

张 志 公 文 集

ZHANGZHIGONG
WENJI

■ 汉语语法



广东教育出版社

张志公文集

① 汉语语法

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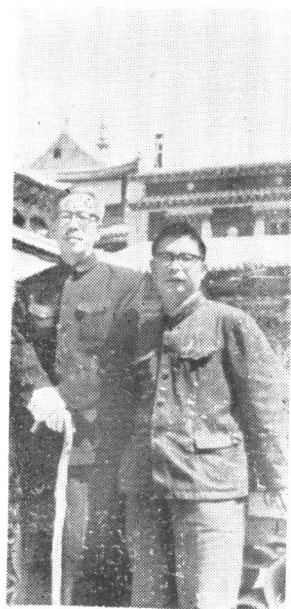
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出版说明

《张志公文集》编入建国以来张志公先生的主要论著，涉及汉语语法、修辞研究，特别是语言教育（汉语文教学及外语教学）和语文教学诸方面的问题，集中反映了他三十多年来的研究成果。共五卷，150万字。

第一卷 汉语语法

第二卷 汉语修辞

第三卷 语文教学论集

第四卷 传统语文教育研究

第五卷 外语教学及其他

上述论著基本上是发表过的，有的出过单行本，有的出过论文集，有的散见全国报刊。编入本书时，重新进行了选择和编排，个别文章文字上稍有改动，多数文章尽量保留原来的面目，不加修改。各卷大体按文章发表的先后顺序编排，适当进行归类，以便于看出著者研究工作的概貌及其观点发展演变的轨迹。

广东教育出版社

1988年1月

序

广东教育出版社邀请我的几位同事把我三十几年来写的一些书、文搜集筛选，编成一部文集，准备出版。

回顾检阅一下，深感自己在所从事的学术领域内作的工作不多，出文集，不免汗颜。

这次回顾与检阅，对我倒也是一个督促，鞭策我继续努力，力求在有生之年补作一点贡献。汉语语法学，修辞学，语言教育，这些领域内还有不少园地等待人们去充实或开拓。

为此，我对广东教育出版社以及其他一些有关同志表示感谢。

我的同事庄文中、张厚感、黄成穗三位同志不辞辛劳，担任繁琐的选编工作，谨致谢意。

张 志 公

本书著者简介

本书著者张志公，河北省南皮县人，1918年11月生于北京。现任国家教育委员会课程教材研究所学术委员会主任，兼任北京外国语学院、浙江师范大学讲座教授。他是中国人民政治协商会议全国委员会常务委员，中国民主促进会中央执行局委员、教育委员会主任。

张志公1937年考入中央大学工学院，一年后转入外语系，攻读英语、法语和外国文学。1940年辍学任教。嗣转学并于1945年毕业于金陵大学外语系。毕业后留校任教。1946年起自学俄语，并钻研语言学和汉语。1948年夏，应聘到海南大学任外语系副教授，代理系主任。1950年初赴香港，在华侨大学教授翻译学。他读中学时在中国古典文学和现代文学方面打下了很好的基础，进大学后更旁及外国语言文学以外的其他方面，选修或旁听过中国文学史、中外历史、社会学、文学批评、美学、心理学等课程。他的大学毕业论文是用英文写的《从〈文心雕龙〉所见的中国文学传统》（Chinese Literary Traditions as Seen Through Wen Xin Tiao Lung）。从这里可以看出，由青年时候起，张志公就在语言文学方面朝贯通中西的道路迈进了。他一贯认为，学应有所专，但要基底宽广。他这样想，也这样作了。现在已入老年，他自己回顾说，他“得益于此，视野不狭隘；也受损于此，杂而不精，所专不深”。笔者认为，他说的前半是事实，后半是谦逊。

他在语言学界、教育学界、编辑出版界一直受到老一辈和同辈们的赞许、支持，受到后辈的尊敬。他是“杂”而且“专”的。

1950年10月，他应邀由香港赴北京任开明书店编辑。次年负责编辑《语文学习》月刊。1952年，开明书店与青年出版社合并，建成中国青年出版社，他继续主编《语文学习》，并主持其他语文、外语书籍的编辑工作。1954年，为准备在中学实行汉语和文学分科教学，教育部委托吕叔湘和张志公编写汉语教材。1955年，人民教育出版社成立汉语编辑室，调张志公担任室主任，《语文学习》也转由人民教育出版社编辑出版，由他兼任主编。1962年改任外语编辑室主任至1966年。1981年升任副总编辑，1986年调任现职。

