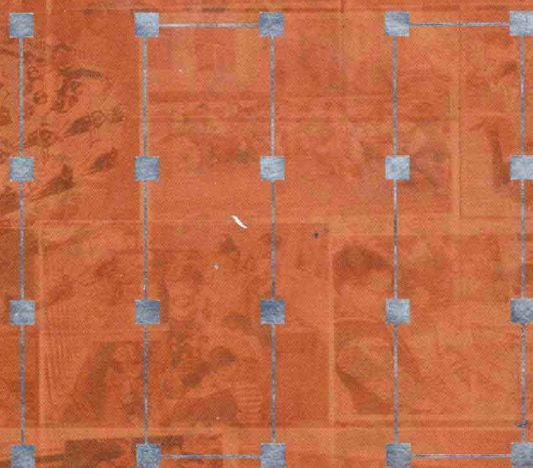


The Centenary Chinese Preschool Education

百年中国幼教

(1903-2003)

中国学前教育研究会 编



教育科学出版社

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毛泽东同志与延安中央托儿所的孩子们在一起



朱德同志在延安与孩子们在一起



宋庆龄与中国福利会幼儿园的孩子们在一起



邓小平同志接见姚淑平等教育工作者



江泽民同志在消灭脊髓灰质炎强化免疫日为儿童喂糖丸

好：的保育兒童
以女

心身兒童發育
保證平均
保持

徐特立

昔日馬背搖籃
今日兒童樂園

江澤民
一九九五年
四月廿九日

序

20世纪,是中华民族从衰败走向复兴,中国从封建社会走向现代社会的世纪。一百年间,中国的政治、经济、文化、教育发生了空前伟大而深刻的变革。在变革中,我国的幼儿教育沿着现代化、民族化、大众化、科学化的方向,不断地探索,历尽艰险,与时俱进,持续发展,为改变中国儿童的历史命运,为塑造坚实的民族精神,为培育一代又一代的国家公民、社会栋梁、天下英才,做出了不可磨灭的贡献。

回顾百年进程,我国幼儿教育的发展,大致可以分为四个历史阶段,即19世纪末20世纪初的初创阶段,从“五四”运动到1949年的实验和推广阶段,新中国成立后的大发展阶段以及改革开放以来全方位建设具有中国特色的现代幼教事业的改革发展新阶段。

在几千年的中国古代教育史上,幼儿教育是一种自发的、无序的、封闭的家庭教育形态的存在,是被遗忘在古代教育家们视野之外的“角落”。直至19世纪后期,西学东渐,当时怀抱救亡图存大志的有识之士才认识到幼儿教育的重要意义:“童子就学,教以书数,穷理精艺,实基于此。”“人生百年,立于幼学。”19世纪末,西方传教士在中国土地上试建了第一批幼儿园;1903年秋,洋务派张之洞等人在武昌创办了中国第一所公立幼儿教育机构——湖北幼稚园;1904年初,他们又制定了《癸卯学制》,第一次从学制上明确了幼儿教育的重要地位。中国幼儿教育开始从家庭走向社会。

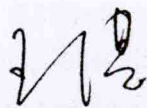
中国幼儿教育社会化的第一步,如同当年许多事业一样,是以洋人为师的。这既开启了向世界的先进国家学习的新风,也使中国幼教社会化的开端带有着殖民主义、封建主义深深的烙印。如何处理“外来”和“本土”、“模仿”和“创造”,如何从只为少数阶层服务到为广大民众服务,如何创造优质、科学的幼儿教育,在当时是无法解决的。直至辛亥革命,尤其是“五四”新文化运动后,民主与科学思潮勃兴,教育界才开始正视与反思中国幼儿教育存在的“外国病、富贵病、花钱病”(陶行知语)等问题。以陈鹤琴、陶行知、张雪门为代表,自觉地展开了幼儿教育的现代化、民族化、大众化、科学化的实验基地和理论体系的创建,并创办了一批乡村幼稚团和平民幼稚园。此间,诞生了中国第一个幼儿园课程标准——《幼稚园课程标准》。这些先行者的实践业绩和理论建树,影响并左右了上世纪三四十年代直至今天的中国幼儿教育的发展。与此同时,在老解放区诞生了一批“马背上的幼儿园”,坚持幼儿教育为劳动人民及其子女服务,建立了独特的幼儿教育体制,为新中国成立后幼儿教育的改革和发展奠定了良好的基础。

