

遵义会议光照

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中国共产党十一届三中全会 召开二十周年

贵州省爱国主义教育基地命名授牌仪式



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贵州教育

热烈庆祝
中国共产党第十一届三中全会
召开二十周年



贵州省教育委员会
一九九八年八月

教育要面向現代化，面向
世界，面向未來。

邓小平 一九八三年國慶節

書贈 景山學校

邓小平同志在全国教育工作

会议上的讲话(摘录)

(1985年5月19日)

我们国家,国力的强弱,经济发展后劲的大小,越来越取决于劳动者的素质,取决于知识分子的数量和质量。一个十亿人口的大国,教育搞上去了,人才资源的巨大优势是任何国家比不了的。有了人才优势,再加上先进的社会主义制度,我们的目标就有把握达到。现在小学一年级的娃娃,经过十几年的学校教育,将成为开创二十一世纪大业的生力军。中央提出要以极大的努力抓教育,并且从中小学抓起,这是有战略眼光的一着。如果现在不向全党提出这样的任务,就会误大事,就要负历史的责任。

近几年来,从中央到地方,到农村党支部,有越来越多的同志,懂得知识和人才的重要,懂得教育的重要。这是我们党的一大进步。另一方面,还有相当一部分同志,包括一些高级干部,对于发展和改革教育的必要性,认识不足,缺乏紧迫感,或者口头上承认教育重要,到了解决实际问题时又变得不那么重要了。我们不是已经实现了全党全国工作重点的转移吗?这个重点,本来就应当包括

教育。一个地区,一个部门,如果只抓经济,不抓教育,那里的工作重点就是没有转移好,或者说转移得不完全。忽视教育的领导者,是缺乏远见的、不成熟的领导者,就领导不了现代化建设。各级领导要象抓好经济工作那样抓好教育工作。

各级党委和政府,不仅要抓,并且要抓紧、抓好,严格要求,少讲空话,多干实事。比如说,改革的决定,在你那个地区、那个部门,怎样贯彻落实?校舍和教学设备不够,怎样解决?学校经费不足,怎样筹集?师生的伙食,怎样办得好一点?师资培训,怎样组织?学校的思想政治工作,怎样改进?等等。各级党政负责同志,要经常深入学校,倾听广大师生的意见和呼声,为他们排忧解难。什么叫领导?领导就是服务。几年前,我曾说过,愿意给教育、科技部门的同志当后勤部长。今天,我还是这个态度。领导者必须多干实事。那种只靠发指示、说空话过日子的坏作风,一定要转变过来。各个部门和地方,特别是主要负责同志,都要注意这个问题。

教育必须为振兴中华

富民兴黔服务！

刘方仁

一九九八年
八月廿八日

育
人
興
國

重
教
安
邦

為貴州教育畫冊題

柳斌



兴黔富民
育人为本

题赠贵州教育画册

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一九八八

科教興黔

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贵州教育改革和发展概述



党的十一届三中全会决定把党的工作重心转移到以经济建设为中心的轨道以来,“振兴中华”变成了亿万人民的奋斗实践。波澜壮阔的改革开放和社会主义现代化建设呈现了勃勃生机和活力,极大地推动了经济建设的迅速发展和社会的全面进步,创造了举世瞩目的历史辉煌和巨大成就,激励和鼓舞着人们以崭新的姿态步入二十一世纪的奋斗征程。

在这样的大好形势下,中共贵州省委、省政府在实施党中央确立的“科教兴国”战略,“必须把教育摆在优先发展的战略地位”进程中,高举邓小平“科学技术是第一生产力”,“尊重知识,尊重人才”理论的伟大旗帜,作出了“科教兴黔”的重大决策,把经济建设的着力点放在依靠科技进步,发展教育、提高劳动者素质的轨道,走一条“把沉重的人口负担转化为人力资源优势”的必由之路。渴望知识,渴望人才,摆脱贫困已是人们的共识。经过各级党委、政府及教育战线广大干部教师的共同努力,在高举旗帜,奋力发展,解放思想,开拓前进的思想指导下,走出一条穷省办大教育的路子;坚持以普及义务教育和扫除青壮年文盲为重点,从基础教育、扫盲工作重点在农村,难点在边远贫困民族地区,改革的重点、难点在高教的客观实际出发,制订了推动全省教育事业发展和改革的规划、目标、任务和贯彻落实国家有关教育的法律、法规的实施办法和规章、政策、措施;进行重点扶持,重点指导,全面推进,把治穷、脱贫放在开创培养人才这个根本上。教育事业改革和发展出现了一靠党和政府的领导,二靠教育战线广大干部教师的努力奋斗,三靠群众、社会支持和各地方、各部门协调一致共谋发展的可喜局面。这是形成贵州教育在改革中发展,在困难中奋进,取得新突破、新成绩的重要保证。

