

● 中华人民共和国地方志

Local Chronicles of the People's Republic of China

009861

福建省福州市

鼓楼区教育志

THE EDUCATIONAL RECORDS OF GULOU DISTRICT

Compiled by the Compiling Committee of the Educational

Records of Gulou District, Fuzhou

Published by Haichao Photography Publishing House



福州市鼓楼区教育志编纂委员会编
海潮摄影艺术出版社出版

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第一届《鼓楼区教育志》编纂委员会

(1988年10月至1994年2月)

- 顾问: 林天庆 侯金林
(以下按任教科、局领导先后为序)
王庭光 马长春 黎明 游鼎桐 陈淑娇 林彝轩
梁孝忠 林祥平 余贞干 郑开泽 周友三
- 主任: 王苏华
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陈秀清 陈明继 陈家珍 郑 江 郑章秋 林水财
林天泳 林铭棠 饶元熊 黄昌源 黄 桧
- 主编: 黄 桧
- 编辑: 林保珍 邱光宇 潘惠明

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序一

林天庆^①

在参加编纂《福建省教育志》的过程中，由于编务工作需要，与福州市鼓楼区教育志的主编等人员常有联系，我们共商编志要旨，定期交换资料，互勉互励，共同提高。

现《鼓楼区教育志》已经成书，这是鼓楼区历史上首次系统、全面地记述了1600多年教育发展概貌的开创性工程。我多年在原福建省教育厅和福建省教育科学研究所工作，对鼓楼区的教育工作情况比较了解，也深知该志编写工作的艰辛，他们的成绩应该肯定，他们的经验值得学习。所以鼓楼区教育局要求我为这部志书作序，我欣然接受任务。

鼓楼区地处福建省福州市中心，历史悠久，文化教育发达。历代名人辈出，许多名闻中外的人物如林则徐、严复、林觉民、谢冰心等，都在这里生活、学习或工作过，他们或攻读于书院、或就学于学堂，学校教育为他们以后的成就奠定了基础。新中国成立后，鼓楼区一直是省、市领导机关的所在地，“近水楼台先得月”，省、市机关的许多重要决策，鼓楼区是先知先行的。在教育上，也发展得较快，40余年来，在本区范围内已建成一个从幼儿教育到高等教育的完整的教育体系，能够直接为国家建设培养各种人才。区内还有一批省、市直

^①序一作者系原省教委语言文字办公室主任，原省教科所副所长，现任中国地方教育史志研究会常务理事，《福建省教育志》副主编。

属的中、小学，他们的办学经验和教育改革的举措，影响全省各地。像这样的区，全省是唯一的，“教育志”应该如何写，前无先例，鼓楼区在不断探索中，为我们提供了经验。

先说体例和篇目。这是编修志书的骨架。历史上发生的事情很多，不可能一一记述，只能择取其能反映教育发展规律的；能说明事业重大成果的；能阐明教育事业发展的非功过和经验教训等的大事要事入志。所以采取什么体例，立哪些篇目，才能确切地反映鼓楼区的教育面貌，这是首先要解决的问题。《鼓楼区教育志》编委会经过反复讨论和写作实践，经过研究、比较，最后确定：从本区实际出发，本着“放眼全局、重写本区”的原则，采用“以横排为主，纵横结合”的体例，以教育的不同阶段和学校的不同类别设置篇目，把各级各类学校的举办、规模、教学、管理等分门别类设立专章专节叙述，材料归类得当，眉目清楚，便于查考。但这样立目也有不足之处：教育事业是整体发展的，横排门类记叙，有零散之感，不易看出教育发展的整体性。为此，《鼓楼区教育志》在《概述》中着重记述本区教育发展的概貌，在有关章节里立《设置》专节，横排门类，竖写发展，做到“横排竖写结合”，给人以整体的感觉。另一个问题是：本区内，除区办的学校外，还有省、市直属学校，也有部门办的学校。如果把所有学校都一一上志，势必与省、市“教育志”重复，也不能充分反映本区教育情况；如果光写本区教育事业的发展，又不能反映本区教育的全貌和水平。经研究后，《鼓楼区教育志》设立《省、市属学校》专章，集中介绍这些学校的简况，与省、市“教育志”呼应而不重复，各章着重写本区情况，也顺理成章，较好地解决了全局和局部的关系。此外，他们还较好地处理了与兄弟志书的关系问题。如党团活动、社会团体组织、教师科研成果的出版以及教学论文的发表等工作，是教育的重要组成部分，区“党群志”、“出版志”等也有这些内容，但考虑那些专业志不可能有很大篇幅来写学校党的领导、团的活动、教师科研成果的出版等；而“教育志”不写这些内容就说明不了教育的成绩。所以《鼓楼区教育志》设立了《党群组织》等专章，把许多珍贵的资料记述下来。我认为作为部门志，这样处理是得当的，既可成“教育志”之全，又可补兄弟志之简。

