

中国普通中学教育

Secondary Education in China

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Department of Secondary Education
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Secondary Education in China

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概 况

中华人民共和国的普通中学，是小学和大学之间的一个承上启下的教育阶段，分为初、高中两段。初级中学属基础教育，是九年义务教育的一段。高级中学和中等专业学校，技工学校，师范学校，职业高中，统称高级中等学校。中国的普通中学，有初、高中合校的完全中学，也有单独分设的初、高中。

一、普通中学的发展情况

（一）学校数量迅速增长

旧中国的教育十分落后，教育事业发展的最高年度（1946年），也只有4266所中学，在校学生149.6万人。中华人民共和国成立以后，中学教育迅速发展。1985年，中学已有93221所（其中：完全中学和独立高中17318所，初中有75903所），在校学生达到4705.9万人。同解放前相比，学校数增长20.9倍；学生数增长30.5倍。京、津、沪等许多大中城市，已经基本普及初中教育。

1985年，中国小学毕业生升初中的比例平均为68.4%，初中毕业生升高级中等学校的比例平均为41.2%，高中毕业生升入全日制高等院校的比例平均为26.9%。

旧中国中学的布局不合理。多数学校设在东部沿海地区，西部地区很少；大中城市学校较多，县镇和农村很少；边疆和少数民族聚居区更少。建国以后，中国共产党和中国政府大力发展农村、工矿和少数民族地区的中学。从而，基本上改变了历史遗留下来的中学布局不合理的状况。现在，全国2069个县，县县都已设有条件较好的完全中学或独立高中，乡镇基本上都设有初中。建国前，西藏没有1所中学，

新疆仅有8所，宁夏仅有5所，青海仅有4所中学，现已分别发展到55所、2100多所、430多所、410多所。

（二）教育质量显著提高

建国以来，对旧中国中学教育的培养目标、教育制度、课程设置、教学内容和教学方法，进行了一系列改革，教学质量显著提高。近几年，中国中学生曾多次参加国际性有关学科的竞赛活动，并获得了较好的成绩。为了适应社会主义现代化建设的需要，在总结已有经验的基础上，去年，公布了《中共中央关于教育体制改革的决定》（以下简称《决定》），今年，全国人民代表大会又公布了《中华人民共和国义务教育法》（以下简称《义务教育法》），这是发展中国教育事业的纲领性文件。在这两个文件精神指导下，中学教育正在进行调整、整顿、改革、提高，并开始出现了建国以来前所未有的生气勃勃的新气象。

在五十年代后期，中国开始调整中等教育结构，发展中等职业技术教育。十年内乱期间，调整工作遭到破坏。在这一期间，普通中学盲目发展，形成了单一化的普通中学教育结构。从1978年以来，逐步对中等教育结构进行了调整。1985年，全国普通高中的在校学生总数达到741万人，占整个高级中等教育阶段在校学生数的64%，与此同时，各类职业高中有了较快的发展。37年来，中国共培养了2.8亿多普通中学毕业生，其中有一批人升入高等学校继续深造，多数人直接走上工农业等生产、工作岗位。

二、普通中学教育今后改革和发展的设想

贯彻教育必须为社会主义建设服务、社会

主义建设必须依靠教育的指导思想,今后,普通中学教育的改革和发展设想:

(一) 有步骤地实施九年义务教育

按照《义务教育法》和《决定》要求,根据各地经济、文化发展的不同情况,逐步实施九年义务教育。首先,占全国人口四分之一的城市、沿海各省中的经济发达地区,在1990年左右,基本实现九年制义务教育,普及初中教育。然后,约占全国人口一半的中等发展程度的镇和农村,在1995年左右实现九年制义务教育,普及初中阶段的普通教育或职业和技术教育。这样,到本世纪末,中国将有80%左右人口的地区,普及初中阶段的教育。在普及初级中等教育的基础上,有计划地发展高级中等教育,进一步满足社会建设的需要。