“八五”以来,基础教育发展步伐明显加快,分级办学分等级管理的改革和依法治教取得明显成效。截至1997年底,全省有小学19103所,教学点11731所,在校生数达5038244人,比1992年增加678833人,增长13.5%;适龄儿童入学率由1992年的92.35%上升到1997年的97.38,82个县(市、区、特区)基本普及了初等义务教育,占全省总县数95.3%,比1992年增加24个县;普及九年义务教育取得了突破性进展,14个县(市、区)普及了九年义务教育;全省有中学1839所,在校生1215406人,比1992年增长14.4%;特殊教育有新的进展;扫盲工作持续推进,1997年全省青壮年非文盲率达89.95%,比1992年上升4.95%。

职业教育和成人教育发展较快,“农科教”结合,统筹的改革迈出了新的步伐。中等教育结构单一的状况得到基本

转变。1997年底农职业中学在校生76733人,比1992年增长15.5%;普通中等专业学校在校生达101209,比1992年增长43.72%;各类高中阶段职业学校的在校生已占高中阶段在校生总数的57.5%;成人中等专业学校在校生55934人,比1992年增长58.93%,各类农民文化技术学校8600余所,为经济社会发展培养输送了大批应用型职业技术人才。

高等教育通过调整合并,合理布局,优化专业、招生并轨、毕业生就业制度改革、加强党建和思想政治工作,强化管理,其规模效益和教育质量明显提高。特别是将全省原44所高校调整合并为35所(即经国家教委批准,将其中的15所高校合并为6所)以来,形成了多层次、多形式、学科门类比较齐全的高等教育体系。1997年在在校生总数达61517人,比1990年增长52.83%,其中研究生395人。改造、更新部分专业,新增130多个短线专业,确定并加强三所重点大学和11个重点学科建设。改革调整后的本科院校校均规模从1992年的1989人提高到1996年的2988人,增长50%,专科学校校均规模由1992年的579人提高到1996年的1244人,增长115%。

民族教育事业迅速发展。“八五”以来,通过采取特殊措施,从经费投入和政策上的重点倾斜、重点扶持,取得了前所未有的发展。即除正常经费投入外,将引进的世行贷款4535万美元主要安排发展民族教育(即已安排的47个贫困县中有35个属民族地区县和民族自治县),近期又将国家安排的义务教育工程3.375亿元又主要投放复盖民族地区县和民族自治县,一幢幢崭新的校舍坐落在城市 and 山间村寨。采取定点、定向、委培、预科、降分录取、减免学杂费等招生政策,开办女子班、各级各类学校民族班、寄宿制校(班)、对口交流培养、重点办好民族师范等办学形式的改革,大幅度地提高了少数民族学生的比例。1997年全省各级各类学校中少数民族学生占在校生总数的比例已基本达到少数民族人口占总人口的比例。特别是十一届三中全会以来,少数民族学生占在校生总数的比例由1978年的14.7%提高到34%,提高了19.3%。其中,高等学校中的少数民族学生则从1978年的8%提高到34%左右。

深化教育投资体制改革,逐步形成和建立起以国家财政拨款为主、多渠道筹措教育经费的新体制。办学条件明显改善,从1994年起改造中小学危房164万平方米,兴建教职工住房144万平方米,特别是高校校舍和教职工住房改善较为显著,其校舍总面积已由1990年的107.9万平方米增加到1996年的169.7万平方米,新增面积50%以上,

教职工住房面积从人均 9.5 平方米提高到 10.76 平方米,取得了超过全国教职工住房平均水平的成绩。

扎实稳步地加强教师队伍建设,通过评聘教师职务、评选表彰奖励优秀教师和教育工作者,评特、民转公、中小学校长培训、教师资格过渡、树立田沛发等优秀典型,保证教师工资发放和大力度的培养培训,建设成一支拥有 31.5 万人的较为稳定的教师队伍,他们为全省教育事业的发展作出了重要的贡献。

在教育战线长、矛盾多、困难大的客观情况下,编辑出版《贵州教育画册》,仅就从贵州教育历史的、现实的各个层面发展的总体状况和各地方的发展态势反映党的十一届三中全会以来,特别是“八五”以来的发展成就和今后的发展趋势介绍广大读者,以望给予进一步的关心、支持、帮助和指导,促进和推动其明天的再发展、再提高。并以此著作作为献给党的十一届三中全会 20 周年的纪念。