再说内容结构。篇目是骨架，内容是血肉。骨肉紧密结合，乃见志书的丰满，有实用价值。《鼓楼区教育志》的内容紧紧地围绕既定的篇目，记述各类教育发展的重点事例和典型材料，可读性强。《鼓楼区教育志》在选材过程中，考虑到与省、市“教育志”衔接而不重复。省、市“教育志”着重写宏观决策的大事和影响全省、全市的重大举措，以突出的人和事说明事业发展的成绩，不可能把各县区发生的重大事件都一一上志。《鼓楼区教育志》重点写本区内的大事、要事，反映上级决策在基层落实的实况，使省、市、区“教育志”构成一个系列工程，人们可以从省、市的志里找到教育事业发展的源流和根据；从县、区的志里看到教育方针、政策、措施在基层的作用和成效，上下呼应，互相补充，相得益彰，使志书能充分发挥其资政的作用。

再谈谈“教育志”的特色。能否反映地方教育的特色，是衡量志书质量高低的标准之一。《鼓楼区教育志》能从本区的历史状况、地理位置和各个阶段不同的政治、经济环境的变化，记述本区内教育思想的确立和更新，教育改革的成效，突出反映培养人才的途径和方法，有浓厚的时代气息，充分反映出教育的功能，可以看到过去教育工作者和当代各级领导对教育的重视，较好地反映了本区的教育特色。我很欣赏《鼓楼区教育志》各章都用较多的篇幅具体记述教育机构的沿革、教育工作者的辛勤劳动、广大教职员工的无私奉献和科研成果。这不但体现了尊师重教的思想，而且对广大的教育工作者和广大师生也是个鼓舞，使他们更加坚定为教育事业奋斗终身的决心和信心。

总而言之，我认为《鼓楼区教育志》是一部“体例合理，内容充实，特色突出，可资借鉴”的好志书。

任何事物都处在不断发展、变化的过程之中，一部“教育志”只能记述一定历史阶段相对稳定的事实，但不可能包罗万象。新史料的发现和科研工作的进步，导致某阶段历史事件的改写或对某个结论的重新修正也是常有的事，但对事物的重新评价，是离不开对当时历史事实的研究的。《鼓楼区教育志》为今后教育的发展和科研提供了丰富的史料。这部志书不足之处是：有些章节的资料还不够，如民国时

期的教育情况记述得偏少；各章之间的相互联系还不够紧密，有些地方逻辑性还不强，事物的因果关系阐述得不够明确。

《鼓楼区教育志》的编辑、出版已经划上了句号，但它的作用是久远的，它留给后人更多的思考和广阔的可开拓的新天地。

我勉为其难地写了以上意见，供同仁参考。

1995年5月1日于福建省教委

PREFACE

by Lin Tianqing

In compiling the Educational Records of Fujian Province, I often had the chance to get in touch with compilers and other staff members of the Educational Records of Gulou District. We discussed the gists of compiling the records and exchanged references regularly. We help each other and learned a lot from each other.

Now the Educational Records of Gulou District has been published in book form. I must say it is a creating project. Present before us is a general picture describing systematically the 1, 600 - year development of education in Gulou District. Since I once worked for many years in Fujian Education Department and Fujian Education Scientific Research Institute, I know quite a lot about Gulou District's educational work and understand compiling records is not an easy job. Their achievements must be recognized and their experiences are worthwhile learning. So when they asked me to write a preface for the book, I readily agreed to accept the task.

Gulou District, located at the center of Fuzhou City, has a long history in culture and education. Many well-known figures came forth in large numbers here such as Lin Zexu, Yan Fu, Xie Bingxin, and Lin Juemin. They once lived or studied or worked here, either in academies of classical learning or in old schools. The schooling here laid a foundation of their later achievements. Since the founding of new China in 1949, Gulou District has been the seats of leading bodies of Fujian Province and Fuzhou City. Many important policies made by the provincial or municipal governments are known and carried out first by Gulou District. The education here has developed rapidly for the past forty years with the establishment of complete system from preschool education to higher education. There are numbers of primary and middle schools directly under Fujian Province or Fuzhou City. Their experiences of running schools and measures for educational reform have great influence on their counterparts all over the province. How to compile the educational records of Gulou District, the only special one in Fujian Province, has much to be discussed. Now they have realized their goal in the constant investigations and studies, which has

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provided us with many experiences.