(二) 继续调整中等教育结构

现在正继续调整中等教育结构,大力发展中等职业技术教育,有计划地把一批普通高中,改为职业技术高中,或者在普通高中增设职业班。到1990年,使大多数地区,普通高中和各类高中阶段的职业技术学校招生数相当,使

高级中等教育阶段的结构,进一步趋向合理化。

我国广大青少年,一般从中学阶段开始分流,实行在初中、高中和高中后三个阶段普通教育和职业技术教育三级教育分流。

(三) 进一步改革教育思想、教学内容和教学方法

教育要面向现代化、面向世界、面向未来。为了实现这一战略方针,中国将继承发扬本国的传统教育经验,借鉴各国的教育经验,进一步改革普通中学的教育思想、教学内容和教育方法。在改革中,注重从中国大多数学校的实际出发,实行统一性与灵活性相结合,遵循青少年身心发展规律的同时,注意因材施教;坚持教育与生产劳动相结合,切实加强劳动教育和职业技术教育;合理安排各类课程的课时,适当拓宽知识面,注意各门学科的联系与衔接积极开展课外活动,强调各科教学的重点是培养学生能力,发展智力。通过改革,要扎扎实实地提高中等教育的质量,为社会主义物质文明和精神文明建设服务。

普通中学统计表

年份	学校数 (所)	在校学生 (万人)			专任教师 (万人)		
		合计	高中	初中	合计	高中	初中
1949	4045	103.9	20.7	83.2	6.7	1.4	5.3
1957	11096	628.1	90.4	537.7	23.4	4.0	19.4
1965	18102	933.8	130.8	808.0	45.7	7.8	37.9
1985	93221	4705.9	741.1	3964.8	265.2	49.2	216.0

General Remarks

MIDDLE schools, or secondary schools, in the People's Republic of China are intermediate in level between elementary schools and colleges or universities. They are subdivided into junior middle schools and senior middle schools. The junior middle schools laying emphasis on the basics, are operated under the nine-year program of compulsory education prescribed by the state. The senior middle schools afford what is called higher secondary education, as do technical schools, normal schools and a variety of other senior vocational middle schools. There are separate junior as well as senior middle schools while there exist full middle schools complete with junior and senior divisions.

I. The Development of Middle Schools

1. Increase in number of middle schools

Education was very backward in old China. There were only 4,266 middle schools with 1.496 million students in 1946 at the height of educational development. Since the founding of the People's Republic of China, secondary education has been advancing rapidly. By 1985, middle schools numbered 93,221, including 17,318 full middle schools and senior middle schools as well as 75,903 junior middle schools, with an enrollment of 47,059 million students. Compared with the pre-liberation days, middle schools have increased by 20.9 times, and students by 30.5 times. Junior middle school education is now practically universal in Beijing, Tianjin, Shanghai and many other major cities in the country.

In 1985, the average proportion of primary school graduates entering junior middle schools was 68.4%, while that of junior middle school graduates entering senior middle schools was 41.2%. And the proportion of senior middle school graduates entering full-time institutions of higher education also reached 26.9% on the average.

Before liberation, middle schools were unevenly distributed in the country. Most of them were located along the east coast. There were many more schools in large and medium-

sized cities than in small towns and rural areas. Very few schools existed in remote areas and regions inhabited by the national minorities. Since liberation, both the Chinese Communist Party and the Chinese government have made tremendous efforts to promote secondary education in rural and mining areas as well as in national minority communities. As a result, the uneven distribution of secondary schools in the old days has been basically changed. Today, well-facilitated full middle schools or senior middle schools are found in every one of China's 2,069 counties, while almost every rural town boasts a junior middle school. Special attention has been paid to the development of education in the regions inhabited by the national minorities. In the old days, there were only 8 middle schools in Xinjiang, 5 in Ningxia, 4 in Qinghai, and not even one in Tibet. But now, the number of middle schools has grown to 2,100 in Xinjiang, 430 in Ningxia, 410 in Qinghai and 55 in Tibet.

