsibility system in the countryside, 2) the change in the rural economy toward specialization, commercialization, and integration of industrial, agricultural, and commercial elements, and 3) the adoption in the financing system of dividing the budget and assigning a certain part to individual institutions at different levels, corresponding experiments have been introduced by provincial/local authorities in the

education system, whereby the responsibility for sponsoring and administering schooling is divided at different levels. This administrative system has mobilized the enthusiasm of various sectors at all levels in running education and promoted the energetic development and universalization of primary education. Legislations for popularization of primary education were made in some places, thereby laying a foundation for the implementation of nine years' compulsory education. This book reports the new experience of different provinces/autonomous regions/municipalities in reforming the primary and secondary education system, and the new development in universalizing primary education. Data and information of typical cases are also included.

Secondly, since 1980, the CPC Central Committee and the State Council have issued a number of directives stressing the reform of secondary education structure and the development of vocational/technical education. In May 1983 the CPC Central Committee and the State Council pointed out in "Circular Concerning Some Issues in Strengthening and Reforming Rural Education", "To reform the rural secondary education system and develop vocational/technical education is a strategic measure in developing rural economy and accelerating the modernization of agriculture". In accordance with this directive, provincial/local authorities have paid much attention to the reform of secondary education structure and the development of vocational/technical education as a significant part of the transformation of the whole education system, and have made experimental reforms in many aspects. Good progress has been made in some regions and a wealth of valuable experience accumulated. Data and information concerning the development of vocational/technical education in different regions are emphatically presented in this book for the reference of local authorities.

Thirdly, urged by the CPC Central Committee and the State Council, provincial/local authorities have made reforms in various aspects of the higher education system, including reforms in administration system, planning system, admissions policies and graduates placement system, educational structure, and instructional system and methodology. Higher education institutions have been delegated greater decision-making power according to the principle of simpler administration and decentralization of decision-making power. Selected materials are included in this book to reflect fresh experience in the reform of the higher education system.

Moreover, *China Education Yearbook* (Local Education 1949-1984) accurately reflects different characteristics of educational development and reform in different regions; this constitutes a major feature distinguishing it from *China Education Yearbook* (1949-1981). Contributions of various provinces, autonomous regions, and municipalities are provided by educational administration departments, and the educa-

tional data on education in Taiwan Province are sorted out mainly from published materials published by Taiwan authorities. While organizing contributions from different regions, editors of this book stressed that, in addition to the accuracy of data and the adherence in writing to the standards for reference books, local characteristic features should be reflected in the contributions, and unnecessary repetition of certain content of *China Education Yearbook* (1949-1981) should be avoided. As regards stylistic lay out, *China Education Yearbook* (1982-1984) reports educational developments at the national level during the period from 1982 to the first half of 1985, and the Contents in *China Education Yearbook* (Local Education 1949-1984) are arranged based on individual provinces, autonomous regions, and municipalities. Since China has a vast territory and different regions have very different natural conditions and socio-economic and cultural levels, provincial/autonomous regional/municipal authorities have, under the guidance of the unified policies of the central government, adopted specific measures and rules suitable to the local conditions. As can be seen from the contributions, the authors have tried to describe the particular features of education in their own regions and to summarize both positive and negative experience in their educational work. As a whole, this yearbook presents a colorful panorama of educational development in China. As the book collects all relevant data concerning characteristic experience of different regions in educational developments and reforms, it will be useful to local authorities in learning others' strong points to offset their own weaknesses and in further developing and reforming education; the book will also be useful to readers in making comparative studies.

Contributions to *China Education Yearbook* were invited and approved by departments concerned in the former Ministry of Education, and education bureaus or higher education bureaus and adult education offices in all provinces, autonomous regions, and municipalities, and education departments in ministries concerned, and were collected and finalized by the editorial board of *China Education Yearbook*. In more than a year, over 1,000 persons participated, at an early or late stage, in the writing reviewing, and compiling of contributed articles, thus making the Yearbook a crystallization of collective wisdom. On the occasion of the publication of this book, our heart-felt thanks go to all institutions, authors, and staff members taking part in writing, editing, reviewing, and finalizing the contributions. As pressed for time and restricted by our qualifications, there are bound to be errors and oversights in the book and we invite criticisms and suggestions for improvement from our readers.

Editorial Board
China Education Yearbook
November, 1985