Firstly, the styles and lists of titles are the framework of compiling records. The records cannot include every event happened in the history. Instead, compiled in the records are only those which can reflect the education development laws, the important achievements and the major events concerning experiences and lessons happened in education circles. After repeated discussions and writing practices, the Editorial Board of the Educational Records of Gulou District finally decided on the following writing plan: proceeding from the District actual conditions to lay emphasis on the District education while having the overall situation in view. The lists of titles are set according to different periods of education and varied categories of schools. The book is divided into special chapters and sections to record the scales, teaching methods and administration of various schools. The classification is appropriate and the book easy to read. The deficiency is that you can not see the whole development of the District's education. To make up the inadequacy, the book lays emphasis in describing the District educational development in General Introduction section and arranges Briefs sections in some chapters. Another problem is besides the schools run by the District, there are some other schools directly under the provincial and municipal authorities in the District. It is not proper if they are all included in the book or the book only describes the development of the District's education cause. To solve the problem, the book arranges a chapter introducing schools run by provincial and municipal authorities and in other chapters are focuses on the District educational development. Included in the book are also such chapters as Party and League activities, social bodies and teachers science research achievements. They form the important parts of education. Though these contents are appeared in the Party and Masses Records of Gulou District and Publishing Records of Gulou District, these special records can not give large space to describe them and the educational records can not prove their achievements if without those contents.

Secondly, we talk about the contents of the Educational Records of Gulou District. The contents are around their fixed topics describing the key cases and typical materials of various educational development. In gathering materials of the book, the compilers considered to dovetail the provincial and municipal education records instead of repeating them. The provincial and municipal records stress importance of macro - decisions indicating the educational development through outstanding figures and events which will affect the whole city or the whole province, while the District's records lay emphasis on major events happened in the District and how the District carries out policies made by the higher levels. Thus, the provincial, municipal and District's educational records become a series of projects. They bring out the best in each other and play positive roles in politics.

Lastly, let us come to the characteristics of the educational records. One of the standards to judge the quality of records is whether they reflect the local educational characteristics. The Educational Records of Gulou District, based on the changes of the District's historical conditions, its geographical position and its various political and economic environment in different stages,

tells about the formation and innovation of the District' s education ideology, the achievements of education reform, and the channels and methods of fostering qualified personnel. From the records, one can see leaders at all levels from the past to the present attach importance to the education. The District' s education characteristics are obvious in the book. I quite appreciate the book spares no efforts in describing the development of educational establishments, the arduous work of educational workers and the unselfish contributions and scientific research achievements of teaching and administrative staff. I am sure the thought of respecting teachers and revering their teachings embodied in the book will inspire many educational workers, teachers and students in their determinations and confidence to fight all their lives for the cause of education.

In short, I think the Educational Records of Gulou District is worthwhile reading. There is much in its reasonable style, its substantial contents and its outstanding characteristics that we can make use of.

Everything is always in the process of developing and changing as the history advances. Educational records can only take down the relatively stable historical events in a certain stage. It can not be perfect in every way. It will often happen to rewrite a historical event in a certain stage or to revise a certain conclusion as the new historical materials being discovered and the scientific research work progressed. The Educational Records of Gulou District has provided us with abundant historical data for the future educational development and scientific researches. However, there are also some deficiencies in the book. The materials are not enough in some chapters, such as in the period of the Republic of China (1912 - 1949); The interrelations between chapters are not close enough; Some narrations are not quite logical; And the causes and effects of something are not so clear.

Now that the Educational Records of Gulou District has come into being, its influence will be far - reaching. It will remain to later generations to explore a new world of education in this District.

My opinions above are for reference only.

May 1, 1995

at Fujian Education Commission

Note: The author of the preface was director of the Spoken and Written Language Office Under Fujian Education Commission, deputy director of Fujian Educational Research Institute. Now he is managing director of China Local Education Records Research Institute, deputy chief editor of the Educational Record of Fujian Province.