2. Higher quality of education

Since 1949, the Chinese government has made sweeping reforms in the aim, system, curriculum, materials as well as methodology of secondary education established in the old society. These efforts have resulted in marked improvement in quality of teaching. In the last few years, Chinese middle school students have participated in various international academic competitions with considerable success. To meet the demands of China's modernization drive, the Chinese Communist Party Central Committee, by learning from past experience, issued the *Resolution on Reforming Educational Systems* last year (to be called later in this article the *Resolution* for short). And this year, the Standing Committee of the National People's Congress also promulgated the *Compulsory Education Law of the People's Republic of China* (to be called the *Compulsory Education Law* in brief). These are programmatic documents for the promotion of education in China. Guided by these documents, institutions of secondary education throughout the country are undergoing a process of readjustment, rectification, transformation and improvement. A new atmosphere of life and vigour is being created in

the field of education.

China started restructuring its education by establishing technical and other forms of vocational schools in the late 1950's. Unfortunately, such work came to a complete halt as a result of the upheaval between 1966 and 1976. During those years, undue emphasis was put on the development of full middle schools, moving the country's secondary education along a single track. But efforts have been made to change this situation since 1978. By 1985, senior middle schools in the whole country had an enrollment of 7.41 million students, approximately 64% of the total number of students enrolled in institutions of higher secondary education. Meanwhile, senior vocational middle schools of various kinds enjoyed rapid development. In the 37 years since the founding of the People's Republic, China has turned out over 280 million middle school graduates. While some of them continue their education in colleges or universities, most of the rest join the work forces in various fields directly after graduation.

II. Tentative Plans for the Reform and Development of Secondary Education

The following tentative plans for the reform and development of secondary education are based on the guiding idea that education and China's socialist construction must go hand in hand.

1. Step-by-step popularization of the nine-year program of compulsory education

According to the *Resolution* and the *Compulsory Education Law*, the nine-year program of compulsory education is to be gradually popularized, depending on the economic and cultural developments in different regions of the country. First, this program is to be carried out and junior middle school education to be made universal by 1990 in the cities as well as in the economically more developed coastal regions, where reside one quarter of the national population. Then the program is to be realized and junior middle school education or vocational education of a corresponding level to be made universal by 1995 in the moderately developed rural areas where live about half of the national population. Once these goals are attained secondary education on the junior middle school level will become universal in areas with 80% of the Chinese population. By then, higher secondary education will also have made big strides to meet the growing needs of our socialist construction.

2. Further restructuring of secondary education

Further readjustments are to be made on the present structure of secondary education by promoting technical and other forms of vocational education. Plans are being made to turn some of the existing senior middle schools into vocational middle schools, or to attach special vocational training-classes to ordinary senior middle schools. By 1990, in most regions of the country a balance should have been achieved between the number of students enrolled in ordinary senior middle schools and that in senior vocational middle schools of various kinds, thus making for a sounder structure of secondary education.

With most young people in China, track-dividing occurs during their middle school years. To provide them with appropriate opportunities for making such an important decision of their life, a three-staged track-dividing system, namely the stages of junior middle school, senior middle school and post senior middle school, is to be adopted.

3. Further reforms in principles of education, content of school courses and methods of teaching

"Education should face up to the demands of the modernization, the world and the future." In order to realize this strategic principle, China will launch further reforms in the general principles of secondary education, the content of school courses and the methods of teaching while drawing on both the Chinese traditional experience in education and the experience of other countries all over the world. Such reforms will proceed on the basis of the actual conditions of most schools, as well as of the mental and physical characteristics of young people. In making such reforms, special attention will be paid to the principles of "teaching in accordance with the students' aptitude" and "combining education with productive labor". Emphasis will also be put on improving the students' ability to do physical work and acquire vocational skills. At the same time, the general school curriculum will be made more rational in order to broaden the students' scope of knowledge. Among other things deserving special consideration will be the correlation between different subjects as well as students' extracurricular activities. The final aim of all this is to improve the students' problem-solving ability and develop their intelligence. Such reforms are intended to better the quality of secondary education so as to serve well China's socialist construction on both the material and spiritual levels.