50年代以来，他在负责汉语等教科书和期刊编辑工作的同时，始终坚持进行学术研究，并不断在外边兼课任教。三方面的工作一起作，负担之重可想而知，多年来他一直每天工作十二小时以上。

张志公主编《语文学习》将近九年，共出版105期。他一贯的编辑指导思想是：要沟通语言和文学，要重视普及与提高相结合，而以普及为主；他尊重，团结老年、中年两代的各家各派，扶植培养青年一代。这个刊物在普及语文知识方面起了积极作用，得到全国语文学界的支持，受到社会各界的欢迎。

编写《汉语》教材在中国是第一次，涉及知识结构，知识的深度、广度，特别是语法体系分歧等问题，困难很多。为此，从1954年到1956年，在吕叔湘先生指导下，他具体组织和主持了关于汉语教学特别是语法系统的多次讨论，最后，归纳各家意见草拟了《暂拟汉语教学语法系统》，于1954年亲自在北京教师进修学

院向来自全市的几百名语文教师试教一年。随后再经反复修改，于1956年定稿。他邀请了全国语法界二十多位专家著文，编成《语法和语法教学》一书，全面阐述了《暂拟汉语教学语法系统》的内容。据此主编了初中《汉语》一至六册，为当时中学的文学和汉语分科教学提供了教材。

70年代末，随着语法研究的发展和语法教学实践的发展，各级学校的语文教师对《暂拟汉语教学语法系统》提出不少改进意见，并要求制定新的汉语语法教学系统。在教育部的领导下，他于1981年7月主持了在哈尔滨举行的盛况空前的“全国语法和语法教学讨论会”。经过反复讨论，他执笔写成《〈暂拟汉语教学语法系统〉修订说明和修订要点》。在此基础上，又广泛征求专家和教师的意见，主持制定了《中学教学语法系统提要（试用）》。这个《提要》已经教育部批准公布，将作为编写中等学校语法教材的依据。

50年代制定《暂拟系统》，80年代制定《提要》，张志公为建立汉语教学语法体系作出了重要贡献。

1977年，他参加教育部主持的教材工作会议，开始重编全国统一使用的中小学各科教材。对语文教材中语文知识，特别是语法知识的编写，他提出“精要、好懂、管用”的原则，写进了教学大纲。这个原则深入人心，至今仍被许多同事戏誉为张志公的“六字真言”。

建国后的十多年间，我国外语课程的设置和教材工作走了不少弯路。1962年，为了加强外语教材建设，人民教育出版社组建外语编辑室，张志公被调任编辑室主任，着手制定英语、俄语教学大纲，编写新的教材。张志公带领全室同人首先进行了调查研究，总结了中国外语教学的历史经验，写成两个调查报告：《回

顾六十年来中学英语教学和教材》和《俄语教学回顾》。教育部将这两个调查报告作为文件下达，供各地参考。在此基础上，张志公主持拟定了新的英语和俄语教学大纲，建立了新的教材体系，编写了初中、高中全套《英语》和《俄语》教材。这两套教材至今仍被认为是建国后比较有特点的教材，受到不少教师的怀念。

张志公多年负责语言教材的编写工作，他一贯认为，编写教材必须有学术研究的基础，得到学术界的支持。没有对所编教材学科的深入研究，不可能搞好编辑工作。1962年他到外语编辑室，在熟悉了每位同事的情况后一位一位的个别讨论，帮助每人拟定了研究专题和计划。他自己深入研究语言学和语文教学、外语教学，撰写学术著作和论文，到大学和社会上长期或短期兼课，跑中学以至小学、幼儿园调查访问，听课，征询意见，交了许多教师朋友。他参加国内外学术活动。这样，他本人成为语言学和语言教学的专家，从而也大大提高了教科书编辑工作的学术水平。