编辑出版中难免有不足之处,深望给予谅解、批评指正。

A Brief Introduction to the Educational Reform and Development in Guizhou

“Invigorating the Chinese nation” has become practice of millions of Chinese people since the decision of focus on economic construction made by the 3rd plenary session of the CPC Congress. Reform, opening-up and socialist modernization show their vigor and vitality. We greatly push forward the rapid economic development and overall social progress. We have also realized historical glory and considerable achievements, which attract the worldwide attention and encourage the Chinese people to march towards the twenty-first century with a completely new attitude. In such a favorable situation and in the course of implementing the strategies, defined by the central committee of the CPC of “rejuvenating China by science and technology” and of “giving the priority to the development of education”, the provincial committee of the CPC and the provincial government are holding highly the great banner of the theories advocated by Deng Xiaoping, namely, “science and technology is the first productivity” and “respecting knowledge and respecting talents”, and have established important policies to make Guizhou prosperous by science and education. The stress of the economic construction of Guizhou should be on the progress of science and technology, on the development of education and on the improvement of labor force quality so that the burden of overpopulation can be converted into the advantage of human resources. It becomes a common sense for people to be eager for knowledge and talents and to relieve poverty. With the joint efforts of the Party committees and governments at different levels, and cadres as well as teachers in educational sector, we have gained experience in undertaking in education in underdeveloped province under the

guidance of Deng's theory and the spirit of effort devoting mind opening and pioneering, we have persisted in emphasis on popularizing compulsory education and wiping out adult illiteracy. The realities are: a. the countryside is the major area for general education and illiteracy abolishment; b. the hard nut is the remote and poor regions of ethnic groups; c. the key and difficult point for reform is the higher education. Therefore, we have worked out plans, objectives and tasks to give impetus to the development and reform of education in Guizhou and put means, regulations, policies and measures into effect to implement relevant educational laws and rules issued by the State. We have provided support and advice on the basis of training people to get rid of poverty and become rich. There appears an encouraging situation of educational reform and development, i.e. reliance on the leadership of the Party and the government, on the endeavors of educational staff, and on the coordination of people, society and local departments. That is a significant guarantee for Guizhou's education to make improvements in its development by reform and in its progress by problem solving.

Since the 8th five-year plan, the elementary education has remarkably quickened its space. The reform of education was achieved noticeable effectiveness in the school operation and management at different levels and under different administration in line with the legal system. By the end of 1997, there were 19103 primary schools as well as 11731 teaching spots with 5038244 pupils, up 678833 pupils compared with the figure of 1992, an increase of 13.5 percent. The enrollment rate for children of school age rose to 97.38 percent in 1997 from 92.35 percent in 1992. 82 counties (cities, districts or special districts) have popularized general compulsory education, making up 95.3 percent the total number of counties in the province, an increase of 24 counties compared with 1992. The popularization of the nine-year compulsory education which has made tremendous progress has been realized in 14 counties (cities or districts). There were 1839 middle schools with 1215406 students, an increase of 14.4 percent compared with 1992. New progress has been made for special education. The work of illiteracy abolishment has kept going. The rate of adult literacy in the province in 1997 was 89.95 percent, up 4.95 percent with the percentage of 1992.

Vocation education and adult education have developed rapidly. The integration of agriculture, science and education, and the reform of the planning make a new start. The unitary structure of secondary education has fundamentally been changed. By 1997 and compared with 1992, there were 76733 students in agriculture vocational schools, up 15.5 percent; 101209 students in general secondary specialized schools, up 43.72 percent. The student number of senior vocational school consists 57.5 percent of the total student num-

ber in senior middle school. There were 55934 students studying in adult secondary specialized schools, up 58.93 percent. There were more than 8600 various kinds of cultural and technical schools for farmers, which have supplied a large number of applicable, vocational and technical personnel for socio-economic development.

The scale benefit and teaching quality of institutions of higher learning have been obviously improved by means of readjustment, mergence, reasonable distribution, optimized program, reforms of enrollment and job assignment on graduation, consolidation of the Party building and political work, and enforcement of management. The system of higher education has been shaped with a multilevel, multiform and relatively complete disciplines, particularly when 44 colleges and universities were merged into 35 (that is, 15 of them were amalgamated into 6 authorized by the State Education Committee). The total number of students in 1997 amounted to 61517, up 52.83 percent compared with 1990, among whom 395 were postgraduates. Some of the courses have been changed and updated; over 130 badly-needed courses have been established. 3 universities and 11 programs were defined and strengthened as key universities and key programs. After the reform and the readjustment, the student number of 4-year universities on average rose from 1989 students in 1992 to 2988 students in 1996, increased by 50 percent and the student number of 3-year junior college on average rose from 579 students in 1992 to 1244 students in 1996, an increase of 115 percent.