新中国成立后,幼儿教育事业发生了翻天覆地的变化。建立健全了各级幼儿教育管理机构和体制,确立了面向工农大众,面向全体幼儿,实施体智德美全面发展教育的方向。我国的幼儿教育成为人民教育事业的一个重要组成部分,在全国范围内迅速发展,逐步建立和发展了大量的适合中国国情的各种类型、不同层次、多种形式的幼儿教育机构。同时形成

了幼儿教育师资培养的正规体系,培养了数万名具备专业保教知识和素养的幼儿教育工作者。这一时期的幼儿教育内容和机制以老解放区的教育经验为基础,全面系统地学习苏联幼儿教育模式,虽然有助于形成自己的特色,但对西方的“排斥”和“拒绝”,对上世纪二三十年代优秀传统的“批判”和舍弃,也带来了片面、保守和僵化。

文化大革命后,中国幼儿教育事业展开改革开放新格局。教育部及时颁布实施了《幼儿园管理条例》、《幼儿园工作规程》、《幼儿园教育指导纲要》等,对幼儿教育的发展进一步加强规划与指导,提出了“依靠国家、集体、公民和个人一起办”“以公办园为骨干和示范,以社会力量兴办幼儿园为主体,公办与民办、正规与非正规幼儿教育相结合”的方针。这一时期,中国幼儿教育事业迅猛发展,取得了举世瞩目的成绩。幼儿园数从1976年的44.26万所增加到2002年的141.18万所,入园幼儿人数从1976年的1395.5万上升到2002年的2036万。幼儿教育已从百年前极少数家庭才能得到的“奢侈品”变成了广大人民群众享有的受教育的权利,成为社会发展,尤其是人的发展的奠基工程。由于在总结百年经验的基础上广泛吸纳世界上先进的理论和思想,我国的幼儿教育理念——儿童观、教育观、课程观等也有了新的突破。先进的幼儿课程和具有较高水平的幼儿教学和设施,也由各大都市向中小城市普及并正逐步走向农村。中国的幼儿教育在中国社会、经济、文化、教育的剧烈变革的历史背景下面向现代化、面向世界、面向未来,成为世界幼教的重要组成部分,并在国际幼教舞台上发挥越来越重要的作用。

百年沧桑,百年辉煌,百年中国幼教凝聚了成千上万的仁人志士的心血,记载了无数的继往开来、艰苦创业、改革创新的故事,高扬着几代幼教工作者热爱祖国、热爱儿童、甘当人梯、无私奉献的精神。这本由多位专家通力合作编撰的《百年中国幼教》,虽然不可能完全再现中国幼教百年历史,但却探究钩沉、发掘整理了大量原始资料,真实地为我们勾勒了百年演进的轨迹,总结了主要的历史经验,传递了前辈留下的精神财富,是一本值得广大幼教工作者阅读的好书。让我们以史为证,以史为鉴,为全面实现中国幼儿教育的现代化、民族化、大众化、科学化,为中国每一个适龄儿童都能受到优质、科学的早期教育,为在21世纪对人类幼教事业做出更大贡献而奋斗!



2003年8月

Foreword

The 20th century witnessed China's transition from decline to revival, as well as from a feudal society to a modern one. During this century, unprecedented changes took place in China's politics, economy, culture and education. Meanwhile China's preschool education, bore hardships, and developed continuously towards modernization, nationalization, popularization and scientization. It has made great contributions to the changing of children's life, the shaping of a national spirit, and the cultivation of generations of citizens and talents.

Looking back upon the development of China's preschool education over the last 100 years, we can divide it into four historical periods: (1) the initial period, from the end of the 19th century to the beginning of the 20th century; (2) the experimental and popularizing period, from the May 4th Movement (1919) to 1949; (3) the rapid development period, from the establishment of the P. R.C. to 1970s; (4) the reform and development period during the 1980s the 1990s.