张志公善于团结同道共同工作。他尊重前辈，团结同辈，扶植后辈。他师事叶圣陶、罗常培、王力、吕叔湘、陈望道、黎锦熙等前辈，学习了他们的长处，具有严谨的学术作风和自如的驾驭语言文字的能力；又与同辈人密切合作，发挥大家的长处，同时严格要求中青年，言传身教，一丝不苟，培养了一批中青年学者和编辑工作者。

几十年来，他在学术上卓有成就，在社会上享有很高的声望，被委派或聘请担任国家机关的一些学术职务，如全国中小学教材审定委员会委员，国家语言文字工作委员会委员，中国社会科学院语言研究所、语言文字应用研究所学术委员等等；还应邀或被推选担任了不少学术团体的职务，如中国语言学会常务理事、中

国修辞学会会长、北京语言学会会长、中国外语教学研究会名誉理事、对外汉语教学研究会顾问、香港《中英语文教学》顾问、《语文论集》主编等。他被聘为《中国大百科全书·语言文字卷》编委并担任几个重要条目的撰稿人。他应邀参加了一些国际性的学术会议，宣读论文，如第15届和第16届国际汉藏语言学会会议，第10届国际阅读学术讨论会，香港中文大学举办的应用语言学研讨会，日本中国语学会年会，香港教育署语文教育学院主办的第1届国际语文师资培训未来动向研讨会，在北京举行的第1届和第2届国际汉语教学研讨会，并主持了1987年在北京举行的“世界汉语教学学会”成立大会。他曾应邀到美国明德大学(Middlebury College)、香港大学、东京日中学院等处讲学。在国内，经常应邀到各地讲学，足迹遍及西藏、台湾以外的所有省、市、自治区。

张志公在语言教育方面有深入的研究，发表了不少论著。他的《传统语文教育初探》，在国内外受到重视。他在这方面的著作还有《语文教学论集》、《张志公论语文教学改革》等等。张志公在汉语语法和修辞研究方面造诣很深，先后出版的主要著作有《汉语语法常识》、《修辞概要》、《语法学习讲话》、《现代汉语》(主编)。此外还写有很多论文，散见于有关报刊和院校学报中。有的论著被译为外文在国外发表，如《汉语语法常识》有日文版，《汉字与阅读》被译为英文刊在美国出版的《中国教育》(Chinese Education, Vol.XVIII, No.2, 1985)等等。

田小琳

Professor Zhang Zhigong

Zhang Zhigong's hometown is Nanpi District in Hebei Province. He was born in Beijing in November, 1918. At present he is Director of the Academic Board, Research Institute of Curriculum Development, National Commission of Education and concurrently, Professor of Linguistics in Beijing Institute of Foreign Languages and Zhejiang Normal University. He is a member of the Standing Committee, National Committee of the Chinese People's Political Consultative Conference, also a member of the Executive Board, China's Democracy Promotion Association and Chairperson of the Education Commission.

Zhang Zhigong was admitted into the Engineering College of the National Central University in 1937. One year later he entered the Department of Foreign Language and Literature to study English, French and foreign literatures. In 1940, he discontinued his studies and began teaching. Then he transferred to the Foreign Language Department of Jinling University (Nanjing University) and graduated in 1945. He stayed behind to teach after graduation. He studied Russian on his own since 1946. He also carried out researches in linguistics and Chinese. In the summer of 1948, he was invited to be Associate Professor and Acting Director

of the Foreign Language Department of Hainan University. He came to Hong Kong in 1950 to be Professor of the Overseas University in Shatin and taught translation. During his studies in the secondary school, he had laid down a very sound foundation in Chinese classical as well as modern literature. While he was studying at university, he also took up subjects other than Foreign Languages and Literature. For example, he had taken History in Chinese Literature, Chinese and Western History, Sociology, Literary Criticism, Aesthetics, Psychology, etc., either as elective courses or sat in on these courses. His graduation thesis was written in English: Chinese Literary Traditions as Seen Through *Wen Xin Tiao Lung* (文心雕龙). From this it can be seen that as early as in his youth, Zhang Zhigong has stridden forward towards the goal of having a thorough knowledge of both Western and Chinese Languages and Literature. He always thinks that one should be specialized in a certain aspect in learning, but the basis must be broad. He has indeed achieved that. Zhang Zhigong is now growing old. As he looks back, he says, "I have benefited from this: my horizon is broadened. However, there are also harmful consequences. I have knowledge in various aspects but I am not keen on them or have a profound knowledge on them." What he says is true for the first part only. As for the second part, he is only being humble. In the linguistics circles, the education circles and the editorial and publishing circles, he is always praised and supported by people from the older