1985年5月,在北京召开全国教育工作会议。会后,公布了《中共中央关于教育体制改革的决定》。

The National Educational Working Conference was held in Beijing in May, 1985 and Decision of the Central Committee of the Communist Party of China on the Reform of the Educational Structure was promulgated thereafter.

A Statistical Table of China's Regular Middle Schools

Year	Number of Schools		Number of Students		Number of Full-time Teachers		
			Senior Middle School	Junior Middle School	Total	Senior Middle Schools	Junior Middle Schools
1949	4,045	1,039,000	207,000	832,000	67,000	14,000	53,000
1957	11,096	6,281,000	904,000	5,377,000	234,000	40,000	194,000
1965	18,102	9,338,000	1,308,000	8,080,000	457,000	78,000	379,000
1985	93,221	47,059,600	7,411,300	39,648,300	2,652,000	492,000	2,160,000

教育要面向現代化，面向
世界，面向未來。

鄧小平 一九八三年國慶節
書贈 景山學校

鄧小平同志1983年9月8日為北京景山學校題詞：“教育要面向現代化，面向世界，面向未來。”

“Education be geared to the needs of modernization, the world and the future” — the words
Comrade Deng Xiaoping inscribed for Beijing Jingshan School on September 8, 1983.

继承发扬延安革命精
神，为无产阶级教育事业
做出新贡献。

为北京育才学校题

陈云 八三.五.七

陈云同志为北京育才学校建校四十五周年题词：“继承发扬延安革命精神，为无产阶级教育事业做出新贡献。”该校于1937年创立于革命圣地延安，50年来为国家培养出大批优秀人材。

On the 45th Anniversary of the founding of Beijing Yucui School, Comrade Chen Yun wrote: "Carry forward and develop the Yan'an revolutionary spirit and make new contributions to the cause of proletarian education". The school was established in the revolutionary base of Yan'an in 1937 and has trained large quantities of competent personnel for the state in the past fifty years.



天津市南开中学，伟大的无产阶级革命家周恩来同志曾在这里度过他的中学时代。这是校园中的周恩来同志的铜像和题词。

Nankai Middle School in Tianjin where the great proletarian revolutionary Comrade Zhou Enlai spent his middle school days. Here is the bronze statue of Comrade Zhou Enlai and his inscription on the school campus.

江苏省苏州中学校景。

Suzhou Middle School of Jiangsu Province





华南师范大学附属中学校园。

The Middle School attached to Hunan Normal University

广东深圳特区的育才教学大楼外景。

The classroom building of Yucal Middle School in
Shenzhen Special Zone, Guangdong Province





云南省德宏傣族景颇族自治州民族中学。

Middle School for Nationalities in Dehong,
Dai-Jingpo Autonomous Prefecture of Yunnan Province

广东省顺德马岗书院一角。该校由十七位港澳同胞捐资兴建。

Campus of Magang Studies Centre in Shunde County,
Guangdong Province, contributed by 17 Hong Kong and
Macao compatriots





福建省厦门市双十中学校景。该校是爱国华侨林珠光，马侨儒先生为纪念辛亥革命于1919年创办的。

Campus of October the Tenth Middle School in Xiamen, Fujian Province. This school was established in memory of the 1911 Revolution by Mr. Lin Zhuguang and Mr. Ma Qiaoru, both patriotic overseas Chinese.

1976年唐山大地震,唐山市的中学几乎全部摧毁。几年后一所所中学拔地而起。下图是新建的唐山市第十二中学教学大楼外景。

In 1976, occurred in Tangshan an earthquake which damaged almost all the middle schools in the town. In a few years, new schools sprang up one after another. This is the new classroom building of No.12 Middle School of Tangshan.