序二

郭 德 泰^①

福州市鼓楼区是历代府治、省治所在地，历史悠久，教育发达，培育了不少英才。《鼓楼区教育志》是鼓楼区有史以来第一部教育志书，它记述1600年教育历史，是一件富有开拓性而又艰巨的工作。如何编好这部志书，我们主要抓下列工作。

一、重在修志决策。历史上本区留下许多教育史料，当代人又创造了更多的教育业绩。事实证明鼓楼区教育事业极其发达，但由于历史上没有一部“教育志”为载体，无法系统地完整地呈现其全貌。

人们舍得花几百、几千万元建造一幢幢现代化的校舍，自然这是重要的，但这是物质的东西；人们也应舍得花十几、廿万元修一部“教育志”，这是精神的东西，将会流传千古。让它在历史的长河中溅起浪花，在日月的运转里闪烁光芒。

修好一部“教育志”，让它充分地发挥“资政、存史、教化”的作用，功在当代、惠及后代。

二、全面提高质量。既然要修志，就要有精品、佳作意识，要全面提高志书质量。我们经过修志实践，制定出力争修一部好志书的10条标准：观点正确辩证统一；篇目合理编排科学；体例完备有所创新；资料丰富精当可信；全面体现本区特色；文约事丰言简意赅；入志照片反映历史；表格明了地图精确；印刷精美装帧典雅；校对认真不出差错。

^①序二作者系福州市《鼓楼区教育志》编纂委员会主任、区教育局局长。

志书的质量是由综合性的因素决定的，缺一条标准都会影响全书的质量。我们以10条标准经常对照检查，并且贯彻修志的始终。为了达到以上的修志标准，编委会和区教育局在人力、物力、财力上给予全面支持。

三、关键选择主编。决定修志之后，选好主编才能把以上10条标准切实付诸实施。选择主编有3条基本要求：热爱党的教育事业，熟悉鼓楼区教育情况，具有志德、志识、志才。黄桎同志申请离休，经研究留任修志。

修志者得志。我们让黄桎同志实现老年著书立说的宿愿。本区教育志编辑室人员少，一部73万多字的志书由他一个人编纂，的确辛苦。区委、区府、区教育局的领导到他家中慰问，为他调整较好的宿舍，他留出一间作为修志专用书房。他深感重任在肩，专心致志修志，为晚年能留下一部志书而感到快慰。

四、发动全区支持。志书内容广泛，牵涉到上上下下、方方面面。我们发动区教育局各股室、各中小学、幼儿园、区进修校、区少年科艺宫、区成人教育办公室、区高招办等给予大力协助。要求做到：《鼓楼区教育志》编辑室所需要的书面资料、口头材料、照片要及时提供，“教育志”征求意见稿、送审稿到手，及时组织人员阅读，尽量提出补充修改的意见。

十几年来，区教育局档案室逐步建立健全，为编好这部志书提供了丰富的资料。区教育局档案室主管、本志编委副主任陈明继为修好这部志书做了大量的组织工作。区教育局各股室股长、主任，为“教育志”提供充分的档案资料，而且三番五次修正志稿。本志编委、区教育局领导经常关心“教育志”的进展，给予及时指导和支持。

五、依靠顾问专家。许多老教育科（局）长是本志的顾问。他们过去呕心沥血为鼓楼区教育事业做出重大的贡献，今天为修好这部“教育志”献计献策，加工润色。

我们请《福建省教育志》副主编林天庆、侯全林两位同志当顾问，他们在编务繁忙的情况下，4次精批细改志稿；我们请《福州市教育志》主编林伯方等同志当指导，他们挤出宝贵时间两次修改初稿，还提供部分珍贵资料和照片；我们还请《鼓楼区志》志办主任林

彝轩等同志审稿，他们毫不保留地提出许多宝贵意见和建议，尤其是专家林家钟老人，已80高龄，还6次批改本志的《官学、书院、私塾》以及《人物》、《大事记》这三章志稿并核对史料。

可以这样说，这部志书凝结了领导、专家、编辑、编委、全区教师共同的智慧，体现了集体力量对一部志书的诞生所起的重要作用。在此，我们向专家、学者、顾问表示衷心的感谢！

志书出版后，要做好发行工作，多倾听全国各地读者的意见。

志书出版后，还要做好用志工作。应召开老、中、青教师座谈会、举办知识竞赛等，让志书中的先进教育思想、教育经验、教育人物深入人心，发扬光大。

这届志书出版之日，也就是下届志书编纂准备工作开始之时。我们应认真总结编纂这部志书的经验和存在问题，提供下届修志者参考。进一步加强区教育局、各校、各直属单位档案工作，编好每年教育年鉴，为下届修志留下丰富完整的资料。或许若干年后，也许2010年后，再修第二部《鼓楼区教育志》。那时候教育将更加现代化，修志的经验会更加丰富，修志的条件会更加完备，第二部《鼓楼区教育志》一定会比第一部修得更好。

1996年9月26日于鼓楼区教育局

PREFACE

by Guo Detai

Fuzhou's Gulou District has been the site of provincial government through the ages. Its thriving education has brought up many celebrities. The Educational Records of Gulou District is the first such records ever published in the District. To describe an educational history as long as 1,600 years is not an easy job. We have the following experiences as to do the job well:

1. Making decision on the importance of compiling the Records. History has left us many educational manuscripts, which, plus today's achievements, has shown the education in the District has been developing very fast. It is a pity so far not a record has been published to describe systematically the outline of the situation.