The history of ancient China lasted thousands of years. During the long period, there were no systematic forms of preschool education but some spontaneous and closed ones within families. This kind of "preschooling" did not attract the attention of ancient educators. It was not until the late 19th century that the educational system of the West was introduced into the East. At that time, some insightful persons who wanted to save China from subjugation and ensure its survival began to realize the importance of preschool education. "It really lays the foundation for achieving thorough understanding and superb skills to school children at early ages and teaches them reading and mathematics." "A man might live for 100 years, but his success is based on his learning in the early years." At the end of the 19th century, Western missionaries built the first kindergartens in China. In the Autumn of 1903, Zhang Zhidong, a well-known figure of the Westernization Movement, and some others built the first public institute of preschool education in China—the Hubei Kindergarten. At the beginning of 1904, The *Guimao School System* was enacted, which explicitly recognized the importance of preschool education in terms of school system for the first time in Chinese history. From then on, China's preschool education was moving from family to society.

The first step of the socialization of China's preschool education, like many other undertakings, took Westerners as the teachers. It pioneered, on one hand, a new trend to learn from the more ad-

vanced countries in the world. On the other hand, however, it was stamped with the brand of colonialism and feudalism.

There were many insoluble problems at that time and among the major ones were how to deal with the conflict between the imported and the native, how to keep balance between imitation and innovation; how to move preschool education from serving the upper class only to serving the broad masses of the people; and how to develop scientific and quality preschool education. It was not until after the Revolution of 1911, particularly after the current of democracy and science brought forth by the May 4th cultural Movement swept China, that the educators began to confront and reflect the problems of "serving the upper class only", "expensiveness" and "foreign dominance" (quotations from Tao Xingzhi) in preschool education. Led by Che Heqin, Tao Xingzhi and Zhang Xuemen, educators made great efforts to modernize, nationalize and popularize China's preschool education, including building experimental bases and theoretical systems. This period witnessed the building of many village kindergartens and the fair-price kindergartens for the common people. It also saw the birth of *China's first Kindergarten Curriculum Standards*. The work of these pioneers had great influence on China's preschool education during the 1930s and the 1940s, and the influence can still be felt today. During the same period, on the other hand, many kindergartens on horseback were created in the liberated areas. They served kids of the working people, established a unique system of preschool education, and laid a good foundation for the reform and development of preschool education of New China.

After the founding of the People's Republic of China, earthshaking changes took place in preschool education: the management system and organizations at all levels were established and improved; policies were made to serve the working people and all preschool children; an all-round education, including moral, intellectual, physical and aesthetic education, was carried out. Preschool education became an important part of the people's educational cause. It developed rapidly nation wide. Step by step, many types of preschool institutes better suited to China's actual conditions were created and developed at different levels. Meanwhile, a formal system to train preschool teachers was developed and it trained tens of thousands of professional preschool educators. During that period, the contents

and mechanism of preschool education were based on the educational experience of the old liberated areas. The Soviet model of preschooling was absorbed comprehensively and systematically. Though it was helpful for developing China's own characteristics, the rejection of the West and the criticizing and abandoning of the good traditions of the 1920s and 1930s also brought about some one-sided, conservative and ossified views.

After the Great Cultural Revolution, the reform and opening-up policy opened a new chapter for China's preschool education. The Ministry of Education timely issued the *Regulations for Kindergarten Management*, the *Regulations for Kindergarten practice*, and the *Guidelines for Kindergarten Education*. To speed up the development of preschool education, the policy was made to encourage individuals, collectives and the state to run preschools together. More specifically, the public preschools were supposed to play the leading role and set examples for the others, but preschools run by individuals and collectives were supposed to play the primary role. As a result, the public preschools were combined with the private ones, and the formal accompanied by the informal. During this period, China's preschool education developed rapidly, and the achievements attracted world attention. For example, the number of the kindergartens increased from 442,600 in 1976 to 1,411,800 in 2002. The number of children enrolled went up from 13.955million in 1976 to 20.360million in 2002. Now, preschool education is no longer a luxury that only a very few families can afford; it has become the right of the masses, and has laid a foundation for social development, particularly for the development of human beings. Thanks to our absorbing the good theories and thoughts of the world based on our centuries of experiences, we have made a new breakthrough in the outlook on preschool education, including that of children, education, and curriculum. Preschools with advanced curriculum, skillful teaching and good facilities have become popular not only in metropolises, but also in middle and small cities, and are spreading to rural areas. In the rapid changes, China's preschool education is oriented to the needs of modernization, and towards the future and the world. It has become an important part of and is playing a more and more important role in the whole world's preschool education.

With centuries of vicissitude and achievements, China's preschool education embodies the painstaking efforts of thousands of people with high aspirations, and relates numerous vivid stories of the