generation as well as from his generation and respected by those younger than him. In fact, he has wide-range of as well as profound knowledge.

In October 1950, he went to Beijing from Hong Kong at the invitation of the Kaiming Bookstore to be its editor. He was responsible for the editing of the monthly magazine "Language Study" a year later. In 1952, the Kaiming Bookstore was merged into the China's Publishing House for Youths. He continued to be the chief editor of "Language Study" and was in charge of the work of editing various publications on Chinese as well as foreign languages. In preparation for the implementation of teaching Chinese Language and Literature separately in secondary schools, the Ministry of Education asked Lǚ Shuxiang and Zhang Zhigong to compile textbooks and teaching materials of Chinese Language in 1954. In 1955, the People's Education Press set up the Editorial Department of Chinese and Zhang Zhigong was transferred to be the Department Head. The work of editing and publishing the magazine "Language Study" was also passed on to the People's Education Press and Zhang Zhigong acted concurrently as the chief-editor. He was the Head of the Editorial Department of Foreign Languages from 1962 to 1966. In 1981, he was promoted to be the Assistant Editor-in-chief of this Press. In 1986, he was transferred to the present office.

Since the 50s, he insists on carrying out academic re-

search while he is responsible for the compiling of textbooks of Chinese Language, etc. and periodicals at the same time. He also does some additional teaching in various institutions all the time. His work load is really heavy since he has to do three kinds of work at the same time. He has worked for over 12 hours each day constantly in all these years.

Zhang Zhigong has supervised the publication of the magazine "Language Study" for nearly nine years. There are altogether 105 issues. His guiding ideology in editing has always been to link up language with literature and to emphasize on combining the popularization with raising the standard of language and literature with main stress on popularization. He respects the unification of the various schools of thoughts of the old and middle age generation and the fostering of the younger generation. This magazine has a positive effect on the popularization of knowledge in language. It is supported by the Chinese Language circles of the whole nation and welcomed by people from all sections of society.

It was the first attempt for the Chinese Government to compile textbooks and teaching materials of Chinese language. This work involves a lot of problems, such as the structure of knowledge, the depth and extensiveness of knowledge and especially the question of the divergences in the grammatical system. For this reason, under the guidance of Prof. Lǔ Shuxiang he had organized and chaired

a number of discussions on Chinese Language teaching, particularly on the grammatical system from 1954 to 1956. He summed up the opinions from the various schools and drafter "A Temporary System of School Grammar" (TSSG) in the end. In 1954, he himself carried out an experiment on this system for a year in the Beijing Teachers' Advanced Studies College. It was finalized in 1956 after repeated modifications. He was in charge of the publication of "Grammar and Grammar Teaching" and had invited over 20 experts from the Grammar circles of the whole nation to write articles. This book was a comprehensive elaboration on the TSSG. A set of textbooks, the "Chinese Language", for the Junior Middle Schools, which consisted of six volumes was compiled according to the basic philosophy of this book. It made possible the teaching of Chinese Language and Literature separately in middle schools at that time.

With the development in the research of grammar and practices in grammar teaching in the late 70s, language teachers from all levels of schools put forward a lot of opinions on the improvement of the TSSG. They asked for the formulation of a new system for the Chinese Language Grammar Teaching. In July 1981, under the guidance of the Ministry of Education, he chaired a national discussion on "Grammar and Grammar Teaching" in Harbin, which was an exceptionally grand occasion. After repeated discussion, he completed the "Project for the Revision of the TSSG". On this basis, he had further sought opinions from experts and tea-