We are willing to spend millions of money on building modern schoolhouses. (It is important anyhow, but the houses will be destroyed some day.) We mustn't begrudge 10 to 20 thousands of money spent on the compiling of educational records. It is a spiritual product, will be handed down forever, functioning as government's reference, history records and teaching material. Today's contribution will benefit the latter generations.

2. Improving the compiling quality. Through the practicing of the records compiling, we have set up 10 standards in writing an excellent record. They include correct views with dialectical unity; reasonable and scientific arrangement of the contents; complete but creative stylistic rules and layout; reliable and abundant materials, reflecting overall the characteristics of Gulou District; written in concise and comprehensive style; real historical photos; clear forms and precise maps; well printed and decorated; and no errors in proofreading.

Compiling records is a comprehensive art. Its quality denies any defection. We adhere to the 10 standards in compiling the Records from very beginning to the end. The Compiling Committee and the District's Education Bureau have given full support in manpower, material resources and financial capacity.

THE EDUCATIONAL RECORDS OF GULOU DISTRICT

3. Carefully choosing chief editor. We must choose a chief editor to put the 10 standards into practice. We have the three basic requirements for choosing the chief editor: loving the Party's educational cause; being familiar with the educational situation of Gulou District; possessing the quality of moral, knowledge and talent. Comrade Huang Cheng is the right person for the job. Though he applied for retirement, we asked him to remain to accept the job. We let him realize his ambition of writing something in his later years. For lack of editors in the editorial department, it is difficult for him to compile the records with 730 thousand Chinese characters. Leaders from the District Party Commity, government and Education Bureau knew the situation and went to his home to extend their regards. They assigned a big apartment to him. He uses one room as a studio for compiling the Records. He senses the heavy burdens, but he is determined to do the job well to come up to the leaders' expectations.

4. Availing the whole District's support. The records must contain as much material as possible and involve many aspects. We required every department in the District, such as primary and middle schools, kindergartens, Teachers' School for Advanced Studies, Children's Science and Art Palace, Adult Education Office and Institutions of Higher Learning Admissions Office, to give assistance if needed. No matter the material needed by the Records Editorial Department is in written or oral forms or photos, they must provide immediately. When the trial edition came out, we organized the experts to read through to solicit the comments.

The archives of the District's Education Bureau was established tens of years ago to gather materials for the Records. The archives superintendent Chen Mingji, also deputy director of the Records Compiling Committee, has done a lot of jobs for the records. Chiefs of every department in the District's Education Bureau provide sufficient materials for the book and offered their improvements many times. Leaders from the Records Compiling Committee and the District's Education Bureau took great concern on the development of the Records. They often give guidance and support if necessary.

5. Relying on advisors and experts. We invited many former Education Bureau directors as advisors, who made great contributions to the District's educational cause, now they suggest ways and means for the records.

Lin Tianqing and Hou Quanlin are other two advisors, who are deputy chief editors of the Educational Records of Fujian Province. They made corrections four times. Lin Bofang, chief editor of the Educational Records of Fujian Province made twice improvements for the Records and provided some rare manuscript and photos. We also invited director of the Records of Gulou District Lin Yixuan to make comments and suggestions. 80-year-old expert Lin Jiazhong made six times corrections for the Records and checked many figures and facts.

We must say the publishing of the Records is the result of collective wisdom of leaders, experts, members of Compiling Committee and all District teachers and staff members. Here, we would like to extend our heartfelt gratitude to the above mentioned experts, advisors and scholars.

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When the records is published, we should do well the circulation job to collect readers opinions in the whole country. Besides, we should make full use of the Records, organizing forums and knowledge contests on reading the Educational Records of Gulou District among the old, the middle-aged and the young teachers with the purpose to carry out the advanced educational thinking, experiences and figures in the Records.

The day when the records is published is the day when the preparation work of compiling next records begins. We will go on summarizing our work in compiling the records for the reference of next records' compilers. We will further strengthen the archives work in every level of the District's Education Bureau and improve every year's education almanac, leaving the next records compilers rich and complete materials. The day will come when the second Educational Records of Gulou District is come off the press in several years or in 2010. At that time, the education will be more modern, the experience of compiling records be richer, the compiling technology be much improved. Surely, the second one will be much better than the first one.

September 26, 1996

At the Education Bureau of Gulou District

Note: The author of the preface is director of the Compiling Committee of the Educational Records of Gulou District and Director of Gulou District's Education Bureau.