Education for ethnic groups has seen a new development. Since the 8th five-year plan ethnic education has gained unprecedented achievements with the adoption of special measures, i.e. expenditure input and policies in favor of the important projects. In addition to the regular expenditure input, a loan of \$ 4.535 million from the World Bank will be introduced mainly for developing the ethnic education, (i.e. used for 35 ethnic counties or ethnic autonomous counties in 47 poverty-stricken counties). Another 337.5 hundred million yuan arranged by the State for the project of compulsory education will be chiefly put in ethnic counties or ethnic autonomous counties. New school buildings and apartments will appear in towns and mountain villages. The proportion of ethnic students has been greatly increased by the enrollment policies of designated school or county, training for entrusted unit, prior course, lower admission scores, and reduced tuition fee and by the reforms of establishing girls' class, ethnic class and boarding school/class, exchanging training and setting up ethnic normal school. On the whole, in different kinds of school at different levels in 1997, the ratio of ethnic students to the total students was the same as ethnic population to the total population. Especially since the 3rd session of the 11th

CPC Congress, the proportion of the ethnic students in the total has gone up from 14.7 percent in 1978 to 34 percent, an increase of 19.3 percent, among which ethnic students in college or university has risen from 8 percent in 1978 to about 34 percent.

With the deepening reform of educational investment, a new system for collecting educational funds principally by the State allocation assisted by multi-channel raising has been established step by step. Conditions for school running have been greatly improved. The buildings of 1.64 million m² in poor conditions in primary or middle schools and apartments for teachers and staffs of 1.44 million m² have been maintained or reconstructed. Since 1994 campus buildings and houses for teachers and staffs in college and universities have been improved significantly in particular. The area of campus buildings increased from 1.079 million m² in 1990 to 1.697 million m² in 1996, up more than 50 percent. The residential area for teachers and staffs increased from 9.5m² to 10.76m² surpassing the national average.

The building of teaching body has been strengthened soundly and steadily. The work involves evaluating and entitling teachers, praising excellent teachers and educators, granting to teachers special-rank titles, changing the identity of the teachers from local-people-run schools to state-run schools, promoting teachers' qualifications and setting up good examples such as model teacher Tian Peifa and some others. In addition, teachers are guaranteed to get their monthly pay without delay and receive more training for teaching. By doing so, a relatively stabilized army of 315000 teachers has been established. They have made important contributions to the educational development in this province.

In spite of complexity, problems and difficulties of education, the picture album The Education in Guizhou provides an overall panorama of Guizhou's educational development with both the general and local features from historical and current perspectives. It displays the development and achievements since the 3rd plenary session of the 11th CPC Congress, especially during the period of the 8th five-year plan. Readers are sincerely wished to give more care, support, help and advice so as to further improve and develop Guizhou's education in the future. Thus this picture album is dedicated to the celebration of the 20th anniversary of the 3rd plenary session of the 11th CPC Congress.

There may be some shortcomings in the work of compiling and publishing, hence opening to criticism and suggestions.

注: 万方亮同志于1998年4月换届前任贵州省教育委员会党组书记、主任、省委高校工委书记。



1991年12月26日江总书记为民族学院题词

Dec, 26, 1991, Jiang Zemin, General Secretary of the Chinese Communist Party Central Committee, leaving his inscription for Guizhou College of Minority Nationalities.



1960年,周恩来总理在花溪公园与花溪小学的师生亲切交谈

Premier Zhou Anlai talking with the teachers and students of Huaxi Primcry School in Huaxi Park, 1960.



1960年2月,朱德委员长视察花溪大队幼儿园
Feb, 1960, Zhu De, Chairman of the Natinal People's Congress
inspecting the kindergarten of Huaxi production brigade.

1960年6月,刘少奇主席接见贵州教育战线先进工作者代表——贵州甲秀小学赵蓉霞

June, 1960, President Liu Shaoqi receiving the representative of the advanced educators of Guizhou educational front - Zhao Rongxia from Guiyang Jiaxiu Primary School.





1996年10月,江总书记在水城县杨梅乡大小塘村彝族村民家中询问孩子入学情况

Oct.1996, General Secretary Jiang Zemin inquiring how are going on with the four children's study warmly in the Yi villager Gao Maocui's, Daxiaotang village Yangmei town, Shuicheng County.



1995年9月李鹏总理在北京接见全国优秀教师田沛发
Sept, 1995, premier Li Pong receiving "National Excellent Teacher" Tian Peifa in Beijing.



1994年10月13日李瑞环同志(左二)在省委书记刘方仁(左一)及省领导的陪同下视察贵州民族学院
Oct, 13, 1994, Li Ruihuan (the second from left) inspecting

Guizhou College of Minority Nationalities, accompanied by party secretary of Guizhou committee of CPC Liu Fangren (the first from left).